



Global Research &
Development Services

CONFERENCE PROCEEDINGS

2nd International Conference on Learning, Education and Pedagogy (LEAP)

May 24-25, 2016

Conference Venue

Rumah Kelab PAUM Clubhouse (Persatuan Alumni Universiti Malaya),
Kuala Lumpur, Malaysia

Email: info@adtelweb.org

<http://adtelweb.org/>

Keynote Speaker



Dahlia Romero- Domingo

Faculty, New Era University- Philippines

Keynote Speaker



R Subramaniam
National Institute of Education Nanyang Technological University,
Singapore

<p>Dr. Merissa Ocampo GICW16032051</p>	<p>Brainwaves of Emotion among Japanese EFL Learners Proved the Effectiveness of Family Environment Mode Approach (FEMA)</p> <p>Dr. Merissa Ocampo The University of Aizu, Japan merissao@yahoo.com</p> <p>ABSTRACT</p> <p>To surrender the belief that someone has no ability to improve their English fluency is a view that obscure the heterogeneity of pathways leading to thrive. Research suggests, for instance, that some students leave and skip classes frequently is not as a result of protracted difficulties but in response to the situations that they are less motivated to accept that everybody has to fail in order to succeed. Normally, we are being motivated to be success seekers and failure avoiders. However, this study proved that by changing the mindset of the students to become pro-failure with the combination of Family Environment Mode Approach (FEMA) can help students to improve their speaking ability as they will be free from their own cage of fear to make mistakes. It has been designed to motivate students by changing the classroom mindset from traditional to one where failure is embraced and mistakes are viewed as a necessary part of the language-learning journey. Importantly, this process can alleviate or perhaps eradicate anxiety and stress completely, and opens up the gateway of learning. To concretize the effectiveness of FEMA, the researcher used the Necomimi (brainwave cat ears) to measure the brainwaves of emotion while speaking English during phase three of the project. At the end of school year most of the students agreed to recommend FEMA to be used by other teachers of English and also teachers of other subjects.</p>
<p>Tryanti Abdul Rahman GICW16032051</p>	<p>EFL Students and Creative Video Making on English Vocabulary</p> <p>Tryanti Abdul Rahman English Education Study Program, Indonesia tryanti.ar@gmail.com tia_nikirei85@yahoo.com</p>

	<p style="text-align: center;">ABSTRACT</p> <p>The main objective was to examine whether or not video making project can enhance students learning, creativity, motivation and vocabulary enrichment. This study followed a case study methodology to describe how this project provided students opportunity on video making experience and opinion relate to their experiences. 25 EFL students in Vocabulary Building Course (VBC) were participated in this study. This study is undertaken into three phases; pre-production phase, production phase and research phase. Major data sources were questionnaire, interview transcripts and video production. Additional data were collected from classroom observations, students' discussion and document analyses. Data analysis showed that students responded differently to their video making assignments so they produced different kind of creative videos with the help of camcorder and computer application. Students in this study reported expressed positive attitude and opinion on their video making experiences as this project assist them in vocabulary acquisition and learning process. This study has proved that video making can be a powerful vehicle for enriching students' English vocabulary and it can be an effective and powerful tool to create fun, interactive, and collaborative learning environments. Keywords: Vocabulary; EFL students; video making; and learning motivation</p>
<p>Marissa R. Operario GICW16032055</p>	<p style="text-align: center;">English Language Proficiency of Teachers under the Induction Program: It's Relation To Students Academic Performance</p> <p style="text-align: center;">Marissa R. Operario New Era University, Philippines operario.marissa@yahoo.com</p> <p style="text-align: center;">Abstract</p> <p>Global orientation and competitiveness require knowledge of Linguistic competence in the English languages because English is considered as the most important language in the academe world. The use of English language among non native speakers has become the phenomenon. English in the Philippines is the second language that is used as medium of instruction. It is very alarming to note that despite all the efforts done by different institutions in response to the goals and objectives of the Revised Basic Education Curriculum (RBEC) in compliance with the 1987 constitution, the teachers teaching English are not yet proficient enough to develop students to be proficient English communicators. While mastering other skills and content in other subject areas, there is a need for the teachers under the induction program to gain proficiency in the English language. Cognizant of the necessity to address these particular needs of both the</p>

	<p>teachers and the students, the researcher prompted to conduct this research to find out the level of English language proficiency of teachers under the induction program and its relation to students academic performance. Keywords: Proficiency, Induction-Program, ESL, Teaching, English language proficiency</p>
<p>Mustapha Dahiru GICW16032059</p>	<p>Assessing the Effect of Learning Style and Method of instruction on Students' Satisfaction</p> <p>Mustapha Dahiru</p> <p>Jigawa State College of Education, Gumel Mustapha Dahiru</p> <p>ABSTRACT</p> <p>This study attempt to explore the effects between students' satisfaction with different learning instruction and their preferred learning styles. Data of the student's learning style and satisfaction were assessed through the Kolb Learning Style Inventory and the Questionnaire for User Interface Satisfaction. A sample of one hundred and two (102) students participated in the study, divided into a teacher-centred instruction group and students centred instruction group. Findings revealed that diverger learning style predicts user satisfaction with students-centred instruction and students in the students-centred instruction perceived higher user satisfaction than did students who received teacher-centred instruction method. The findings, moreover, provide educators with insight into students' learning styles and the user satisfaction. It concludes that the students-centred instruction acts as an important teaching and learning strategy for a maximize students' learning effectiveness in today's education.</p> <p>Key words: Kolb, learning style, user satisfaction, students-centred, teacher-centred</p>
	<p>Interactive Learning Program For Teaching World History Using Social Media Platforms</p> <p>Baby Boy Benjamin D. Nebres</p> <p>Bicol University Polangui Campus manayturay@gmail.com</p> <p>ABSTRACT</p>



Baby Boy Benjamin D. Nebres
GICW16032061

This study aimed to evaluate an interactive learning program for teaching World History using social media platforms with the following objectives: a. identify and define the developed program features and mechanics of the interactive learning program in teaching World History using Social Media (SM) platforms; b. know the evaluation of the evaluators as to the effectiveness of the said developed programs as to content and objectives, features and strategies, activities and mechanics, assessment, and work integrity provisions; c. know the response of the students in utilization of the said developed program based from their formative and summative teacher-made test results; and d. recognize the recommendations made by the evaluators to be integrated to further enhance the effectiveness of the said developed learning program. Moreover, this study used descriptive-development-evaluative type of research utilizing analytic rubric, formative and summative teacher-made tests and interview guide.

The findings of the study largely revealed that the interactive learning program used varied features which contributed for its effectiveness. These features were Design Down, Deliver Up Approach, Eclectic Teaching Approach, Interactive Teaching Style and the Use of Social Media in Teaching. It has a special feature of on-line quiz via Gogle Forms with Flubaroo Application for automatic checking and test item analysis. It also utilizes a Facebook Close Group to ensure work integrity of the students. The evaluation also revealed that the content and objectives, features and strategies, activities and mechanics, assessment were all highly effective with weighted mean of 3.76, 3.84, 3.21, 3.92 respectively while work integrity provisions was seen effective with a weighted mean of 2.95. In general, the interactive learning program was found to be highly effective with a general weighted mean of 3.33.

The study recommends that to make this learning program more effective: a. the content of the learning program must be anchored on the K to 12 Curriculum but teaching and learning must not be based on the textbook/module alone, instead references must be incorporated; b. the learning program must attach USB or CD the videos, photos and other materials for reference purposes; c. innovations in teaching are important but students should not be required to undertake activities and output that maybe costly for them; d. on-line quizzes are good because they are easy to correct and to do item analysis but results of paper and pen tests in the

classroom are more reliable; and e. references must be cited in the outputs made by the students and be verified by the teacher through questioning to check if the students are the ones who made them.

Keywords: Interactive Learning, Learning Program, Social Media, Platforms, Social Media Platforms



Baby Boy Benjamin D. Nebres
GICW16032062

Mathwiz-The Fraction Challenge: A Computer-Assisted Game As Alternative Strategy In Teaching Basic Concepts Of Fraction

Baby Boy Benjamin D. Nebres
Bicol University Polangui Campus
manayturay@gmail.com

ABSTRACT

This study aimed to develop and evaluate a computer-assisted game as alternative strategy in teaching basic concepts of fraction with the following objectives: a. identify and define the developed computer-assisted game as an alternative teaching strategy that will facilitate the teaching of the basic concepts of fraction; b. know the evaluation of the jurors-specialist in the development of the said computer-assisted game as to: i. degree of coherency to the objectives of the design, ii. quality of explanations of the basic concepts of fraction, iii. utility of computer-assisted game designed to support teaching, iv. quality of technological interactivity; c. know and analyze the students' views and affinities towards the use of the said developed computer-assisted game in teaching the concept of fraction; d. recognize the recommendations made by the jurors/specialists for the improvement of the said developed computer-assisted game. Moreover, this study employed descriptive-developmental-evaluative approach utilizing analytical rubrics and focused group discussion (FGD).

The general findings from the study were as follows: a. the computer-assisted-game named MATHWIZ- The Fraction Challenge is an effective means of facilitating the basic concepts of fraction among teachers and can address the needs of students in learning the concepts of Fraction; b. it is reflected in the said developed computer assisted game that all of the indicators and expectations in the identified standard are completely addressed by the computer-assisted game with a superior rating for the quality of its technological interactivity, it has an interactive feature that is purposeful and directly related to learning,

but does not provide an individualized learning experience, it was also concluded from the evaluation made by the jurors-specialist to determine the effectiveness and functionality of the developed computer-assisted game in terms of degree of coherency to the objectives of the design, quality of explanation of the basic concepts of fraction, utility of computer-assisted game designed to support teaching and quality of technological interactivity where the mean values are 4.55, 4.45, 4.60, and 4.56 respectively, the computed grand mean is 4.56; c. the views and affinities of the students towards the developed computer-assisted were facilitated basic concepts of fractions effectively, entertaining instructional strategy for teaching fractions, addressed students' needs and different learning styles, easy to utilize and the game reflects usability and demonstrates of its educational value; d. the recommendations made by the jurors-specialists towards the improvement of the development of the computer-assisted game were: i. the system must have log-in features for admin, teachers and students, ii. the system must generate the printable results indicating students' mastery level of the game, iii. add more pairs of numbers and fractions to adjust their randomization; this is to avoid frequent appearance within a single game, iv. instead of easy, average, difficult; change them to level 1, level 2, and level 3 and adjust the require mastery level to 100%, 98% and 95% to beat each level and v. decrease the speed of fruits in game 2 since they have a more complex animation.

Due to its great potential advantage in the improvement of performance of students in mathematics curriculum, the computer-assisted has also been recommended to be adopted in the entire Division of Camarines Norte.

Keywords: Development, Evaluation, Computer-Assisted Game, Alternative Strategy, Fractions



Juan David Parra
GICW16032063

Classroom Observations in Context: Learning about Education Policies in Colombia

Juan David Parra
University Erasmus Rotterdam, Nederland
parraheredia@iss.nl

ABSTRACT

The World Bank Group's 2014 report on 'How to Raise Student Learning in Latin America' states that the magic of education happens in the classroom. This document underscores the necessity of measuring productivity in education spending through the use of methods to asses

	<p>teaching practices and pedagogy. However, if classroom dynamics are a reflection of broader policy contexts (i.e. investment, curriculum design, teachers' salaries), studying the classroom should also inform policy debates beyond the outcomes of methods for teachers' assessment. In the case of Latin America, the use of these traditional methods also implies levels of political contestation from unionized teachers, as they are quite sceptical about the focus governments place on evaluations. Some of them would argue that evaluations are conducted in a decontextualized way that ends up blaming teachers for educational failure. This article addresses this debate by exploring a more flexible observation method capable of responding to the issues at stake by (i) focussing on classroom events, rather than in measuring standards and (ii) including the voices of teachers in interpreting classroom dynamics. The subsequent empirical assessment is informed by a qualitative content analysis of events collected in 27 class sessions in three secondary schools in northern Colombia. Results are then triangulated using a thematic analysis of interviews with observers of the classroom sessions and with nine observed teachers. Findings report that, while one can observe different degrees of teaching skills –meaning that teachers should not necessarily receive a negative assessment-, schools face a generalized phenomenon of lack of children's interest in studying. In this regard, testimonials of interviewed educators help to raise awareness on the need to consider the way in which new policy trends (i.e. conditioned cash transfers, new emphasises in the protection of children's rights) have shaped teachers' and parents' roles vis-à-vis children's education.</p>
<p>Angelica P. Mendoza GICW16032063</p>	<p>Globalization through English: Correlation of English language proficiency to communication skills as perceived by Communication students</p> <p>Angelica P. Mendoza</p> <p>Patricia Anne S. Medina, Philippines</p> <p>Medina, Patricia Anne S., Mendoza, Angelica P.</p> <p>angelica.mendoza99@gmail.com</p>

ABSTRACT

The English language has always been a matter of constant evolutionary process in different fields practiced in different parts of the world. In the Philippine educational system where English is the primary medium of instruction, the English language is considered to be interrelated with communication skills in terms of determining an individual's potential in globalization. This study aims to determine whether or not English language proficiency as correlated with communication skills has significance in the readiness of an individual's performance in the global scale. Using Berlo's SMCR model and Krashen's Monitor theory, the researchers designed a descriptive survey conducted among tertiary Communication students. The survey measured the respondents' demographic profile; the perceived English language proficiency; the correlation between English language proficiency and communication; and the perceived readiness of communication students to globalization based on their English language proficiency. The results showed that the respondents ranged from 17 to 18 years old and are mostly females. They obtained an average grade between 2.00 and 2.25 in their communication skills courses. They are native Filipino language proficient but are also confident in using the English language. Most of the respondents use the English language 'sometimes' when communicating at home, at school, with their friends, and acquaintances but 'seldom' when they are in public places. More than half of the respondents are confident with their listening and reading skills. The respondents perceive that they are ready to face globalization

Keyword : globalization, English language, communication, medium

**Mohammad Abdul Azis
GICLEAP1603066**

**Implementing STEAM Education On Building Students'
Entrepreneurial Skills for Facing ASEAN Economic Community (AEC)**

**Mohammad Abdul Azis
Universitas Jember, Indonesia
2abdulazis@gmail.com
33abdulazis@gmail.com**

ABSTRACT

ASEAN countries are all facing the ASEAN Economic Community, especially Indonesia. the development of science and technology cannot

	<p>be avoided. Many products need advanced skills to compete with the others for Indonesian people especially for facing AEC. Around us, many daily goods have been based on science and technology. STEAM is the acronym of science, technology, engineering, art, and mathematics. This study discusses the learning design of STEAM education-based entrepreneurship. Through this concept, the students are stimulated to think creatively of making knowledge-based products and their entrepreneurial skills are built. In junior high school, there is the subject called integrated science. Through that subject, the students are taught about not only science theoretically but also how to create something has added value and benefit for people e.g. the prototype of power plants, simple robot, and other creativity products. The learning process should be conducted inside and outside of the classroom for learning fun. Through this paper, the concept of STEAM education-based entrepreneurship can be used as a reference to the government, school, and teachers of Indonesia for facing globalization especially AEC.</p> <p>Keyword : AEC, STEAM, Entrepreneur</p>
<p>Apurva Kiran Vangujar GICLEAP1603068</p>	<p>An Efficient And Secure Cryptography Techniques Usingunimodular Matrix</p> <p>Apurva Kiran Vangujar Public and social Relation Department, Shreeyash College of engineering, Aurangabad apurva710@gmail.com</p> <p>ABSTRACT</p> <p>In day to day life, transmission of data from sender to receiver with security is very difficult. "Cryptography" is one of the famous techniques which provide security for confidential data. Cryptography is one of the best techniques for the secure data transmission. Confidentiality of data, access control and non repudiation are the main goals of cryptography. The existing system is having limitations related to decrypts of Armstrong numbers. But the algorithm used in the proposed method uses unimodular matrix for encryption. Therefore, access control, non-repudiation and confidentiality of data is maintained</p>
<p>Hatic İnal GICLEAP1603069</p>	<p>Investigation of Group Invariance of PISA 2012 Mathematics Sub-Test Equating With Regard to Hong Kong, Finland, Turkey and Thailand</p> <p>Hatic İnal , Assoc. Prof. Dr. Duygu Anil Public and social Relation Department, Shreeyash College of engineering, Aurangabad haticceinall@hotmail.com</p>

Abstract

PISA (Programme for International Student Assessment), which is one of the exams that enables the countries to compare their educational indicators, was administered by OECD in 2003, 2006, 2009 and 2012 starting from 2000. PISA application assesses to what extent the students at the age group of 15 are equipped with the basic mathematics, science and reading knowledge and skills in order to help them be a part of the modern society. PISA application aims to determine to what extent students can utilize from the knowledge and skills to use them in real life, to understand the new situations, to resolve problems, make guesses about what they are unfamiliar with and to make judgments. It is possible to collect detailed data regarding the learning environment, process and family backgrounds with the questionnaires applied on the students, parents and school managers and the variables of the success are determined (MEB, 2010; MEB, 2013). In PISA application, not all students are required to take the same test item sets that consist of science, mathematics and reading skills. The items sets are incorporated in 13 booklets and there are some common items to link all the booklets (OECD, 2014). It is necessary to equate the scores in order to compare these scores that are obtained from different booklets. The aim of this study is to investigate the group invariance condition by equating the 7th and 11th booklets of the PISA 2012 Mathematics subtest at Hong Kong, Finland, Turkey and Thailand data according to Tucker and Levine observed score equating methods from traditional equating methods and mean sigma method based on item response theory. Within this scope, REMSD and RESDk group invariance indexes will be employed in the study. Data analysis was conducted at three steps. At the first step, it was examined whether or not the booklets met the equating conditions, at the second one the equated scores were obtained by using different equating method and at the final step group invariance indexes were calculated in order to see how equating function obtained by each equating method differed across country groups. Booklets will be equated according to total group and each country and group invariance of each condition will be calculated. At the end of the study, when REMSD and RESDk values, which will be obtained according to equating methods, will be compared, it will be found out that which equating method was the most suitable method.

Keywords Equating, Group invariance

Asma M. Saber Musazay
GICLEAP1603070

Students' Enhancement of Critical Thinking Skills Through Creative Teaching: A Case Study on Refugee Children

Asma M. Saber Musazay
International Islamic University

	<p style="text-align: center;">ABSTRACT</p> <p>The lack of critical thinking in the current world is an inescapable concern to educators. Several countries have faced decades of civil war which lead to children to abruptly discontinue their education for being caught up in the middle of a political web, forced to leave their home and escape to a better environment. Losing a loved one or separating from one forcefully is very traumatic for the human mind, psychologists call it Post-Traumatic Stress Disorder. Living in a constant fear that any day might be their last could be stressful for not just an adult but the child as well. Not every child is lucky enough to leave before experiencing trauma of the war, such as seeing the prosecution of their loved ones or even seeing the destruction of their homes and city. As educators perceive the extent of this issue, they ask themselves if teaching critical thinking is a viable possibility and a contribution to help heal the child. This study is intended to contribute to knowledge in the creative thinking skills area of study and the development of a community of inquiry among refugee children. The purpose is to explore on the enhancement of the critical thinking skills of children in refugee school in Malaysia, Gombak through Matthew Lipman's creative teaching method, Philosophy for Children (P4C). The subjects for this study aims on students who will receive P4C classes in the Refugee School. The children's ages range between 9 -10 years old. The research aims to look at the extent of interaction that is occurring in the classroom amongst the students that helps the students to create a community of inquiry amongst themselves. The data for the current study will be collected qualitatively through interview questions that was developed by the researcher through the main research questions as well as observing the students reaction to the method and its gradual effect and development on them. The data will then be qualitatively analyzed. The overall findings will help show whether Philosophy for Children helps the refugee students enhance their critical thinking in which might create a community of inquiry.</p>
<p>Mohd Zamri Azmi GICLEAP1603072</p>	<p style="text-align: center;">The Use of 'Check Pronunciation' & 'Talking Tom' in Malaysian ESL classroom: A New Hope for Pronunciation Learning?</p> <p style="text-align: center;">Mohd Zamri Azmi, Mohamed Amin Embi University of Kebangsaan, Malaysia mohdzamriazmi@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Throughout years, the implementation of Information Communication Technology (ICT) in Malaysian English as second language (ESL) classrooms seems prominent to many local ESL educators. In line with</p>

the aspiration of Malaysian vision 2020 for instance, various types of ICT-based learning innovations have been vigorously invented as a way of assuring effective ESL learning could take place. Unlike before, the awareness of using ICT approaches among Malaysian ESL teachers is now massively growing. Besides computers, the diffusion of other ICT tools such web tools is currently more evident and in fact increasing as a platform of delivering Malaysian English syllabus. Nevertheless, in the local finding on teaching quality as highlighted in recent Malaysian Education Blueprint 2013-2025, the percentage of Malaysian teachers who still fail to meet the satisfactory requirement of teaching as proposed by Ministry of Education is still high. There are about 50% teachers including ESL educators still struggle to deliver lessons which could result to active engagement especially teaching the four English macro language skills. Such circumstance in a way may have contributed to the issue of poor English reading among Malaysian ESL learners. Hence, this study aims to investigate the effectiveness of Check Pronunciation and Talking Tom in Malaysian ESL classroom. It intends to investigate the impact of proposed technique in improving ESL pronunciation besides identifying its possible challenges during implementation.



GICLEAP1603074
Farzana Parveen

Spiritual Fitness among Yoga Students and College Students

Farzana Parveen, Shahina Maqbool
Department of Psychology, Aligarh Muslim University, Uttar Pradesh,
India
222farzana@gmail.com



Jeffrey Juan Rosales JR
GICW16034054

**The Effectiveness of Project-Based Learning (Egg Drop Project)
Towards Students' Personal Interest**
Jeffrey Juan Rosales JR
Faculty of Science and Natural Resources, University Malaysia, Sabah,
Malaysia
previousguardian@hotmail.com

ABSTRACT

This study was attempted by the researcher to examine students' personal interest with the implementation of Project-Based Learning (PBL) in a Physics Subject. This research was taken place in Tuaran and Kota Marudu Districts which represent urban area and rural area respectively. Students have done egg drop project to have better understanding towards physics concepts (i.e., momentum, impulse and impulsive force). This study was carried out on 38 Form Four students which 17 male students and 21 female students. Data from this study were collected via *The Colorado Learning Attitude about Science Survey (CLASS) – personal interest category*. Respondents were required to mark the appropriate statements in terms of Likert scale degree of agreements before and after the implementation of PBL. Gathered data were analysed using *Statistical Package for Social Science Version 20.0 for windows (SPSS)* to compare the students' pre-survey and post-survey responses. Wilcoxon Signed Ranks Tests results showed that students' personal interest for both schools in total have positive significant difference and in terms of gender, male and female students' personal interest for both schools in total have positive significant difference after the implementation of Project-Based Learning (egg drop project). In addition, Wilcoxon Signed Ranks Tests results showed that urban students have positive significant difference but contrary for rural students have no significant difference in terms of their personal interest after the implementation of Project-Based Learning (egg drop project). Paired samples-t-test results showed that students' personal interest for both schools in total have positive significant difference and in terms of gender, male and female students' personal interest for both schools in total have positive significant difference after the implementation of Project-Based Learning (egg drop project). Moreover, urban and rural students' personal interest have positive significant difference after the implementation of Project-Based Learning (egg drop project). Through Project-Based Learning (egg drop project), students can relate physics concepts; momentum, impulse and impulsive force into real life situations, engage students' personal interest and change students' perception towards physics.

KEYWORDS: Project-Based Learning, Physics Education, Egg Drop Project, Personal Interest

<p>Cristy Dela Cruz Almeida YRAW16034051</p>	<p>ESL Teachers' Feedback Practices- Profile, Focus and Sources of Practices in Giving Feedback</p> <p>Cristy Dela Cruz Almeida, Shalimar A. Flores, Joel Paulin Mendoza San Pedro Relocation Center National High School/ DLSU Dasmariñas cristy.almeida@yahoo.com</p> <p>ABSTRACT</p> <p>The study examines the feedback practices of the selected ESL teachers from a public secondary school and how they acquire these correction techniques. A basic qualitative research design will be utilized to attain these objectives. Following the adapted version of feedback coding scheme of Furneaux et. al. (2007), the feedback profile and focus of the teachers were determined. Using the corrected papers of their students, the ESL teachers are profiled according to their feedback stance and focus on giving feedback. Interview with the respondents revealed that most of them are unaware of their feedback practices, the source from which they acquired their practices and how it affects their student's performances in different writing competencies. In addition, a parallel interview with the students of respondents was conducted to identify the preferences and influences of their teacher to the development of their writing skills.</p> <p>Keywords: Feedback Practices, ESL Teachers, writing skills</p>
 <p>Joel Paulin Mendoza YRAW16034052</p>	<p>Academic Achievement As Predictor Of College Entrance Test Result: Retracing The Predictive Value Of GPA To The Admission Test Success</p> <p>Joel Paulin Mendoza De La Salle Zobel, Philippines joelpaulinmendoza@gmail.com</p> <p>ABSTRACT</p> <p>College Admission test as an essential requirement every college freshman need to take in order to progress through the course of pursuing a career has been identified as one predictor of academic success. But even before entering university life, college admission test determines whether a student will be accepted or not. This study identified the predictive value of General Weighted Average in the results of the College Admission Test. This study aimed to found significant relationships between Grade Point Average (First, Second and Third Year) in major subjects (English, Mathematics and Science) and the Results of the College Admission Test in terms of Percentile Ranking. In an attempt to found the predictive relation of High School GPA in the College Admission Test, the Percentile ranking from each of the subjects will be tested if a predictive approach model may be found significant. Findings revealed that there was a</p>

	<p>significant relationship between GPA and the Percentile Ranks Result of the College Admission Test in all of the subject areas specifically Mathematics, English (related to Reading), English (related to Language and Science). Regression Analysis revealed that the GPA from their Third Year contributed the most to the model of regression.</p> <p>Keywords: GPA, Percentile Rank</p>
 <p>Zainab Mohammed al Yaqoobi GIC16034056</p>	<p>An Analysis of Errors Caused by Omani ESL Learners in pronouncing certain consonant Sounds</p> <p>Zainab Mohammed al Yaqoobi Moonlight-4r@hotmail.com</p> <p>ABSTRACT</p> <p>As the English Language has become the first international and most widespread means of communication in the world, Omani schools and colleges students are obligated to acquire a considerably good level of English. It essential that students who seek the best job opportunities in professional occupations must be equipped with English Language skills.</p> <p>Omani students who are learning English as a foreign language face various problems in learning or acquiring different skills; reading, writing, pronunciation, grammar, and vocabulary. Most of the time, the other components are greatly emphasized in teaching and learning, while pronunciation is hardly touched upon. Consequently, the learners come up with faulty pronunciation which creates big obstacles in the process of communication. Omani ESL learners have problems with the differentiation between the sounds /p/ and /b/, as Arabic does not have the sound /p/. So instead of a 'big bowl of noodles' some Omani students pronounce 'pig pole of noodles'.</p> <p>In addition to that, Omani ESL learners may also fail to differentiate between the /tʃ/ and /ʃ/ sounds. For example, the sound /tʃ/ as in 'cheap' /tʃi:p/ is replaced by the sound /ʃ/ as in 'sheep' /ʃi:p/.</p> <p>As a result, the problems that face Omani ESL learners are a result of lack pronunciation teaching methods and lack of using modern educational media such as digital language laboratories and audio-visual materials. In additional to that, translate method plays an important role in mispronunciation of /p/ and /tʃ/ sounds by Omani ESL learners in Omani learning institutions.</p> <p>Keywords: Affect, Error Analysis, Language Achievement, Language Transfer, Pronunciation</p>



Dahlia Romero- Domingo
GIC16034068

**Linguistic Prowess and Domination Strategy in Haggling:
A Pragmatic Analysis**

Dahlia Romero- Domingo
Faculty, New Era University- Philippines
dahliaromerodmng50@gmail.com/ddsagucio@neu.edu.ph

ABSTRACT

Linguistic prowess and dominance is manifested in many ways in haggling. In a market conversation, the kind of language articulated by both participants (buyer and seller) can serve as an expression of power and will put control to win the haggling course of action. This research investigates strategies of Filipinos in the famous Divisoria market in Manila. A total of forty four (44) speech events were video-recorded and transcribed. The research is descriptive qualitative in design using the framework of Hymes (1972) SPEAKING model extracted from Ethnography in Communication. Its level of analysis, adopts Conversational Analysis, Speech Acts theory, Pragmatics, and Theory of Context. The participants' strategy are analyzed using linguistic parameters patterned after the research on cross-cultural study of speech act realization patterns of Blum-kulka and Olhstein (1987). Interesting results show that the participants' ability to negotiate demonstrates some techniques which enable them to be successful in haggling.

Keywords: Pragmatics, Linguistics, Conversational analysis, Speech acts, Context



SIBBALUCA, BRANDON G.

Brandon G. Sibbaluca
YRA16030401

**The Effects of Outcomes-Based Teaching and Learning Approach on
the Information Technology Students' Learning Motivation and
Academic Performance**

Brandon G. Sibbaluca
STI Academic Center
dean.it@caloocan.sti.edu

Abstract

The study focused on the effects of the use of the outcomes-based teaching and learning approach on the information technology students' learning motivation and academic performance at STI Academic Center Caloocan through experimental research. The study covered two sections of Information Technology students officially enrolled during the second semester of the school year 2013-2014. The study aimed: 1. to determine the effects of the outcomes-based teaching and learning approach on the Information Technology students' learning motivation and academic performance; and 2. to develop an enhanced OBTL Instructional Guide.

Keywords: Outcomes-Based Teaching and Learning (OBTL), Instructional Guide, Learning Motivation, Academic Performance, Information Technology



Dr. H. Suherman
GIC16034061

**THE BUDGET CALCULATION BY TWO PHASE REGRESSION
TO ESTIMATE THE AFFORDABLE COSTS OF EDUCATION
IN INDONESIA**

Suherman
Faculty of Teacher Training and Education
Sultan Ageng Tirtayasa University
suherman@untirta.ac.id

Romli Ardi
Faculty of Teacher Training and Education
Sultan Ageng Tirtayasa University
romli_ardi@yahoo.com

Sri Widiastuti
Faculty of Teacher Training and Education
Sultan Ageng Tirtayasa University
widi@untirta.ac.id

Asep Muhyidin
Faculty of Teacher Training and Education
Sultan Ageng Tirtayasa University

Abstract

Financing education is generally determined by the leader of education unit level, especially in dealing with the uncertainty of financing spent by the public. The analysis of the education costs is divided into three, i.e. cost-benefit analysis, study the determinants the educational cost, study economies of scale. Additionally, the dominant factors that trigger the education costs are teacher salaries (WT), employee salaries (WNT), material and operational costs (AMO), and administrative costs (ADM). This present study has analyzed the education costs in Serang, a city in Indonesia. It started from junior high school to senior high school and vocational school. The cost estimation was made for the next five years by the trend exponentially method, with the equation: $Y'' = a.b^x$. The equation has been transformed in logarithmic form: $\log Y'' = \log a + x \log b$. The results showed that the unit cost of education per student per year for junior high school level is in the range of Rp. 403.956 – Rp. 441 291, while for the high school level is in the range of Rp. 935.888 – Rp. 945.613 and for vocational school is in the range of Rp. 1.033.766 – Rp. 1.046.652. Based on these ranges, the education budget for junior high school, senior high school and vocational school every school year will depend on the number of students as well as the inflation of the value of the currency.

	<p>Keywords: financing education, the unit cost of education, the trend exponentially, the education budget, the number of students, and inflation.</p>
 <p>Amit Paul Babu GICLEAP1603075</p>	<p>Elearning : A Normative prescriptive</p> <p>Amit Paul Babu Techwrite Centre for Learning Excellence , Koramangala, Bengaluru - 560095, Karnataka, India amit@techwrite.in</p> <p>Abstract</p> <p>According to the learning experts, there are three basic learning styles. Auditory learning; which occurs through hearing, Kinesthetic learning, which occurs through interaction; and Visual learning which occurs through visual observation. There is evidence, however, that states that if teaching tactics were to at least cover some aspects of all learning styles, there would be a greater degree of success that would be apparent in the learner. Studies have shown that when an instructor connects teaching techniques to the ways in which students learn, this can significantly enhance academic achievement, student attitudes, and student behavior, thereby improving the learning curve of the student. Now, that being the ultimate goal of any instructor, we, as online education course developers must include some degree of learning development theories in our approach. When courses are given online, instructors cannot interact directly with the students, hence they do not know the best teaching method to employ. Therefore, it becomes imperative to take into account or incorporate all learning styles and formats in order to attain successful impartation of knowledge and education.</p> <p>Keywords: elearning, learning styles, academic achievement, education</p>
 <p>Dr. M. Syadeli Hanafi GIC16034062</p>	<p>Entrepenurial Based Education (Ebd) to improve life skills community in the province Banten (Study of Automotive Training Development-Based Partnership the Center for Non-Formal Education Services)</p> <p>Dr. M. Syadeli Hanafi Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University syadeli@yahoo.com</p> <p>Yayat Ruhiat Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University yruhiat@untirta.ac.id</p> <p>Firmanul Catur Wibowo Faculty of Teacher Training and Education Sultan Ageng Tirtayasa</p>

University
firmanul27@yahoo.co.id

Abstract

This study was conducted to achieve the following specific objectives: (a) obtain data in the process of implementation of automotive training based on partnerships in improving life skills (Life Skills) in Entrepenerical Based Education (EBD) in the Central Services Non-Formal Education (BPPNF) Banten, (b) obtain data on results-based automotive training partnerships in improving life skills on EBL in BPPNF Banten, (c) obtain a picture of what a limiting factor in the implementation of partnership-based automotive training activities in BPPNF Banten. The method used in this research is descriptive method. The focus is the overall depiction of form, function and meaning of the phrase ban. By using descriptive method, researchers will describe and describe the management BPPNF EBD in Banten Province. The research approach used in this study is a qualitative research. Automotive training processes are carried out in BPPNF Banten include planning, implementation, and evaluation. Automotive training are the result of the increase in employment the trainee's competence after training. Increased job competence aspect is the aspect of skills, aspects of knowledge, aspects of work attitude in the field of automotive motorcycle.

Keywords: Entrepenerical Based Education (EBD), training, life skills (Life skill).



Yayat Ruhiat
GIC16034063

Teaching Materials Development Based on Basic Competence Through Diffusion Adaptation Strategy to Improve Learning Process of Physics Subject

Yayat Ruhiat
Sultan Ageng Tirtatayasa University, Indonesia
yruhiat@untirta.ac.id

Yudi Juniardi
Sultan Ageng Tirtatayasa University, Indonesia

Suparno
Sultan Ageng Tirtatayasa University, Indonesia
suparno101@gmail.com

dan Siti Aisyah
Sultan Ageng Tirtatayasa University, Indonesia
aisamia@yahoo.com

Abstract

	<p>Based on the curriculum of high school education in Indonesia, all senior high school students must be able to acquire all standard competences and basic competences. Unfortunately, most senior high school students in Serang districts, Banten Province, were not able to acquire all standard competences and basic competences operationally. Based on the result of national examination from 2007 to 2013, there were still ten standard competences and basic competences in Physics subject that the students still found difficulties in acquiring the learning materials. It was shown that there were teaching materials which cannot be taught to students due to some teachers' weaknesses in delivering the teaching materials well. To overcome those problems, the researcher developed some teaching materials of Physics subject to be implemented by Physics teachers in Serang districts and city, Banten Province. The researcher used Diffusion Adaptation Strategy (DAS) in order to gather all Physics teachers from Serang districts-Banten Province, Indonesia. The result of the study showed that the teaching materials development with DAS had feedback mechanism towards several level of improvement with the three positive loops. Through Diffusion Adaptation Strategy (DAS), the teachers can acquire the teaching materials very well in 72.6% of improvement, the teachers can also improve their academic and knowledge of Physics teaching materials in 68.3% of improvement, and finally the teachers can improve the learning process of Physics subject in 74.8% of improvement. The teaching materials development through DAS can produce the teachers who can acquire the teaching materials very well, able to use the teaching media, and able to implement various kinds of teaching methods while they are teaching Physics subject in the classroom.</p> <p>Keywords: Learning Process, Teaching materials development, Diffusion Adaptation Strategies (DAS), learning process improvement.</p>
<p>Tina Moore GIC16034051</p>	<p>'Don't tell me - Show me' Using OSCEs in Nursing Education</p> <p>Tina Moore Department of Health and Education, Middlesex University, London, England</p> <p>Abstract</p> <p>The nursing curriculum at Middlesex University has undergone a comprehensive change in curriculum design and delivery driven by policy measures. Nursing students are now educated to graduate level and as such are required to be competent in nursing assessment and clinical decision making; two areas integral to the delivery of quality nursing care. For some time now Higher Education Institutions (HEIs) have recognised the need to move away from surface learning (lower order skills, such as retention of knowledge and understanding of content) and to develop higher order skills such as analysis, synthesis and evaluation. Changes to our methods of assessment provide a better opportunity to test these skills. The OSCE assessment tool also permits the testing of the student's application of knowledge into the 'real</p>

world' of nursing practice; level of understanding; attitudes; decision making; communication and critical thinking skills. All are core characteristics of a professional nurse. Student learning is often driven by their assessments and they may learn little beyond the context of these assessments. The OSCE aims to assess primary and related aspects of nursing – to facilitate the students to understand the broader contexts of nursing. The changes have included the introduction of the OSCE as the primary assessment method for a number of nursing modules across the pre and post registration curriculum. Distinct changes have been introduced in the OSCE format order to take into account the specific skills being considered, as well as the extensive planning involved. This concept of the OSCE links well with the theme of creative assessments in that it enables the assessment of more than one specific domain in an innovative way, moving away from the rigidity of traditional assessment approaches. In addition this form of assessment process can be easily adopted by other practice based disciplines as an innovative way in which to assess individual student's level of knowledge, understanding decision making and psychomotor skills. OSCE's are marked according to transparent criteria and are designed to allow the evaluation of clinical and theoretical knowledge and professional skills. Modern education is not simply a transfer of information. It is the imparting of a complex set of skills, behaviours and attitudes which when absorbed and interpreted by the student, form the base of their personal and professional practice. Graduates should be able to demonstrate professional behaviour and critical thinking skills that result in them being employable. Evaluating the result of this work is equally challenging - few exams are designed to assess the range of competencies needed to become competent professionals. Quality assured OSCE's are found to be a trustworthy and applicable way of assessing capability and proficiency. The process is designed to be flexible and addresses multiple skill sets such as communication, organisation, planning and evaluation of tasks. The unique advantages of OSCEs are that academics have the chance to work closely with stakeholders in assessing students; and students have the opportunity to demonstrate expertise in practical as well as theoretical competencies.



Vaikunthan Rajaratnam
GIC16034052

The design, development and deployment of an online mobile learning education programme for healthcare educators

Vaikunthan Rajaratnam

**Department of Orthopaedic Surgery, KTPH Alexandra Health,
Singapore**

Background: Digital education is changing the landscape of higher education (Pereira & Rodrigues, 2013) and has the potential to improve education opportunities for health care education as they try to balance the demands of career, work-life and health care education. The medical education environment has not been insulated from these changes. Medical schools have been using mobile devices in the delivery of the curriculum and including assessment.(Cook, 2009) One of the challenges facing medical undergraduate and postgraduate education (I include all healthcare professional education with the term medical education), is in that the learner is a digital native familiar with the use of mobile devices, with social learning and peer collaboration. To meet therefore the learning needs and style of the new learners, the medical education faculty, (faculty defined in the broad sense, which includes every clinical individual involved in the teaching of undergraduate and postgraduate healthcare professionals), will need to have the competencies for all teaching function with the use of these educational technology enablers.(Vyas, Albright, Walker, Zachariah, & Lee, 2010)

This research will answer these questions:

- **The learning needs in educational technology /mobile learning of health care faculty in Singapore and UK**
- **The validity of an online educational curriculum in educational technology /mobile learning**
- **The usefulness and usability of an open on line educational technology/mobile learning program for health care educators**

Aim and methodology of the research:To design a curriculum in keeping with instructional design principles, the leaning needs of the learners needs to be assessed.(Gagne, Wager, Golas, & Keller, 2004). In the first part of the study, to determine the learning needs, a survey will be administered onto a population of health care faculty to determine their understanding, perception and usefulness of educational technology/mobile learning in modern teaching. The population to be used for this part will be heath care educators. A questionnaire will be designed to capture the knowledge and skills of the study group in the area of educational technology in their practice. The data collected will be analysed to determine the gaps in the competency in educational technology//mobile learning among the population.

From this analysis a competency based curriculum(Frank et al., 2010) will be designed and its validity will be determined using a Delphi method using subject matter experts in the area of medical education and educational technology (Hsu & Sandford, 2007). Instructional materials will be created and curated for this program using sound

	<p>principles of instructional design.(Ng, 2014). These resources will be deployed on an open online learning management system as open educational resources www.mbamedicine.com (Jochems, Koper, & Merrienboer, 2004). This will be basis for creating an open on line learning program on educational technology/mobile learning for health care educators.(Kady & Vadeboncoeur, 2013)</p> <p>This online work-based learning framework will offer self-paced, self-directed and on demand learning program that is flexible and student-centred. This will be the basis of a personalised learning environment in educational technology/mobile learning for health care educators. (Grant, 2014). It will be universally accessible, affordable and contextually relevant. This platform will be used as an educational resource for blended learning faculty development flipped workshops as part of health care faculty development. (Young, Bailey, Guptaill, Thorp, & Thomas, 2014).</p> <p>The usefulness , effectiveness and usability of the online program will be evaluated using an online survey with validated tools (Affairs, 2013). The questionnaire will be administered to all participants in the program. This will obtain the learners perspective of the usefulness and usability of the resources in their learning with emphasis on the outcomes at Kirkpatrick level 4 (Smidt, Balandin, Sigafos, & Reed, 2009).</p> <p>This will use a mixed research methodology.</p> <p>Implication of research:The results of this research will be the creation of an evidence based open online educational technology/mobile learning course that can be utilised by health care educators universally and provide the opportunity for further research based the analytics of the users.</p>
 <p>AJISAFE, Olatunbosun Emmanuel GIC16034053</p>	<p>Assessment of utilization of ict resources in teaching business education programme in south western colleges of education in nigeria</p> <p>AJISAFE, Olatunbosun Emmanuel School of Vocational and Technical Education, Department of Business Education, Adeyemi College of Education, Ondo, Nigeria. safebosun@gmail.com</p> <p>Abstract</p> <p>Business education is about preparing students for the world of business. It is because of this goal that business education should embrace and use the ICT in order to meet the expectations and needs of the next generation. This paper therefore focuses on assessment of utilization of ICT resources in teaching business education programme in south western colleges of education in Nigeria. Two research questions were raised to guide the study and descriptive research design of survey type was adopted. The population comprised a total of one hundred and thirty (130) business educators in colleges of education in south western Nigeria who are expected to have sufficient knowledge of</p>

	<p>ICT resources and computer competencies. The whole population was studied; hence, no sampling was done. A self designed questionnaire was used to collect data and data gathered from the study were analyzed with the use of mean statistic. The findings revealed that business educators need utilization of ICT resources to foster learning. It is however recommended among other things that government and other relevant stakeholders in education should as a matter of urgency provide adequate ICT resources for the teaching of business education programme not only in colleges of education, but across all tertiary institutions in Nigeria. This will enable students, teachers and other concern stakeholders to effectively utilize them in the school system and at the same time help to equip students with appropriate ICT skills needed for effective functioning in the modern day information age. This will definitely bring a positive turn-around to the nation's educational system and invariably herald a technology-enhanced education with the end result of making Nigeria an informative society. Keywords: Information and communication technology; Resources; Assessment; Utilization, Business Education; Programme</p>
 <p>Murtala Sale GIC16034054</p>	<p>The Place Of Instructional Materials In Quality Education At Primary School Level In Katsina State, Nigeria</p> <p>Murtala Sale Department of Education, College of Science and Technology, Hassan Usman Katsina Polytechnic, Katsina State, Nigeria murtalasale2013@gmail.com</p> <p>Abstract The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials in primary schools in Katsina State, Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in Katsina State for effective teaching and learning process.</p>
<p>Shittu Ahmed Tajudeen GIC16034055</p>	<p>Modeling Technology Preparedness as an antecedent of Mathematic Preservice Teacher Self Efficacy, Perceived Usefulness and Intention toward use of Information</p>

Shittu Ahmed Tajudeen
Federal University of Technology Minna
tajudeenshittu@yahoo.com

Abstract

This study model information technology (IT) preparedness as antecedent of pre-service teachers' self efficacy, perceived usefulness, and intention toward IT use for teaching in Nigeria. Survey method was employed for prosecuting the study. The participants of the study comprises of 200 pre-service teachers studying Mathematics education in one of the Nigerian university. The instrument used for data collection was adapted and subjected to validation and reliability check. A factor analysis revealed four constructs and their reliability index were .73, .87, .90 and .91 Cronbach alpha respectively. The data of the study was subjected to factor analysis, confirmatory factor analysis and finally fitting the specify model of the study with AMOS 20 statistical package. The finding showed that IT preparedness positively predicts pre-service teacher IT self-efficacy, perceived usefulness and in-turn predict their intention towards use of IT for future classroom practice. Based on this finding the study suggest among others the holistic deployment of IT resources among teacher educator for pre-service teacher training.



Zainab Mohammed Al Yaqoobi
GIC16034056

An Analysis of Errors Caused by Omani ESL Learners in pronouncing certain consonant Sounds

Zainab Mohammed Al Yaqoobi
Master of Humanities Technology (English Language and professional Communication)Center for Modern Language and Human Science ,
University Malaysia Pahang
moonlight-4r@hotmail.com

Abstract

As the English Language has become the first international and most widespread means of communication in the world, Omani schools and colleges students are obligated to acquire a considerably good level of English. It essential that students who seek the best job opportunities in professional occupations must be equipped with English Language skills. Omani students who are learning English as a foreign language face various problems in learning or acquiring different skills; reading, writing, pronunciation, grammar, and vocabulary. Most of the time, the other components are greatly emphasized in teaching and learning, while pronunciation is hardly touched upon. Consequently, the learners come up with faulty pronunciation which creates big obstacles in the process of communication. Omani ESL learners have problems with the differentiation between the sounds /p/ and /b/, as Arabic does not have the sound /p/. So instead of a 'big bowl of noodles' some Omani students pronounce 'pig pole of noodles'. In addition to that, Omani ESL learners may also fail to differentiate between the /tj/ and /f/ sounds. For example, the sound /tj/ as in 'cheap' /tʃi:p/ is replaced by the sound /f/ as in 'sheep' /ʃi:p/. As a result, the problems that face Omani ESL learners are a result of lack pronunciation teaching methods and lack of using modern educational media such as digital language laboratories and audio-visual materials. In additional to that, translate method plays an important role in mispronunciation of /p/ and /tj/ sounds by Omani ESL learners in Omani learning institutions.

Keywords: Affect, Error Analysis, Language Achievement, Language Transfer, Pronunciation



M Raghavendra
GIC16034057

Digital Resource Center Initiatives in India with special reference to Research Institutions and R & D Organizations in Karnataka: An analytical study

M Raghavendra
Dept. Library and Information Science
Bangalore University, Karnataka, India
raghushira@gmail.com

Dr. Ramesha
Dept. Library and Information Science
Bangalore University, Karnataka, India

	<p style="text-align: center;">bbramesha@gmail.com</p> <p style="text-align: center;">Abstract</p> <p>Digital resource center initiatives are vertebral column for development of digital resource management in the informative world. And Information Communication Technology (ICT) becomes inevitable in the present e-information explosion. The heavy usage of digital and electronic resources has increased expectations of professional experts, so to meet the needs and expectations of the user's one stop solution is adopt modern ICT facilities. The present study focuses on DLI (Digital library initiatives) in India, especially in Research Institutional Research & Development Organizations information resource centers, ICT facilities, Information services offered, professional expertise in research institutions and R & D organizations in Karnataka.</p> <p>Keywords: Information Communication Technology (ICT); Digital Resource Center Initiatives; Research Institute; R & D Organization.</p>
<p>Farid Noor Romadlon GIC16034058</p>	<p style="text-align: center;">Fostering Fresh Graduate Students' Confidence in Speaking English (An Action Research to Students of Muria Kudus University, Central Java, Indonesia)</p> <p style="text-align: center;">Farid Noor Romadlon Muria Kudus University, Kudus Central Java, Indonesia ghoy_ix02@yahoo.com</p> <p style="text-align: center;">Abstract</p> <p>Welcoming the ASEAN Economic Community and globalization, people need to have a good communication skill. Being able to speak English is one of important qualification in this skill and as global citizen. This study focused on fostering fresh graduate students' confidence in speaking English. So, students have good performance in speaking. There were thirty (30) students from first semester of English Education Department who joined Intensive Course class as the subject. They had poor motivation to speak English since English is a foreign language which is not exposed in their environment. This study used Three Communicative Activities technique in twelve successive meetings totally. It was done in two cycles (six meetings for each) since there were some activities should be improved in the first session (cycle). Oral test was administered to find the quantitative result and observation conducted to strengthen the finding. The result indicated that Three Communicative Activities improved students' confidence in speaking English. They had significant progress in their performance in the class. The technique which allowed students to have more spaces to explore and express their ideas to their friends increased their confidence in their performance. The group or cooperative activities stimulated students to think critically in the discussion and promoted their confidence to talk more.</p> <p>Key words: Students' confidence, Three Communicative Activities,</p>

	Speaking English
 <p>Dr. H. Suherman GIC16034061</p>	<p>The budget calculation by two phase regression to estimate the affordable costs of education in Indonesia</p> <p>Dr. H. Suherman Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University Suherman Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University suherman@untirta.ac.id</p> <p>Romli Ardi Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University romli_ardi@yahoo.com</p> <p>Asep Muhyidin Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University</p> <p>Sri Widiastuti Faculty of Teacher Training and Education Sultan Ageng Tirtayasa University widi@untirta.ac.id</p> <p>Abstract Financing education is generally determined by the leader of education unit level, especially in dealing with the uncertainty of financing spent by the public. The analysis of the education costs is divided into three, i.e. cost-benefit analysis, study the determinants the educational cost, study economies of scale. Additionally, the dominant factors that trigger the education costs are teacher salaries (WT), employee salaries (WNT), material and operational costs (AMO), and administrative costs (ADM). This present study has analyzed the education costs in Serang, a city in Indonesia. It started from junior high school to senior high school and vocational school. The cost estimation was made for the next five years by the trend exponentially method, with the equation: $Y'' = a.b^x$. The equation has been transformed in logarithmic form: $\log Y'' = \log a + x \log b$. The results showed that the unit cost of education per student per year for junior high school level is in the</p>

	<p>range of Rp. 403.956 – Rp. 441 291, while for the high school level is in the range of Rp. 935.888 – Rp. 945.613 and for vocational school is in the range of Rp. 1.033.766 – Rp. 1.046.652. Based on these ranges, the education budget for junior high school, senior high school and vocational school every school year will depend on the number of students as well as the inflation of the value of the currency. Keywords: financing education, the unit cost of education, the trend exponentially, the education budget, the number of students, and inflation.</p>
 <p>Dr. Yayat Ruhiat GIC16034060</p>	<p>Teaching materials development based on basic competence through diffusion adaptation strategy to improve learning process of physics subject</p> <p>Dr. Yayat Ruhiat Sultan Ageng Tirtayasa University, Indonesia yruhiat@untirta.ac.id</p> <p>Yudi Juniardi, Sultan Ageng Tirtayasa University, Indonesia</p> <p>Suparno Sultan Ageng Tirtayasa University, Indonesia suparno101@gmail.com</p> <p>dan Siti Aisyah Sultan Ageng Tirtayasa University, Indonesia aisamia@yahoo.com</p> <p>Abstract</p> <p>Based on the curriculum of high school education in Indonesia, all senior high school students must be able to acquire all standard competences and basic competences. Unfortunately, most senior high school students in Serang districts, Banten Province, were not able to acquire all standard competences and basic competences operationally. Based on the result of national examination from 2007 to 2013, there were still ten standard competences and basic competences in Physics subject that the students still found difficulties in acquiring the learning materials. It was shown that there were teaching materials which cannot be taught to students due to some teachers' weaknesses in delivering the teaching materials well. To overcome those problems, the researcher developed some teaching materials of Physics subject to be implemented by Physics teachers in Serang districts and city, Banten Province. The researcher used Diffusion Adaptation Strategy (DAS) in order to gather all Physics teachers from Serang districts-Banten Province, Indonesia. The result of the study showed that the teaching materials development with DAS had feedback mechanism towards</p>

	<p>several level of improvement with the three positive loops. Through Diffusion Adaptation Strategy (DAS), the teachers can acquire the teaching materials very well in 72.6% of improvement, the teachers can also improve their academic and knowledge of Physics teaching materials in 68.3% of improvement, and finally the teachers can improve the learning process of Physics subject in 74.8% of improvement. The teaching materials development through DAS can produce the teachers who can acquire the teaching materials very well, able to use the teaching media, and able to implement various kinds of teaching methods while they are teaching Physics subject in the classroom.</p> <p>Keywords: Learning Process, Teaching materials development, Diffusion Adaptation Strategies (DAS), learning process improvement.</p>
<p>Suleiman Naima Lawan GIC16034064</p>	<p>Need For Academic Manpower To Meet Up The Teacher - Student Ratio As Academic Quality Indicator In Jigawa State Polytechnic Dutse, North-West Nigeria</p> <p>Suleiman Naima Lawan Department of Science And Laboratory Technology, Jigawa State Polytechnic Dutse Nigeria</p> <p>Abstract</p> <p>The research focused on the teaching staff adequacy in term of teacher – student ratio as one of the academic quality indicators. The article, however, revealed a mismatch between enrollment and available teachers, with huge staff shortfall over the years when students enrollment was matched with available teachers, using the ideal teacher - student ratio in Jigawa State Polytechnic, North-West Nigeria. Student and teacher projection were carried out on average teacher – student ratio of 1:11 so as to meet the Nigeria Board for Technical Education (NBTE) standard. The projection showed that the polytechnic would require a large additional number of teachers. Adequate funding approach for the polytechnic was recommended to increase its financial status which would allow for improved facilities, workshops, equipment and also improved condition of service for teachers to attract more qualified teachers.</p>
 <p>Saidu Ali Saje GIC16034065</p>	<p>Impact of outdoor laboratory teaching strategy on academic achievement and gender among colleges of education students of different abilities in north-west nigeria.</p> <p>Saidu Ali Saje Department of Integrated Science, School of Science Education, Jigawa State College of Education Gumel, Nigeria alisaidusaje@yahoo.com</p> <p>Suleiman na'ima lawan (mrs. ali saje) department of science laboratory technology, jigawa state polytechnic dutse, nigeria ummuzarah@gmail.com</p>

	<p style="text-align: center;">Abstract</p> <p>The paper investigated the impact of outdoor laboratory teaching strategy on the achievement of male and female students undergoing Nigeria Certificate in Education (NCE) Programme of different ability levels in Biology. The achievement of students in high, medium and low ability levels were compared after exposing them to teacher-directed outdoor instruction. It was found that there was no significant difference ($P \geq 0.05$) in the achievement of students in the different ability levels after treatment. Outdoor teaching strategy was found to influence the academic achievement of low achievers as found by long (1981) and Adesoji (2008). Also the outdoor laboratory exposure showed no significant difference in the academic achievement of male and female students, thus showing that it is gender friendly and that outdoor laboratory strategy was advocated in teaching Science. This would go a long way in improving the achievement of students no matter their ability level</p> <p>Keywords: Outdoor laboratory; Achievement; NCE (Nigeria Certificate in Education); Ability levels.</p>
<p>Leila Pakdaman GIC16034069</p>	<p style="text-align: center;">The impact of written corrective feedback on Iranian EFL students' level of writing anxiety</p> <p style="text-align: center;">Leila Pakdaman Shahid Chamran University, Iran lili_jun66@yahoo.com</p> <p style="text-align: center;">Abstract</p> <p>Writing is one of the basic skills in the learning of either a first or a second language, which involves mastering the elements of grammar of a language, vocabulary, mechanics, content, organization and style. It can also trigger anxiety. According to Kimura (2008), anxiety has established itself as one of the most essential affective factors responsible for individual differences in the success or failure of L2 learning, and it has become one of the most investigated individual differences in the field of second language acquisition (Baralt & Gurzyniski-Weiss, 2011). Providing students with feedback on their writing may reduce anxiety about their writing abilities. The current study investigated to what extent the writing anxiety of foreign language learners may relate to writing performance and to find the relationship between corrective feedback and L2 writing anxiety. It also examined whether the students perception (apprehension, usefulness and quality of feedback) about the feedback given by the instructor changed over the time or not.</p>

Seyed Ali Dorafshan,

**Master's Degree Student of Industrial Engineering Islamic Azad University,
Semnan Branch, Department of Industrial Engineering, Iran**

Mehdi Moghadam,

**Master's Degree Student of Industrial Engineering Islamic Azad University,
Semnan Branch, Department of Industrial Engineering, Iran**

Abstract

This chapter aims to present the role of TQM¹ specially EFQM² at education and perception of education department of Golestan province regarding Total Quality Management (TQM) in education. It is an attempt to understand how these perceptions vary by Policy and strategy, Leadership, Processes, Employees, and Partnership and resources. Data were collected from experts of education department of Golestan province, that total number of 38 persons was elected by classification sampling method. The collected data was analyzed by using descriptive statistics. Research findings showed that infrastructures of implementing EFQM model at policy and strategy sector of education department is at maximum level and at partnership and resources section is at minimum level. The present research has attempted to find out the infrastructures of implementing organizational excellence model of EFQM at education department. Therefore, education organization through focusing on sectors having less infrastructures, attempts to pave the way for implementation of EFQM model.

Key Words: EFQM Model, Organizational Excellence Model, Implementation Infrastructures, Education, EFQM

LISTENERS

<p>Mohamed Lamin Jah Help The Helpless Sierra Leone GICW16034051(A)</p>
<p>Abu Kanu Help The Helpless Sierra Leone, Sierra Leone GICW16034052</p>
<p>Abdul Sesay Help The Helpless Sierra Leone, Sierra Leone GICW16034053</p>
<p>Umaru Jalloh Help The Helpless Sierra Leone, Sierra Leone : GICW16034056</p>
<p>Fatmata Bintu Bah The Helpless Sierra Leone, Sierra Leone GICW16034057</p>
<p>Bangalie Sillah Help The Helpless Sierra Leone, Sierra Leone : GICW16034058</p>
<p>Ibrahim Roke Sesay Help The Helpless Sierra Leone, Sierra Leone : GICW16034059</p>
<p>Daniel Bart-Plange Department Of English, Kings College Of Education, Ghana :GICW16034060</p>
<p>OsmanTuray Help the helpless sierra leone , Sierra leone :GICLEAP1603067</p>

<p>Bai Kamara Roke Sesay Aid Foundation, Sierra Leone : GICLEAP1603071</p>
<p>Alpha Umaru Jalloh Help The Helpless Sierra Leone, Sierra Leone GICLEAP1603073</p>
<p>Abdul-Samed Iddisah Bilgi Koleji, Samsun Turkey GIC16034066</p>
<p>Issah Nazif Suleiman Hacettepe Technopolis School and College Buser GIC16034067</p>

Upcoming Conferences

<http://adtelweb.org/conference.php>

- » 7th International Conference on Learning, Education and Pedagogy (LEAP), 8-9 November 2016, Singapore
- » 6th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 October 2016, Hong Kong
- » 5th International Conference on Learning, Education and Pedagogy (LEAP), 30-31 August 2016, Istanbul
- » 4th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 July 2016, Kuala Lumpur
- » 3rd International Conference on Learning, Education and Pedagogy (LEAP), 28-29 June 2016, Singapore
- » 8th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 Dec 2016, Dubai
- » 10th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 Feb 2017, Dubai

» 9th International Conference on Learning, Education and Pedagogy (LEAP), 27-28 Dec 2016 Bangkok, Thailand

» 11th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 Sept, 2016, London

