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KEYNOTE SPEAKER



Dr. Rakhi Gupta

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India

KEYNOTE SPEAKER



Dr. K S Sukon (Kaviraj)

Director-General of the Open University of Mauritius

KEYNOTE SPEAKER



Dr. Arjoon Suddhoo

National Laureate, Executive Director of Mauritius Research Council

<p>Oluyemi Ojo GICICTEL1612051</p>	<p>Information communication technology in early childhood education: an assessment of the quality of ict in the new mega primary schools in ondo state, southwestern Nigeria</p> <p>Oluyemi Ojo Department of Early Childhood Care and Education, School of Education, Adeyemi College of Education, Ondo, Nigeria roose4me@yahoo.com</p> <p>ABSTRACT</p> <p>This study seeks to investigate the quality of ICT provided in the new Caring Heart schools in Ondo State, Nigeria. The population for the study was all caring Heart Mega Schools in Ondo State, Nigeria. Research questions were generated; two instruments CCCMS and TQCUC were used to elicit information from the schools and the teachers. The study adopts descriptive survey approach. The studies revealed and concluded that ICT components were available and adequate in these schools, Charts showing ICT components and other forms of computer devices used as instructional materials were available but were not adequate; teachers teaching computer studies are competent in the delivery of instructions and in handling computer gadgets in the laboratory. The study recommended the provision of steady electricity, uninterrupted internet facilities and provision of adequate ICT components and charts for effective teaching delivery and learning.</p> <p>Key words: Information Communication Technology, Mega Primary School, Primary Education.</p>
<p>Akinrotimi Adenike GICICTEL1612052</p>	<p>The Impact of Technology on Cultural Heritage among Preschool Children</p> <p>Akinrotimi Adenike Department of Early Childhood Care and Education, School of Education, Adeyemi College of Education, Ondo, Nigeria akinrotimin@yahoo.com</p> <p>ABSTRACT</p> <p>Culture in simple terms refers to the complete ways of life of a group of people or community which informs their disposition to life and development of instruments that explains their internal beliefs, these instruments refers to technology. Africa is also experiencing globalization as technology from foreign countries and cultures are having both positive and negative impact on the cultural disposition and heritage of her populace, most especially children. This paper looks at the impact of technology on cultural heritage of Africa's preschool children.</p> <p>Keywords: Cultural Heritage, Education, Pre-school, Technology</p>



Nathalie Congo-Poottaren
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TURNING THE FLASHLIGHT ON HUMAN RESOURCES IN SCHOOLS: A CASE STUDY IN A SECONDARY SCHOOL IN MAURITIUS

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ABSTRACT

Being a leader places the individual in a situation where there are many leadership demands that are placed on him/her. The educational leader is expected to fulfill a set of core practices in order to lead his/her school in an effective way. They have to set directions. They also have to develop human resources, refine and align the organization. Furthermore, they have to promote and participate in teacher learning and development and ensure an orderly and supportive environment. Until now, much attention has been given to four of these core practices, but little has been written on the fifth one which consists of developing the human resources in schools. This practice is important as it involves building capacity which in turn leads to collective efficacy. This enables the human resources to contribute greatly in the school improvement process. This paper discusses key findings from a research on the experiences of the educational leader in developing human resources. Data has been gathered by using a questionnaire (n = 62) and semi-structured interviews (n = 7). Findings hint at the fact that educational leaders are aware that people really matter and that they have to develop the capabilities of their human resources, nurture their careers, and manage their performance. However, it is also found that the educational leader does not allocate enough means to developing human resources. The article concludes with several implications which could help to enhance educational leaders' effectiveness in developing human resources.

Key terms: educational leaders, developing human resources



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Understanding of Nature of Science among Pre-Service Teachers and Teacher Educators

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ABSTRACT

The place of Nature of Science (NOS) in science curricula has been emphasized world-wide. Nature of Science is considered as an important component of scientific literacy. Science educators and researchers have given various arguments to support the inclusion of Nature of Science as an important component in science education. The policy frameworks and the researches in the field of science education have indicated the need to conduct systematic research on Nature of Science at all levels; school, college and teacher education, and disseminate the finding widely at the National level. In India, the concerns about NOS are being raised at the level of curriculum reforms. Position paper (1.1) on Teaching of Science, NCERT (2005) advocated scientific literacy; distinction between science and technology; relationship of science, technology and society; process of science; and understanding the historical and developmental

	<p>perspective of science at all levels of school education. These goals cannot be accomplished without an emphasis on Nature of science. Despite these recommendations, the traditional pedagogical approach, lack of resources; and lack of support to the teachers lead to no significant change in the practical scenario in terms of inclusion of NOS. The teacher education programs have also recognized the need of developing an understanding of NOS among prospective teachers and hence included some units on Nature of Science in their syllabi. However, most teacher educators and prospective teachers do not seem to give enough importance to this. The study explored the understanding of NOS among pre-service teachers and teacher educators of Bachelor of Education (B.Ed.) program of three Universities in Delhi, India. The study was conducted on a total of 70 pre-service teachers and 30 teacher educators selected from different Universities. The ‘Mixed Method’ research design was found suitable for the study. The researcher used both quantitative and qualitative techniques for data collection. The understanding of NOS among students and teachers of different courses was explored using the standardized tool, “Students’ Understanding of Science and Scientific Inquiry, (SUSSI, 2008)” and the in-depth interviews of the participants on various aspects of NOS. The data was triangulated to arrive at the findings and conclusions. The findings indicated that the participants understanding varied on various aspects of Nature of Science (NOS) but the overall understanding was not satisfactory.</p>
<p>S. B. Beebeejaun Roojee GICICTEL1612055</p>	<p style="text-align: center;">An Assessment Of Dietary Practices Among Elderly Diabetic People In Mauritius- Pre And Post Diagnosis</p> <p style="text-align: center;">S. B. Beebeejaun Roojee MIE-School of Applied Sciences, Mauritius b.beebeejaun@mieonline.org</p> <p style="text-align: center;">ABSTRACT</p> <p>Education is a cornerstone of diabetes care. Unless adequate education is provided, self-care, which is an essential part of the management of diabetes, cannot be ensured –WHO</p> <p>Food intake is a frequent concomitant of type 2 diabetes among older adults. However, little is known about the food intake of this group of people. The purpose of this paper was to evaluate pre and post dietary practices of the elderly diabetic people age 60 years and above in Mauritius and provide recommendations about diet in the management of type 2 diabetes. A cross-sectional study of the diabetic patient attending Area Health Centres around Mauritius was performed. Through multi-stage sampling procedures, four Area Health Centres were identified and one hundred randomly selected diabetic elderly patients who volunteered to participate in the survey was recruited. An interviewer-administered questionnaire was used to elicit information on their diet history, actual food intake as well as lifestyle factors and nutritional knowledge. A food frequency questionnaire was used to assess the food intake pattern. The result showed that there was an insignificant change in the pre and post dietary practices of the elderly diabetic people. Despite having a good nutritional knowledge, the elderly tend to consume foods according to their affordability and availability instead of what is healthy for them. The findings add to the literature by identifying the consumption of foods among the Mauritian elderly diabetic people which is complex as these people are dependent</p>

	<p>on the caretaker /families who are the provider of the food. Another obstacle is the commonly held beliefs and misconceptions about food intake which is a serious impediment in the management of the disease. There is an urgent need to address food security issues for this vulnerable group of people .The study reveals the gap in the availability of basic health education services on diabetes to people with diabetes and their families .The study recommends customizing the nutritional guidelines which would prove to be very beneficial for the management as well as in the prevention of complications link to Type 2 Diabetes Mellitus among the elderly.</p> <p>Keywords – Type 2 Diabetes, Diabetic, Customizing Nutritional guidelines</p>
<p>Dr Tsaona S. Mokgwathi GICICTEL1612056</p>	<p>Utilization of Graphic Communication across the Curriculum: Are we doing it? A Case Study of a Secondary School in Botswana</p> <p>Dr Tsaona S. Mokgwathi (Lecturer) Department of Technical Writing and Academic Literacy Botswana International University of Science and Technology (BIUST) Botswana mokgwathit@biust.ac.bw</p> <p>Mr. Boitshoko E. Otlhomile (Postgraduate student) Department of Technical Writing and Academic Literacy Botswana International University of Science and Technology (BIUST) Botswana otlhomileb@biust.ac.bw</p> <p>ABSTRACT</p> <p>Graphic communication is an important component of communication that is used to present information in a way that is visible and easily comprehensible. Graphics communication serves an important role in any meaningful learning, because where there is effective communication, effective learning takes place (Oladumiyte, 2014: p.30). While graphic communication is considered a key component in communication, the role of graphic communication in teaching and learning and its effectiveness has received less attention from local researchers. This qualitative study investigated if graphic communication is used across the curriculum in senior secondary education, the extent of its use and the factors that determine its use in teaching and learning. The participants of the study were the teachers and their students at a local secondary school; and the data were collected qualitatively and quantitatively. The results of the study revealed that graphic communication plays an important role in teaching and learning. However, its use across the curriculum was still limited. It is therefore, recommended that both the teachers and learners should move away from the traditional chalk-and-board teaching and learning approach and embrace the use of graphic communication. Furthermore, current and future curriculum developers and other stakeholders should restructure approaches to teaching and learning, thus promoting the efficiency of knowledge delivery and acquisition.</p> <p>Key words: graphics, graphic communication, effective learning, traditional chalk-and-board</p>



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The Relationship Between Pre-Service Teachers' Information Literacy And Metacognitive Strategies

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ABSTRACT

Information literacy has an extensive scope including recognition, gathering, organization, evaluation and sharing of information. Information literacy consists of processes such as recognition and comprehension of information, gathering and organization of information, arrangement of organization, analysis and evaluation of information, interpretation and presentation of information, communication of information and establishing cooperation. Metacognition is in general defined as one's own knowledge about his/her cognition. That is, the concept of metacognition is defined as one's own knowledge about his/her cognitive processes and the use of this knowledge to control cognitive processes. The skills expected to emerge in an individual at metacognitive level are self-awareness and awareness of learning patterns, conscious behaviors, self-control, planning, monitoring of how one learns, self-regulation and self-evaluation. When the literature on these two variables is examined, it is seen that there is a theoretical relationship established between information literacy and metacognition. Considering the theoretical background of these two variables, the current study aimed to determine the relationship between the pre-service teachers' information literacy and metacognitive thinking skills. The study group of the current research employing the survey model is comprised of a total of 576 pre-service teachers attending two different universities in Turkey in the spring term of 2016-2017 academic year. In the collection of the data "Metacognitive Learning Strategies Scale" and "Information Literacy Scale" were used. In the analysis of the data, Pearson Product-Moment Correlation Coefficient, t-test and ANOVA and Kruskal Wallis H test were employed. The research is still in progress with the analysis of the data.

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Social and Sexual Behavioural Change Advocacy as a Measure to Combating HIV/AIDS Prevalence Amongst South African Learners

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ABSTRACT

Human immunodeficiency virus (HIV) infection and acquired immune deficiency

	<p>syndrome (AIDS) remains one of the devastating global health problems which have caused many deaths and orphanage since its recognition 29 years ago. And negatively impacted the structure of household and communities (HSRC, 2005, p.125). Schoofs (1999) gives example of on teenager, Arthur Chinaka, who in 1990 was 19 years old and in high school. Arthur's father died of AIDS and other opportunistic diseases. In 1992, his uncle Edward died of AIDS. In 1994, his uncle Richard died of AIDS. Another uncle, Alex, died of AIDS in 1996. In the same year his aunt Eunice and a fourth uncle, also died of AIDS. In the words of International Partnership against Aids in Africa, AIDS is 'mortgaging the [African] continent's future" (2001, p.2). And it has been described by the United Nations as experiencing the state of emergency that need "urgent and exceptional national, regional and international action." (2005, p.8).</p> <p>Keywords: Behavioural change; HIV/AIDS; Theories; Schools; South African Medical Council.</p>
 <p>Priscilla Brijlal GICICTEL1612063</p>	<p>Partnerships in group-work: for better or for worse</p> <p>Priscilla Brijlal Affiliation: University of the Western Cape, South Africa prbrijlal@uwc.ac.za</p> <p>ABSTRACT</p> <p>Group-work which is a common interactive teaching and learning approach, has numerous advantages in terms of skills development, but it has the potential to interfere with the primary goal of learning.</p> <p>Aim: Set in a qualitative paradigm, a case study design was used to explore student perceptions, attitudes and experiences of learning in a group.</p> <p>Results Selection of student groups, that is, whether students or lecturers selected groups, influenced how students responded and learned. Significant differences in responses were also noted between students who were academically stronger and students who were academically weaker. Academically strong students favoured working in student selected groups because they preferred to work with peers who performed equally well so as to attain good grades. The also perceived the academically weaker students as incompetent and who did not "pull their weight". Students that generally struggled academically were conscious of being excluded from such groups and inevitably were left to form groups amongst themselves wherein they experienced a sense of familiarity where "people helped each other along" and their "contribution was valued". However, they preferred random groups as selected by the lecturer so as to allow for the opportunity to work with more academically able peers, who they "could learn from", who "managed tasks more efficiently" and who they regarded as a source of "motivation and inspiration". But when they were placed in random groups, they appeared to experience a mismatch as to how they expected to benefit from group-work. They were criticized for their efforts, made to feel they were not good enough and their contributions were devalued. There was a diminished opportunity to learn either way - no learning happened when they were grouped with academically more able students, nor when they were grouped amongst peers who performed like themselves.</p> <p>Conclusion</p>

	<p>The most significant effects of group-work based teaching and learning methods were on students that struggled academically in terms of their morale, their intent to engage and integrate and their consequent learning. Group-work in education has the potential to enhance learning but has yet to reach its pinnacle in pedagogical efficacy.</p>
<p>Sunday Olawale Olaniran GICICTEL1612064</p>	<p>Availability, Access And Use Of Science Practical Equipments Among Pre-Service Teachers In Selected Open And Distance Learning Based Universities In Africa</p> <p>Sunday Olawale Olaniran Doctoral Student, Department of Human & Social Sciences Education, Faculty of Education, University of Zululand, South Africa olaniransundayo@gmail.com</p> <p>ABSTRACT</p> <p>Practical work is an important component of any science subject that has experimentation at its heart. No science teacher will be able to take his/her learner through effective and valid laboratory experimentations if he or she has not passed through the same exercise while during teacher training. However, practical activities can be challenging for learners offering science subjects by distance, such as sports science, physics, chemistry, and agricultural science, among others. While there are several studies on the role open and distance learning is playing in meeting the huge demand for teachers today, there are just few researches about the limitations of ODL in addressing science-based subjects and what pedagogical content and training by distance makes for effective science teachers, as well as the impact such training has on equipping teachers with the skills, knowledge and competencies required to be able to teach successfully both in the classroom and laboratory. This paper examined issues surrounding the availability, access and use of science practical equipments among pre-service science teachers undergoing initial teacher education programme by distance in selected ODL based universities in Africa. Two ODL based universities, University of South Africa (UNISA) and National Open University of Nigeria (NOUN), were selected for this study. Survey research design was used to carry out the study. One hundred and twenty four (124) undergraduate students studying Science Education in second and third year of B.Ed. programme in UNISA and NOUN were purposively sampled and their responses were solicited through questionnaire. The responses elicited from the participants were numerically quantified, tabulated and analyzed using Likert rating scale. The scores obtained by the respondents on questionnaire items were weighted in order to get their mean. The products were added together on each column in order to find out the average (mean) using the number of respondents involved. The findings of the qualitative data revealed, among others, that although interactive CDs and virtual laboratory materials were made available for the students to access practical experimentations, majority of them prefer visiting private laboratories which gives them opportunity of interacting physically with practical equipments, peers and experts. The study recommended, among others, for open and distance learning institutions to introduce compulsory on-site practical exercises for science-based distant learners for the purpose of giving them opportunities of concrete hands-on manipulation of physical science materials which are essential for science-based teaching and learning.</p>

	<p>Key Words: Pre-Service Teachers, Practical Equipments, Open and Distance Learning, Experimentation</p>
<p>Basílio José Augusto José GICICTEL1612066</p>	<p>Comparing learners' learning styles and teachers' teaching styles in physics classrooms of two secondary schools in Beira, Mozambique</p> <p>Basílio José Augusto José Pedagogical University Beira-Mozambique basilio005@yahoo.com.br</p> <p>ABSTRACT</p> <p>The occurrence of learning difficulties in the areas of natural sciences is quite old, especially in Mozambique. For solving this problem, in physics education several strategies have been carried out aiming to reduce the level of abstraction in learning concepts, phenomena description and treatment of laws. Nevertheless, in the classroom, each student has a specific way of internalizing the taught contents. Likewise, the teacher has a favorite way of preparing and administering classes. Both these styles, teaching versus learning, do not often coincide in real cases. Empirically some teachers seek to diversify the learning activities for their students. Therefore, this study seeks to understand different ways in which every student better internalizes the information being delivered in a class. The results of this study are useful helping teachers with planning classes because student's needs were considered. The focus of the current study is on the learning styles (Visual, Auditory and Kinesthetic VAK), which were identified by research developed by Neuropsychology program (Alvarez, 2001, Felder & Silverman, 1988). The VAK learning styles, is based on the use of sensory channels as vision, hearing, touch and movement. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. This research inferred the predominant VAK style in students of two Secondary School. Following variables were considered for studying VAK learning styles of the students: gender, teaching strategies adopted in physics classes and the student interest level for physics. The study involved a sample of 159 students from the 8th to 12th grade aged 12 to 20 years, of which 87 are girls and 72 are boys. It was found that most students learning style is that of learning by doing (kinesthetic style) and the identified classes were more of hearing (based on content exhibition and dictation of notes). Keywords: VAK learning styles, PEA Physics, diversification strategies, technology.</p>
<p>Sunita Chaudhary GICICTEL1612067</p>	<p>THEME OF RACIAL RELATIONS IN KAMALA MARKANDAYA'S THE NOWHERE MAN</p> <p>Sunita Chaudhary Department of English, Government P.G. College, Sector-1, Panchkula (Haryana) India dr.sunitasiwach@gmail.com</p> <p>ABSTRACT</p> <p>Kamala Markandaya (1924-2004) one of the prominent women novelist, started writing novels when India was just at the threshold of newly-won freedom. Her gripping novels consistently explore the cultural milieu of Contemporary India.</p>

	<p>She lived in a South Indian village and closely examined the life of villagers. Further, she settled in England as an expatriate after her marriage. This enabled her to acquire a first hand knowledge of the British Policy of colonialism and imperialism. Though settled in England She never loses her touch and bonds with Indian soil, particularly South India, like words worth's skylark that soars high in the sky without losing sight of the nest. Kamala Markandaya uses fiction as a vehicle of life. She treats the theme of alienation and a search for identity in alien environs in her seventh novel, The Nowhere Man. She finds the absence of harmony among the races and emphasizes the need for racial Integration and cross-cultural understanding in order that man survives as a human being in the Contemporary existential chaos. Her quest for cultural harmony does not always succeed but her search is relentless.</p>
<p>Vasawadutta GICICTEL1612068</p>	<p>Social and Moral Landscape in Anthony Burgess' A Clockwork Orange</p> <p>Vasawadutta Associate Professor in English, Bhagwan Parshu Ram College, Kurukshetra - 136119, India vasawadutta@gmail.com</p> <p>ABSTRACT</p> <p>Anthony Burgess' A Clockwork Orange is a polysemic novel which can be interpreted at several levels. It may be said that the novel is a satire on politics attacking specifically the totalitarian attitude of the government which wants to make a crime free society but at the risk of transforming a self into no-self. It may be treated as a novel having religious overtones – raising questions regarding freedom of choice and moral decisions. One may also call it a novel of protest against the new and arbitrary techniques like Ludovico Technique that was propagated by B.F. Skinner. The novel raises vehemently the question whether conditioning or rehabilitation of the criminals should be allowed at the cost of killing the self of an individual even if it is a bad-self.</p> <p>Written in 1962, A Clockwork Orange caught the immediate attention of the readers by the unique presentation of its much more shocking, unique and original theme wherein the hero is an anti hero, a ruffian, a scoundrel and a miscreant. The treatment of the novel, indeed, created a stir and the novel was later banned because of the violence presented in it. However, the originality of matter and manner secured for Burgess a well-deserved place among the best modern novelists of England. The novel is an attempt to protest against the ideas propagated by behavioral psychologist B. F. Skinner who advocated the new conditioning devices as a solution to the problem of crime and robbery. Skinner believes that criminals can be reformed by conditioning them to the socially desirable objects. Burgess compels the readers to read, think and understand the deep and hidden significance of the events. Malcolm Bradbury and David Palmer rightly observe, "Burgess is an odd figure, a writer of great variety, reminiscent of the amateur man of letters, turning his hand to this or that topical issue, even sometimes instigating one, often with surprising results as witnesses A Clockwork Orange"¹.</p> <p>Setting of the novel is a city somewhere – either Western Europe or North America where violence, rape and murders are the order of the day. Malcolm Bradbury in his essay The Sixties and After points out : "The early sixties saw a</p>

whole row of novels of astonishing fertility including two of his finest- A Clockwork Orange and The Wanting Seed. Both are dystopian future fables, apocalyptic tales of human disaster. A Clockwork Orange has an Orwellian theme in a dulled socialist society where language has declined into “droogs”, violent teenage gangs rule, requiring “rehabilitation”, a moral concept Burgess questions from his catholic faith”².

The novel revolves around the protagonist Alex, a young rogue, a juvenile delinquent, who by the age of 15 has committed almost every kind of offence from simple destruction or theft to sexual and non – sexual assault. It is really striking to see a miscreant like Alex to be the hero of a novel. In fact, the novelist has delineated his character in such a way that readers may like him or hate him but they just can’t ignore him. He is no longer the religious, spiritual, moral person with usual glory and grandeur of a normal hero, rather, he is the common man and even worse than the common man. “Told in his own idiom, a mix of cockney rhyming slang and Russian, it is the story of a boy totally without moral concern and what happens to him when the moral choice of no morals is taken from him”³.

Alex has “got a good home here, good loving parents, not too bad of a brain” (A.C.O,33). The story is brilliantly developed through the mouth of Alex, our “Humble Narrator”, who, with his three droogs Pete, Georgie, and Dim, dressed in the height of Nadsat Fashion is out every big winter night. So, the beginning of the story takes us through a night in the life of Alex and his friends, and details the adventures that occupy their time. They speak Nadsat language and drink “milk plus” mixed with some intoxicating drug which sharpens their urge for violence. It’s like drinking “milk with knives in it”(p5). The first victim of their whimsical violence was “schoolmaster type of veck who had books under his arms and a crappy umbrella” p8. They snatched his books and tore them into pieces. Dim yanks out his “false joobies, upper and lower” and treated them to the “old boot crush”. After this , the gang hit a drunkard man in the street who says “I don’t want to live any way not in a stinking world like you done, and there is no law nor order no more...If you kill me I shall be glad to be dead” (p15). Alex with his droogs then gets engaged in a malenky bit of “ultra violence” with Billyboy and his five associates, and later take to their heels at the sound of the siren.

Why does Alex indulge in violence and crime? Alex makes no attempt to explain or justify his action. He is neither a victim of social injustice nor can he claim to have been neglected by his parents. He has “a good home here, good loved parents, not too bad of a brain” (p33). Alex says “what I do, I do because I like to do.”(p34). He further says, “If you are on the side of good, then I am glad that I belong to other”(p57). So, his evil is an act of choice – a case of deliberate willful choice of brutal action. To stress the importance of choice in one’s life, Anthony Burgess has invented a peculiar Nadsat slang suitable to Alex, his types and his generation. In the essay “The Experimental Motives”, Jacob Korg calls linguistic experimentation “not a thrust into chaos, but a search for alternate concept of order...”⁴.

The second ‘ultra-violent’ raid by Alex was conducted the same evening where he along with his droogs manage to enter the cottage called Home. For the sake of “a real kick good for smecks and lashings of the ultra-violent, they commit rape on the wife of the owner of the house while he is forced to look on in horror. The owner also happens to be the author of the book entitled ‘A Clockwork Orange’.

They tear up his cherished manuscript, urinate in the fire place, and in a fit of hate and madness smash what was left to be smashed.

Anthony Burgess has been criticized for showing and rather glorifying violence in the novel. However, the author maintains that he took no pleasure in documenting Alex' brutality and even invented Nadsat in an effort to make the violence symbolic. He doesn't justify Alex's actions and believes that his crime must be checked and punished. In addition, Burgess bases the most horrific scene in the novel – the rape of the writer's wife – on personal experience. His own wife was robbed and raped by intruder when Burgess was away and she suffered a miscarriage as a result. Behind the exaggerated crime and violence lies a purpose. It helps in the clarification of the theme of free choice and the point that it is wrong to turn even unforgivably vicious criminals into things.

Finally, Alex is caught while attempting to escape from a burglary involving a fatal assault on 'a very starry ptista' and is sentenced to 14 years imprisonment. Thus ends the adventure of Alex in the outside world. A glimpse into the inside world – the gaol – where Alex lands himself, speaks the same story, though proves a turning point both in the life of Alex and in the story.

And now the real 'weepy like' tragic part of the story begins. Dressed in the height of prison fashion, Alex lives in the in this 'grahzny hellhole and like human zoo for two years, being kicked and tolchoked.' Luckily or unluckily Alex is chosen as a trail blazer for the Ludovico's technique. The novelist here raises a question and attacks government's arbitrary decisions like implementing Ludovico's Technique as a tool to curb the problem of crime. Alex is chosen as a scapegoat for this technique and the purpose of the technique is nothing but to "kill the criminal reflex, that's all." The technique, which sounds Alex's freedom, receives the novelist's disapproval. He questions: "what does God want? Does God want goodness or the choice of goodness? Is a man who chooses the bad perhaps in some way is better than a man who has the goodness imposed upon him?... Goodness comes from within... Goodness is something chosen, when a man can't choose he ceases to be a man"(p 76). Burgess seems to stand for the importance of human choice. This is what happens to Alex also. He undergoes the treatment, loses his original self and is finally presented before representatives of the government in all his "imposed goodness". So, now Alex's earlier 'bad – self' is changed into a 'non-self' where even the idea of killing a mosquito threatens him. Cured of his criminal instincts in a fortnight and now a good, law-abiding citizen, Alex is let out into the free world experiencing the bewilderment of a caged bird set free after getting used to the ways of the caged life. Having been refused the comforts and security of home by his 'pee' and 'em', Alex with the terrible feeling that nobody wants or loves him, moves out into the world to make his own way. By now, the old, natural reflex in Alex has subdued and died down. Later on, the arrival of the 'milicents' proves another ordeal for Alex. One of them happens to be Dim, his old friend. They hit him brutally. Here the novelist satirizes the social system where murderers, rapists, law-breaker like Dim become the protector of law. Fate brings Alex to the home where Alex and his so called friends had raped the wife of the writer of the book entitled "A Clockwork Orange". However this writer, named F. Alexander, fails to recognize Alex and rather helps him and considers him a victim of the modern age. He considers Alex as a superb device for dislodging the overbearing present government. Here Burgess' deep-rooted religious Christian doctrine of Catholic Church comes to the fore when F. Alexander mouths Burgess' views: " A man who can't choose

ceases to be a man”(p121). He accuses the government of having turned a decent young man into a piece of clockwork i.e. a machine. He opines that the various devices used in the modern society to curb evil, crime and violence succeed not in uprooting evil but turning young boys into machines. Thus Burgess correlates the title with the theme. The only thing Alex wants is “to be normal and healthy as I was in the starry days”(p123

Alex’s tormented self wants to get cured of this ‘imposed goodness’. F. Alexander also wants to use him as an object to dislodge the government. However, F. Alexander recognizes his namesake to be the assaulter and murderer of his wife and so locks him in a room in seclusion from the world to be later used as a weapon. Alex manages to run away from there, but ends up all cracked and broken in the hospital. Here, fortunately or unfortunately his therapy gets reversed. What David Lodge has written about Burgess’ another novel, may well be applied to this novel also: This is a work of extraordinary virtuosity; in which Burgess succeeds triumphantly: the sex is sexier, the violence more visceral....and reversals of the plot more stunning”5. Alex has definitely come a full circle as he himself suggests. It is his regeneration. He is once again the leader of a gang of droogs. Yet, we find a remarkable difference in his attitude and outlook. He is no longer the same little Alex. His vision of himself as an old man sitting by a fire, also of a wife welcoming and greeting him when back home and of a son, indicates the changes taking place in him. He is in fact growing up in full sense of the term. He seems troubled with the fact that till this advanced age of eighteen, he has not achieved anything of lasting value when other people have established their identity much below the age of eighteen. “Perhaps that was it, I kept thinking. Perhaps I was getting old for the sort of zeezmy I had been leading, brothers. Eighteen was not a young age”(p147

The experiences responsible for the changes in Alex prompt him to an interpretation of the word youth and the continuity of life through a circular movement - childhood, youth and old age. Maturity comes in life through experience with the passage of time. Alex wishes his son to gain from his experience. But as he had moved on, leading the life of a hooligan, heedless of his father’s advice and warning, his son would do the same. “When I had my son I would explain all that to him when he was starry enough to understand. But then I knew he would not understand...”(p148)

Perhaps, Burgess subtly hints at the fact that if there is a hope, it is in the capacity of the individual to grow and learn by suffering and error. He agrees with T. S. Eliot when he says that the glory of man lies in his capacity for salvation, but the glory of man also lies in his capacity for damnation because in damnation too there is the glory of his being, a living being. Suffering, fallen beings and not the behavioral technology can bring goodness in the world. It is only through mistakes that man is able to overcome his defects. Conditioning the human mind so as to deprive him of making any choice is no solution. This remedy is even worse than the disease. Thus Burgess ends the novel on an optimistic note but not before bringing home the futility of all the arrangements against the freedom of an individual or in other words the futility of an attempt to control the organism by the mechanism. Burgess strongly felt that if these arbitrary devices were not checked in time, then it would be an encroachment on the humanity and the freedom of choice.

 <p>Dr Rakhi Gupta GICICTEL1612069</p>	<p style="text-align: center;">A Scaffold of cognitive framework of Higher Education in India</p> <p style="text-align: center;">Dr Rakhi Gupta Faculty of Commerce, Banaras Hindu University, Varanasi UP, India rakhigupta15@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>The study is undertaken from the perspective of students who are the best judge and the foremost learners, thus model is created (using SPSS) which reflects the various causes which reveals the most popular and evenly accepted causes of decline in quality of education in our country. Higher education is becoming a global, Internet-based business. But few universities are equipped to fully embrace the potential that this offers. The authors identify the various manifestations of the Higher education (both classroom and e learning). It also throws light and provides an insight for various educational institutes, universities and colleges who have not benchmarked their quality to internationally accepted norms as to which areas can be improved to meet the benchmark and become world famous universities like that of Harvard, Cambridge, Oxford etc.. As it's a pride that various private institutes like IIM's, IIT's etc are world famous for their quality of education, it would be a help for them too for better improvements.. While there are benefits to be gained from using SEM model, these are related predominantly to the efficiency and effectiveness of education quality. Authors have used variable structural model to introduce the issues of higher education (including both class room and e learning) in India.</p> <p>Keywords: education systems, international quality, quality education, education standards</p>
<p>Mrs Dookhan GICICTEL1612071</p>	<p style="text-align: center;">An assessment of the level of customer satisfaction and customer loyalty in the Mauritian Banking Sector</p> <p style="text-align: center;">Kiran Odit-Dookhan Department of Accounting, Finance and Economics, School of Business Management and Finance, University of Technology, Mauritius, Mauritius koditdookhan@umail.utm.ac.mu</p> <p style="text-align: center;">ABSTRACT</p> <p>In this modern era, service quality has become an important factor to service oriented businesses. It is an essentially key mechanism for achieving competitive advantage over fierce competitors on the market and this is particularly true in the case of banks. The main objective of this study is to assess service quality offered by retail banks operating in Mauritius. Additionally, it tries to explore the relationship between service quality, customer satisfaction and loyalty. The five dimensions of the SERVQUAL model i.e. reliability, assurance, tangibility, empathy and responsiveness were used to measure the quality of service offered by the retail banks. Both primary and secondary sources of data were used in order to achieve the objective of the research. The primary data were collected through the administration of questionnaire. Convenient sampling procedure was used to obtain 250 responses from customer of banking services in Mauritius. Among the different analysis, correlation and multiple regressions were used to</p>

	<p>examine the relationship between dependent and independent variables. The correlation results indicate that there is a positive correlation between the dimensions of service quality and customer satisfaction. The results of the regression test showed that offering quality service have positive impact on overall customer satisfaction. The research proves that empathy and responsiveness plays the most important role in customer satisfaction level followed by tangibility, assurance, and finally the bank reliability. The research findings also indicate offering high quality service increase customer satisfaction, which in turn leads to high level of customer commitment and loyalty. Keywords: Service quality, Customer satisfaction, Customer loyalty, Retail banking, Mauritius</p>
<p>Mabutho Sibanda GICICTEL1612072</p>	<p style="text-align: center;">Students' perceptions and experiences on the role of higher education in promoting recognition of diversity in South Africa</p> <p style="text-align: center;">Mabutho Sibanda PhD, School of Accounting, Economics & Finance University of KwaZulu-Natal, South Africa</p> <p style="text-align: center;">ABSTRACT</p> <p>This study seeks to establish students' perceptions and experiences on the role of higher education in promoting recognition of diversity in South Africa. The study is premised on circles of progression, the role of universities in societal transformation and other student development theories to ascertain the levels of intercultural, race, religion, socio-economic and gender tolerance among full-time postgraduate students at a South African university. The chosen university has a diverse student population which consists of undergraduate and postgraduate students. A cluster sampling technique was employed where only honours or fourth year students were selected from a commerce faculty. This group was selected because of students' experiences in collaborative learning, socio-cultural activities and intercampus residences during their undergraduate studies. A survey was used to obtain data. The findings from this study will assist in the development and promotion of teaching and learning approaches that enhance appreciation and recognition of diversity in higher education. Furthermore, the findings can be used to develop strategies of reducing attrition rates in higher education as the failure to embrace diversity has a potential to reduce students' performance as documented in the existing literature.</p>
<p>N. S. Siwach GICICTEL1612073</p>	<p style="text-align: center;">WOMEN EMANCIPATION IN SPORTS-IN INDIA</p> <p style="text-align: center;">N. S. Siwach Department of Physical Education, Government P.G. College, Sector-1, Panchkula (Haryana) India dr.narendersiwach@gmail.com gc1_panchkula@yahoo.co.in</p> <p style="text-align: center;">ABSTRACT</p> <p>Women have always played a pivotal role in the history of mankind. The growth and development of the child in the family always depends on the mother and if the mother is educated, then it has long lasting effect on the members of the family. A woman is the mother of the race and is a liaison between generations.</p>

	<p>But the history of Sports in general is replete with male domination. Women in India have been deprived participation in games and sports by direct or indirect social inhibitions. Women themselves need to take more responsibility for the further development of Sports. However, women are often seen as having major share of responsibility for family and home. For the holistic development of women our society has to work towards a massive, culture reforms where we can set healthy work ethics</p>
 <p>Vaibhav GICICTEL1612074</p>	<p>Financial Literacy in India in Global Scenario</p> <p>Dr. Vaibhav Assistant Professor Faculty of Commerce, Banaras Hindu University Varanasi 221108 UttarPradesh, India vaibhavikon@rediffmail.com</p> <p>ABSTRACT</p> <p>Financial literacy is the process by which investors improve their understanding of financial markets, products, concepts and risks. Through information and objective advice, they develop the skills and confidence to become more aware of financial risks and opportunities and make informed choices to improve their financial position. Financial literacy goes beyond the provision of financial information and advice. It is the ability to know, monitor, and effectively use financial resources to enhance the well-being and economic security of oneself, one's family, and one's business.</p> <p>Financial literacy has assumed greater importance in the recent years, as financial markets have become increasingly complex and as there is information asymmetry between markets and the common person, leading to the latter finding it increasingly difficult to make informed choices.</p> <p>Key wards: Financial Literacy, Well-being, Financial Inclusion JEL Classification Code- G20</p>
 <p>Nekeyla Oliver GICICTEL1612082</p>	<p>Impact of On-campus Childcare on the Retention of Female Students in the UAE</p> <p>Nekeyla Oliver Zayed University P.O. Box 19282 Dubai, UAE Nekeyla.oliver@zu.ac.ae</p> <p>ABSTRACT</p> <p>Students encounter a number of challenges and barriers that could potentially prohibit their pursuit of academic success. Those challenges can include factors such as lack of financial assistance, inadequate transportation, limited support system and family background (Kerkvliet and Nowell, 2005). For a segment of the female student population, a particular strenuous obstacle is accessing child care. According to Adams (2014), "...while student parents have more responsibilities to balance than the average students, many don't have the support from colleges to raise their children..." (p.16). Student parents, especially mothers, are forced to make a choice between their families and their education, resulting in time</p>

	<p>being taken off from school to care for their children (“Campus-based child care is on the decline”, 2015). Therefore, the need to for this service may play a determining role in success of female students.</p> <p>The research will examine if the availability of on-campus child care impacts an Emirati female student’s decision to remain at Zayed University. For the comparative study, volunteer first year female students from both Zayed University campuses (one with on-campus child care and the other without) will be asked to complete a questionnaire and then a follow-up questionnaire at a later period to access their perception of how on-campus child care affects their ability to succeed at university. The aim is ensure that students learn what tools (such as on-campus childcare) can be utilized to assist students with becoming academically successful.</p>
 <p>Aloysius Conduah GICICTEL1612083</p>	<p>Introducing an African language for teaching and learning at Wits University</p> <p>DR. ALOYSIUS NANA CONDUAH College of Human Sciences Department of English Studies Muckleneuk Campus University of South Africa Pretoria, South Africa conduaha@gmail.com conduah@unisa.ac.za</p> <p>ABSTRACT</p> <p>This paper discusses research relating to the attitudes of selected groups of staff and students at the University of the Witwatersrand to the introduction of an African language alongside English for teaching and learning purposes. Academic staff, academic practitioners, first year and third year students were interviewed in order to elicit their views. A distinguishing feature of the findings was the ambivalence expressed by many of the respondents to the issues investigated. Such ambivalence suggests conflicting attitudes towards, on the one hand, the importance of gaining access to English and on the other hand, the students’ need to express their own identities and show solidarity with peers and community.</p> <p>Keywords: English, African languages, access, identities</p>
<p>Pia O Farrell GICICTEL1612084</p>	<p>Research exploring parents’, teachers’ and psychologists’ perceptions of consultation in an Irish context.</p> <p>Pia O Farrell School of Policy and Practice Dublin City University, Ireland pia.ofarrell@dcu.ie</p> <p>ABSTRACT</p> <p>Research and recent policy developments highlight that there are a growing number of children in Irish schools presenting with a learning or special educational need (Banks & McCoy, 2011), hence the need for Educational Psychology services. The past two decades has shown numerous changes in the field of Educational Psychology. One of the most significant changes in Educational Psychology has been the move towards a more consultative model of working (Labram, 1992). This research explores the perceived effectiveness of</p>

	<p>consultation as a model of delivery for Educational Psychology services. In doing so, it will examine psychologists', teachers' and parents' views on consultation as a model of service delivery. Semi-structured interviews were conducted in order to explore perceptions regarding the consultation process. This project used case studies of children of concern to their teachers who were presenting with academic, social, emotional and/or behavioural difficulties. There was a total sample of nine, from three different case studies. Each case comprised of a teacher, parent and psychologist. In addition to this, three other educational psychologists from other services were also interviewed, in order to get their views on consultation as a model of service delivery. Thematic analysis was used to explore these findings. This research found potential benefits of consultation particularly for the child and their parents, however due to the small sample size, these findings cannot be generalised. Avenues for future research are also discussed.</p> <p>Key words: consultation, educational psychology, case studies, teacher and parent</p>
<p>Mr. Aboozar Andalib Armaki GICICTEL1612085</p>	<p>The Role of Interreligious and Intercultural Dialogue on the Global Peace, Justice and Ethics</p> <p style="text-align: center;">Mr. Aboozar Andalib Armaki Secretary, Institute for Peace and Religions (IPR), Professor, Al-Mustafa Open University) MOU) Member, Qom Islamic Seminary (Hawzah Ilmiyyah of Qom), Registration and Compliance Expert, Al-Mustafa International University (MIU, Iran) abazar.andalib@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>No peace among the nations without peace among the religions. No peace among the religions without dialogue between the religions. No dialogue between the religions without investigation of the foundations of the religions. And there will be no life on the earth without Global Ethics In a world which is more and more pluralist, we need a solution for ethical foundation which can be shared by everybody. We have many cities, especially big cities, where there are considerable minorities of other religions. So very often we have in the school classes children of different religions, and in order to resolve this problem, you cannot impose one religion on all the others. On the other hand, it is important to know that Islam and Christianity, in particular, are two of the most numerous and the most influential of the world religions today. They share many points in common as religions. Most important of all they trace their lineage to one common ancestor, Abraham, who is the Divine Patriarch of the religions, called after him as the Abrahamic religions. Knowing this, for any religious person among them, it is a must to endeavor for approximation of them more and more, due to the world's today's situation filled with challenge and tension. United against violence in the name of religion.</p> <p>Key Words: Islam, Shi'ism, Interfaith, Intercultural, global ethichs, peace, Justice</p>
<p>Dr M N Lambani GICICTEL1612086</p>	<p>Selected common errors committed by second year university English students</p> <p style="text-align: center;">Matodzi Nancy Lambani Department of English, University of Venda, South Africa</p>

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ABSTRACT

This paper examines certain negative trends identified in language usage by Second Language English (ESL or L2) second year university students. It is therefore intended to identify these errors, pinpoint their causes, classify and analyze them. The occurrence of these errors impairs attempts by L2 students to communicate effectively in the target language. It is in this regard that error analysis plays a crucial role as it has positive implications for both L2 students and teachers. For students, error analysis is needed in pointing out the grammatical features that impact adversely in their efforts to improve their English proficiency. On the other hand, teachers benefit in error analysis in that they will be able to identify the errors and come up with the necessary remedial measures. In this paper, the researchers used quantitative research design. An extract with commonly-made errors was administered to 20 university undergraduate English L2 students specializing in Media Studies in order to evaluate their competence in the target language. The sentences in the extract contained errors caused by carelessness, overgeneralization, ignorance of rule restrictions, incorrect application of rules, false concepts hypothesized and fossilization. The findings revealed that the majority of the students were competent in aspects relating to overgeneralization, fossilization and carelessness errors. However, the majority were incompetent with regard to ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized. In light of this, it is recommended that lecturers devote more time to assisting students in eradicating the tendencies which lead to the commission of these errors.



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MSN (Movement, Sleep, Nutrition) and Sustainable health The MSN-Circle.
Movement, Sleep & Nutrition as a condition for mental health „Mental health is an integral part of health; indeed, there is no health without mental health.”
(World Health Organization, 2010)

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ABSTRACT

In this model we assume that certain minimum requirements exist at the biological level in order that man is ever able to be sane („to feel fit”). Of course, defects in these minimum requirements lead not only encourage spiritual unhealthiness („to feel down“), but primarily to physical suffering. But this feeling about the existence of a pathological condition which includes a mental suffering, is not perceived by most patients as mental suffering. The MSN model reflects the dependence of the main factors exercise, sleep and nutrition interdependently as a basis for mental health. Movement Several Studies concluded that Physical activity is also good for mental health. Experts believe that exercise releases chemicals in our brain that make us feel good. Regular

exercise can also boost our self-esteem and help us concentrate, sleep, look and feel better. Being active doesn't have to mean going to the gym, taking up jogging or wearing lycra. There are lots of ways to be active—and they don't need to cost much money. As well as releasing natural chemicals that improve our mood and make us feel happier, having an active lifestyle can do more to help your mental health. Taking part in physical activities offers many opportunities. It's a great way to meet people. And it can be a chance to give yourself a well-deserved break from the hustle and bustle of daily life—to find some quiet time. Leading an active life can help raise your self-worth and improve your confidence. It can help you feel valued—and value yourself. Exercise and physical activity can provide something worthwhile in your life. Something that you really enjoy, that gives you a goal to aim for and a sense of purpose. Here are a few of the benefits: □ less tension, stress and mental fatigue □ a natural energy boost □ improved sleep □ a sense of achievement □ focus in life and motivation □ less anger or frustration □ a healthy appetite □ better social life □ having fun

Sleep We spend approximately a third of our lives asleep. Sleep is an essential and involuntary process, without which we cannot function effectively. It is as important to our bodies as eating, drinking and breathing, and is vital for maintaining good mental and physical health. Sleeping helps to repair and restore our brains, not just our bodies. During sleep we can process information, consolidate memories, and undergo a number of maintenance processes that help us to function during the daytime. Sleep is crucial to the health of individuals. We all need to make sure we get the right amount of sleep, and enough good quality sleep. There is no set amount of sleep that is appropriate for everyone; some people need more sleep than others. Our ability to sleep is controlled by how sleepy we feel and our sleep pattern. How sleepy we feel relates to our drive to sleep. The sleep pattern relates to the regularity and timing of our sleep habits; if we have got into a pattern of sleeping at set times then we will be able to establish a better routine, and will find it easier to sleep at that time every day. Sleep is a more complex process than many people realise, much of it is still a mystery to scientists. During sleep, the body goes through a variety of processes and sleep stages. Good quality sleep is likely to be the result of spending enough time in all of the stages, including enough deep sleep which helps us feel refreshed. Poor sleep over a sustained period leads to a number of problems which are immediately recognisable, including fatigue, sleepiness, poor concentration, lapses in memory, and irritability. Up to one third of the population may suffer from insomnia (lack of sleep or poor quality sleep). This can affect mood, energy and concentration levels, our relationships, and our ability to stay awake and function during the day. Sleep and health are strongly related, poor sleep can increase the risk of having poor health, and poor health can make it harder to sleep. Common mental health problems like anxiety and depression can often underpin sleep problems. Where this is the case, a combination approach to treating the mental health problem and sleep problem in tandem is often the most effective. It is essential for us to better understand the sleep process in order to ensure that we get a regular amount of good quality sleep. We can all benefit from improving the quality of our sleep. For many of us, it may simply be a case of making small lifestyle or attitude adjustments in order to help us sleep better. For those with insomnia it is usually necessary to seek more specialist treatment. Sleep medication is commonly used, but may have negative side effects and is not recommended in the long-term. Psychological approaches are useful for people

with long-term insomnia because they can encourage us to establish good sleep patterns, and to develop a healthy, positive mental outlook about sleep, as well as dealing with worrying thoughts towards sleeping. One of the most widely used and successful therapies is Cognitive Behavioural Therapy (CBT). This is useful even for people who have had insomnia for a long period of time. A full course of such a therapy with a sleep specialist is potentially costly, and is most appropriate for people with severe sleep problems. Still, some CBT principles can be appropriate and easily practiced for anyone who is experiencing a sleepless night. A survey was conducted in December 2004 and January 2005 by the Department of Public Health, School of Medicine, Nihon University, Tokyo, Japan, among students enrolled in randomly selected junior and senior high schools throughout Japan, using self-administered questionnaires that addressed lifestyle, sleep status, mental health status, and personal data. Of 103,650 questionnaires collected, 99,668 were analyzed. Sleep status was assessed according to sleep duration, subjective sleep assessment, bedtime, and insomnia symptoms. The Japanese version of the 12-item General Health Questionnaire was employed for assessment of mental health status. Mental health status of subjects whose sleep duration was less than 7 hours, and those who slept 9 hours or more, was poorer than that of subjects who slept for 7 hours or more but less than 9 hours. A U-shaped association was observed between mental health status and sleep duration. Furthermore, a linear association was observed between subjective sleep assessment and mental health status; the worse the subjective sleep assessment, the poorer the mental health status. Mental health status was also inversely proportional to the frequency of insomnia symptoms. The fact that sleep duration and subjective sleep assessment showed different patterns of association with mental health status indicates that these 2 sleep parameters have independent significance. Considering these associations, it is important to promote mental health care and sleep hygiene education for adolescents. Key points: Sleeping poorly increases the risk of having poor mental health. In the same way that healthy diet and exercise can help to improve our mental health, so can sleep. There is no universal answer to the question of how much sleep a person needs. This varies from person to person. What is important is that people find out how much sleep they need and ensure that they achieve this. The consequences of poor sleep should be taken seriously in healthcare, education, family life, and society at large. Nutrition One of the most obvious, yet under-recognised factors in the development of major trends in mental health is the role of nutrition. The body of evidence linking diet and mental health is growing at a rapid pace. As well as its impact on short and long-term mental health, the evidence indicates that food plays an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder, and Alzheimer's disease. Breakfast like a King, Lunch like a Prince, Dinner like a Pauper. We need the most energy at the beginning of the day, and the least energy at the end, when most daily tasks are over and we are relaxing. For this reason, it is wise to stick to the old adage, "Eat breakfast like a king, lunch like a prince, and dinner like a pauper". Eat according to the needs of your day. If you have an office or other sedentary jobs, eat lighter meals. If your job is more active, eat foods that provide sustained energy. If you are very athletic and train hard, then you will need more nourishment towards the end of the day, to sustain your training needs. Always apply these principles to your own

	<p>individual needs, nothing is ever written in stone. At lunch time, still eat a substantial meal to fuel you for the afternoon but make sure that it isn't too heavy. A hearty soup with salad is ideal or perhaps lean meat with vegetables or salad. Essentially, it should be a medium-sized meal – smaller than breakfast but larger than dinner. If you eat a large meal at dinner, which is traditional in most homes, weight gain can occur as the body cannot use all the energy in the food and thus stores it as fat instead. A heavy meal at dinner can also cause sleep disturbances. Nearly two thirds of those who do not report daily mental health problems eat fresh fruit or fruit juice every day, compared with less than half of those who do report daily mental health problems. This pattern is similar for fresh vegetables and salad. Those who report some level of mental health problem also eat fewer healthy foods (fresh fruit and vegetables, organic foods and meals made from scratch) and more unhealthy foods (chips and crisps, chocolate, ready meals and takeaways). A balanced mood and feelings of wellbeing can be protected by ensuring that our diet provides adequate amounts of complex carbohydrates, essential fats, amino acids, vitamins and minerals and water.</p>
 <p>Prof OS Sibanda GICICTEL1612059</p>	<p>Critical Race Theory-infused Curricula Transformation in South African Institutions of Higher Learning</p> <p>Omphemetse S Sibanda University of South Africa, Pretoria, Republic of South Africa, sibanos@unisa.ac.za</p> <p>ABSTRACT</p> <p>This paper seeks to situate curriculum transformation in the South African learning environment on the landscape of critical race theory. The paper acknowledges that the need for curriculum transformation in South Africa is a matter beyond any contestation. However, it argues that what has been lacking to date is the absolute resolve on the theory or philosophy that underpins the transformation agenda – which to a certain extent has reduced curriculum transformation to superficial infusion of the principles and values of uBuntu in the curricular; and the drive towards decolonisation of the curricular without much tangible alternative being offered. As part of the execution of the study in this paper the author critically examines the literature on critical race theories critical the theory, and examines the applicability of this theory as the bar that underpins curriculum transformation. The researcher contextualises this paper with reference to curriculum development agenda at the College of Law of the University of South Africa where he is an academic in the discipline of law.</p> <p>Keywords Africanisation; Curriculum transformation; Critical Race Theory; Decolonisation; Indigenisation; UBuntu, Institutions of Higher Learning, South Africa.</p>
<p>Dr Claire Gaillard GICICTEL1612061</p>	<p>Behind the seams</p> <p>Dr Claire Gaillard University of KwaZulu-Natal, South Africa gaillardc@ukzn.ac.za</p> <p>ABSTRACT</p>

	<p>Research on school drop-out rates in democratic South Africa cites school uniforms among the predominant causes of high school children from impoverished contexts dropping out of school. In light of this finding, this paper offers a critical examination of a school's uniform rules against South Africa's National School Uniform Guidelines policy. Research data presented and discussed in this paper are drawn from a small scale case study conducted in a working class South African school. Hermeneutics provided the analytical lens through which data were analyzed. Critical theory offered a theoretical framework for data interpretation. The findings unearth social injustices which have become embedded in the school's dress code, when South Africa's National Uniform Guideline policy is translated into school rules by the school's leadership. While the findings cannot be generalized to other schools, they do provide some insight into how some children can be unfairly labeled, unjustly treated – and consequently possibly drop out of school - on account of the biased way in which a schools dress code expectations are decided on and enforced by a school's leadership against schoolchildren from impoverished contexts.</p>
<p>Prof Elizelle Juaneé Cilliers GICICTEL1612062</p>	<p>Generation X teaching generation Z</p> <p>Prof Juaneé Cilliers Unit for Environmental Sciences and Management, North-West University, South Africa, 2520. juaneep@gmail.com</p> <p>ABSTRACT</p> <p>We are living in a time of incredible technology changes and technology is bringing all spatial elements closer together. The increasing technological changes are impacting on our approach to society, to planning and to breaking new ground in terms of research and education. There is a rise of a new generation that is "location-aware" (based on virtual environments) and speaks a "technological-language" (via social media and networks). This also impacts on the teaching-learning environment within the current university structures, as students (the generation Y learners) are more equipped with technology, and even 'talk a different language' than generation X (tutors, lecturers and study-leaders). Education is an active process involving instruction, guidance, and supervision. This study investigated the preferences of the new generation Z, in terms of technology usage within formal educational systems, based on the surveys conducted among the Urban Planning students on the Potchefstroom campus of the North-West University, South Africa, over a 7 year period (acknowledging the limitation of a developing country and technology changes that is not yet distributed equally in the country and among citizens and students). It furthermore aimed to link the current technology hype with teaching-learning strategies, addressing new Urban Planning initiatives and the teaching of such.</p>
 <p>Dr Nirmal Kumar Betchoo</p>	<p>The impact of industrial placement on students' employability skills in tertiary education</p> <p>Dr Nirmal Kumar Betchoo Faculty of Business and Management, Mauritius nbetchoo@udm.ac.mu betchoonirmal@yahoo.com</p>

<p>GICICTEL1612066</p>	<p style="text-align: center;">ABSTRACT</p> <p>This research aims at assessing the impact of industrial placement on students' employability skills in the tertiary education sector in Mauritius. Long time neglected and considered as accessory to academic learning, industrial placement is nowadays a necessity for this category of students. In a competitive world where there needs be a suitable match between employment skills and job demands, industrial placement is rightly considered as a stepping stone to the forthcoming work-life career of the individual. The research states that students undergoing industrial placement in suitable companies learn the various skills and techniques in a job environment, gain greater confidence and maturity prior to embarking on a job. This study is limited to a sample of students from Université des Mascareignes that has formalised such training using an established methodology and framework to assess students. It is clearly approved that industrial placement is relevant in tertiary academic learning in that it bridges the gap between school and the immediate work environment.</p> <p>Key words: industrial attachment, tertiary students, university, employability</p>
<div style="text-align: center;">  <p>Mabutho Sibanda GICICTEL1612076</p> </div>	<p style="text-align: center;">Students' perceptions and experiences on the role of higher education in promoting recognition of diversity in South Africa</p> <p style="text-align: center;">Mabutho Sibanda, PhD School of Accounting, Economics & Finance University of KwaZulu-Natal, South Africa Sibandam@ukzn.ac.za</p> <p style="text-align: center;">ABSTRACT</p> <p>This study seeks to establish students' perceptions and experiences on the role of higher education in promoting recognition of diversity in South Africa. The study is premised on circles of progression, the role of universities in societal transformation and other student development theories to ascertain the levels of intercultural, race, religion, socio-economic and gender tolerance among full-time postgraduate students at a South African university. The chosen university has a diverse student population which consists of undergraduate and postgraduate students. A cluster sampling technique was employed where only honours or fourth year students were selected from a commerce faculty. This group was selected because of students' experiences in collaborative learning, socio-cultural activities and intercampus residences during their undergraduate studies. A survey was used to obtain data. The findings from this study will assist in the development and promotion of teaching and learning approaches that enhance appreciation and recognition of diversity in higher education. Furthermore, the findings can be used to develop strategies of reducing attrition rates in higher education as the failure to embrace diversity has a potential to reduce students' performance as documented in the existing literature.</p>
<p>Prof. Chandan Singhav GICICTEL1612093</p>	<p style="text-align: center;">Teachers Perspective on Barriers to Use Information and Communication Technology (ICT) in the Classrooms</p> <p style="text-align: center;">Chandan Singhavi Assistant Professor, K. J. Somaiya Institute of Management Studies & Research, Vidyanagar, Vidyavihar, Mumbai – 400077, India chandans@somaiya.edu</p>

	<p style="text-align: center;">Prema Basargekar Associate Professor, K. J. Somaiya Institute of Management Studies & Research, Vidyanagar, Vidyavihar, Mumbai – 400077, India prema@somaiya.edu</p> <p style="text-align: center;">ABSTRACT</p> <p>Lack of acceptance and enthusiasm of teachers to use Information and Communication Technology (ICT) is cited as one of the principle reasons for low penetration of ICT in the classrooms. As ICT based pedagogy is more interactive and learner focused, it is very necessary that teachers should take it positively and they should be willing to learn it as a new method of learning and teaching. This paper focuses on identifying the barriers to use ICT in the classroom from the teachers' perspectives. It uses the primary data collected from 515 teachers teaching grade 5th to grade 10th from Mumbai Metropolitan Region, Maharashtra, India. . It also tries to find out whether teachers will be willing to use ICT after these barriers are mitigated. The paper finds that the teachers have given high ranking to external/ extrinsic barriers which are beyond their control and low ranking to internal/ intrinsic barriers. The paper also finds that willingness to use ICT in the classroom will be significantly improved if these barriers are mitigated.</p>
 <p style="text-align: center;">Adam Jeffers GICICTEL1612094</p>	<p style="text-align: center;">Securing the knowledge economy: Innovations in the preservation of academic integrity</p> <p style="text-align: center;">Adam Jeffers Assistant Professor, University College, Zayed University, Abu Dhabi, UAE Adam.Jeffers@zu.ac.ae</p> <p style="text-align: center;">Dr. Justin Thomas Associate Professor , Psychology , Zayed University justin.thomas@zu.ac.ae</p> <p style="text-align: center;">ABSTRACT</p> <p>Cheating and other forms of academic dishonesty are being viewed as an increasingly serious problem. Methods aimed at preventing and detecting acts of academic dishonesty include honor codes, the use of proctors during exams, plagiarism detection software and Respondus Lockdown Browser. The present study explores the use of wearable mobile eye-tracking technology to detect instances of cheating. Participants are male university students in the United Arab Emirates (N=30). These participants were volunteers recruited from a sample of students taking introductory courses to the major. Two faculty members were recruited as proctors and 3 student participants acted as cheats in each exam situation. Eye-tracking observations were recorded, replayed and analyzed with the data and visualizations from each eye movement being captured. The findings were independently coded and correlated with each instance of suspected/detected cheating. Inter-rater reliability was established and the detections were shared with the pseudo-cheats (the participating students). Students reported any successful instances of cheating undetected by researchers and a detection rate is expressed as a percentage.</p> <p>This unique study is first to explore possible exploitation of technology in the context of detecting cheating as well as suspicions of academic dishonesty in</p>

 <p>Dr. Vani Ramesh GICICTEL1612098</p>	<p>critical exam circumstances.</p> <p>An Emperical Study On Expectations Of Corporate From Indian Academics</p> <p>Dr. Vani Ramesh School of Commerce and Management, Reva University, Bangalore sarada889@yahoo.in sarada889@yahoo.in</p> <p>Abstract</p> <p>The present study tries to explore the gap between industry expectations and quality of academics. Indian Higher Education system has undergone massive expansion in post-independent India with a National resolve to establish several Universities, Technical Institutes, Research Institutions and Professional/Non-Professional Colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The main aim of the study is to create an active interface between industry and academia. This paper also studies the gap between academic output and industrial requirement in current scenario. It seeks to find out the relevancy of academic output from higher academic institutions. Reliability test and factor analysis was done with the help of SPSS. The respondents are from corporate and academics, 2000 respondents are observed on face to face interview. The study also reveals the factors which directly contribute in maintaining the quality of academics and suggests some recommendations which may be helpful to find out the solution of this problem. KEY WORDS: Higher Education, Higher Education Forum (HEF), Management Skills, Corporate Expectations, Skill Gap, Quality Assurance</p>
<p>Natalie Irby Cruz GICICTEL1612099</p>	<p>An Investigation into International Student Engagement, Transition, and Success</p> <p>Natalie Irby Cruz Zayed University, Advising and Academic Development, Abu Dhabi, United Arab Emirates</p> <p>Abstract</p> <p>Globally mobile student numbers continue to increase at a record setting pace, now numbering over 5 million, which has more than doubled since 2000 (ICEF Monitor, 2015). While the majority of international students still study in the USA or the UK, many students are diversifying their school selection. At the same time, many universities now strive to recruit more international students, including many universities in non-traditional locations. This presentation will seek to share the impact of international students on a university and its faculty, as well as the impact on international students attending a university outside their home country.</p> <p>The presentation for the ICTEL conference will pull from one previous research project conducted in the USA, and one ongoing project in the UAE. With two distinct countries represented in the research, as well as independent research conducted about international students, the presentation should have information that is relevant to attendees from many different institutions and countries. At Emory University in Atlanta, GA, USA, international students come from over 100 countries and comprise 18% of an already racially diverse student body. At Zayed University, only about 1% of students are international, and most of these</p>

	<p>students actually have family or close connections in Abu Dhabi, UAE. However, the administration of Zayed University is aiming to enroll 10% international students in the next 5 years. The research currently being conducted will help the university prepare for the impact of a large influx of international students, particularly as it affects the students and faculty.</p> <p>During the presentation, I will discuss preliminary research and findings about international student success related to academic and cultural transitions. I will also share my ongoing research about international students at Zayed University. The hope is that attendees can learn about how international students can impact the classroom environment, the challenges that international students may face, and strategies for how best to engage international students inside and outside the classroom.</p>
<p>Dr. Melvin Jackson GICICTEL1612104</p>	<p style="text-align: center;">Culturally Responsive Advising as Teaching</p> <p style="text-align: center;">Dr. Melvin Jackson Assistant Professor , University College, Zayed University, Abu Dhabi</p> <p style="text-align: center;">Jobila Sy, Ed.D</p> <p style="text-align: center;">Abstract</p> <p>Academic advising relies on a variety of theories including, but not limited to “student development, cognitive development, career development, learning, decision-making, multiculturalism, retention, personality, moral development, adult development... sociological, organizational, psychosocial and person-environment interaction” (Williams, 2007 p.1). Research in these areas has provided the field with various approaches to advising in order to meet the needs of diverse student populations. In academia, the art of pedagogy is instrumental in elevating a student’s understanding and comprehension and culturally responsive pedagogy is based on the idea that culture is fundamental to student erudition. Gardner (2010) posits that culturally responsive teaching provides instructional scaffolding that encourages students to learn by building on the experiences, knowledge, and skills they bring to the classroom. A student’s culture plays a significant role in the learning process and through the integration of that culture into the academic environment it affords the opportunity to bridge gaps in understanding while respecting and promoting the student’s own cultural heritage. In essence, a culturally responsive educational administration places considerable emphasis on fulfilling the requirements necessary to foster diversity. This research will explore a new theoretical framework of Culturally Responsive Advising as a mode of teaching.</p>
<p>Randhir Roopchund GICICTEL1612104</p>	<p style="text-align: center;">Analysing CRM Factors affecting Student Loyalty and attrition in Public Universities in Mauritius</p> <p style="text-align: center;">Randhir Roopchund Lecturer – Aberystwyth University (Mauritius Branch Campus) rar11@aber.ac.uk</p> <p style="text-align: center;">Dr Loi Said Lecturer – Aberystwyth University (Mauritius Branch Campus)</p> <p style="text-align: center;">ABSTRACT</p>

	<p>This research paper will seek to analyse the different factors affecting student loyalty and attrition in Higher Education. Mauritius wants to become a knowledge hub and ambitions to attract international students. This would not be possible without a proper understanding the different factors affecting student loyalty. The factors are based on the research constructs and variables identified principally by Tinto and Braxter amongst others. The results of the study would be highly instrumental for the development of a strong knowledge based economy.</p> <p>Key Words: CRM Factors, Student Loyalty and Attrition</p>
 <p>CANAYAH CUNIAH GICICTEL1612105</p>	<p style="text-align: center;">Effective Assessment Of Written-Based Computer Programming Codes: Using A Grid Based Pedagogical Approach</p> <p style="text-align: center;">Canayah CUNIAH University of Technology, Mauritius La Tour Koenig, Pointe aux Sables- Mauritius ccuniah@umail.utm.ac.mu</p> <p style="text-align: center;">ABSTRACT</p> <p>Formal education in computer programming involves various evaluative modes that assess skill and knowledge acquisition. Literature says programming errors are common when students write computer programming codes. The challenge that faces computer science educators is the need to develop comprehensive pedagogical tools that can identify, assess and suggest pathways to continuously rectify the learning issues faced by students. This paper attempts a step in this direction and suggests the use of a programming grid to record programming errors from written-based codes. The method of testing the grid involved the setting of three problem-solving questions, resulting in a total of ninety scripts answered by a batch of thirty students (17-19 ages) of upper secondary school in Mauritius. The empirical data reveals a worrying concern as 82% in syntax errors, 79% for the conditional statements, 83% wrongly use the recursive statements, 93% are not able to apply the concepts related to arrays and 87% are having difficulties in applying functions and procedures. The paper hence, contends that the programming grid serves as a tool for a teacher to identify learning and conceptual difficulties and revisit teaching strategies. This study is a work in progress to design a conceptual grid framework for the teaching of computer programming at upper secondary schools in Mauritius.</p> <p>Keywords–Computer Programming, Programming Grid, Written-Based Programming Codes, Conceptual Difficulties.</p>
<p>Mrs. S. Beebeejaun-Roojee</p>	<p style="text-align: center;">An Assessment of Dietary Practices among Elderly Diabetic People in Mauritius- Pre and Post Diagnosis</p> <p style="text-align: center;">Mrs. S. Beebeejaun-Roojee Mrs. N. Congo-Poottaren b.beebeejaun@mieonline.org</p> <p style="text-align: center;">Abstract</p> <p>Education is a cornerstone of diabetes care. Unless adequate education is provided, self-care, which is an essential part of the management of diabetes, cannot be ensured –WHO</p> <p>Food intake is a frequent concomitant of type 2 diabetes among older adults.</p>

However, little is known about the food intake of this group of people. The purpose of this paper was to evaluate pre and post dietary practices of the elderly diabetic people age 60 years and above in Mauritius and provide recommendations about diet in the management of type 2 diabetes. A cross-sectional study of the diabetic patient attending Area Health Centres around Mauritius was performed. Through multi-stage sampling procedures, four Area Health Centres were identified and one hundred randomly selected diabetic elderly patients who volunteered to participate in the survey was recruited. An interviewer-administered questionnaire was used to elicit information on their diet history, actual food intake as well as lifestyle factors and nutritional knowledge. A food frequency questionnaire was used to assess the food intake pattern. The result showed that there was an insignificant change in the pre and post dietary practices of the elderly diabetic people. Despite having a good nutritional knowledge, the elderly tend to consume foods according to their affordability and availability instead of what is healthy for them. The findings add to the literature by identifying the consumption of foods among the Mauritian elderly diabetic people which is complex as these people are dependent on the caretaker /families who are the provider of the food. Another obstacle is the commonly held beliefs and misconceptions about food intake which is a serious impediment in the management of the disease. There is an urgent need to address food security issues for this vulnerable group of people .The study reveals the gap in the availability of basic health education services on diabetes to people with diabetes and their families .The study recommends customizing the nutritional guidelines which would prove to be very beneficial for the management as well as in the prevention of complications link to Type 2 Diabetes Mellitus among the elderly.

Keywords – Type 2 Diabetes, Diabetic, Customizing Nutritional guidelines



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Students' Motivation and Academic Achievement: A Meta-Analysis

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Abstract

Students' motivation plays an important role for the personal and academic development. They are often the primary source of information on students' educational success. This paper presents a meta-analysis of the students' academic motivation and academic achievement. The integration of 663 effect sizes from 73 studies with a meta-analytical multilevel approach led to a mean effect sizes of $r = 0.16$. The effect size associate with categories of motivation-achievement nexus such as extrinsic, intrinsic, self-efficacy, anxiety and achievement motivation is considered. Taking extrinsic as the baseline category, size effects associated with the students' motivation-related performance for the four categories are 0.19, -0.03, 0.24 and 0.15 respectively. The overall significance of the meta regression with Knapp-Hartung modification is given by

F(4,658)=9.87 with a p-value of 0.000.
Keywords: Meta-analysis, students, motivation, achievement.
JEL Code: A20, B41.

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- » 9th International Conference on Psychology, Language and Teaching (ICPLT), 28-29 Dec 2016, Bangkok, Thailand
- » 10th International Conference on Psychology, Language and Teaching (ICPLT), 20-21 Feb 2017, Dubai
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- » 14th International Conference on Psychology and Behavioural Sciences (ICPBS), 15-16 June 2017, Singapore
- » 14th International Conference on Linguistics and Language Research (ICLLR), 15-16 June 2017, Singapore

- » 15th International Conference on Psychology & Behavioural Sciences (ICPBS),
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- » 15th International Conference on Linguistics & Language Research (ICLLR),
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13-14 July 2017, Bali, Indonesia
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- » 17th International Conference on Linguistics & Language Research (ICLLR),
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- » 18th International Conference on Psychology & Behavioural Sciences (ICPBS),
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- » 18th International Conference on Linguistics & Language Research (ICLLR),
08-09 June 2017, Rome, Italy