



## Conference Proceedings

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### Conference Venue

**The Regency Scholar's Inn @ UTM, Universiti Teknologi Malaysia,  
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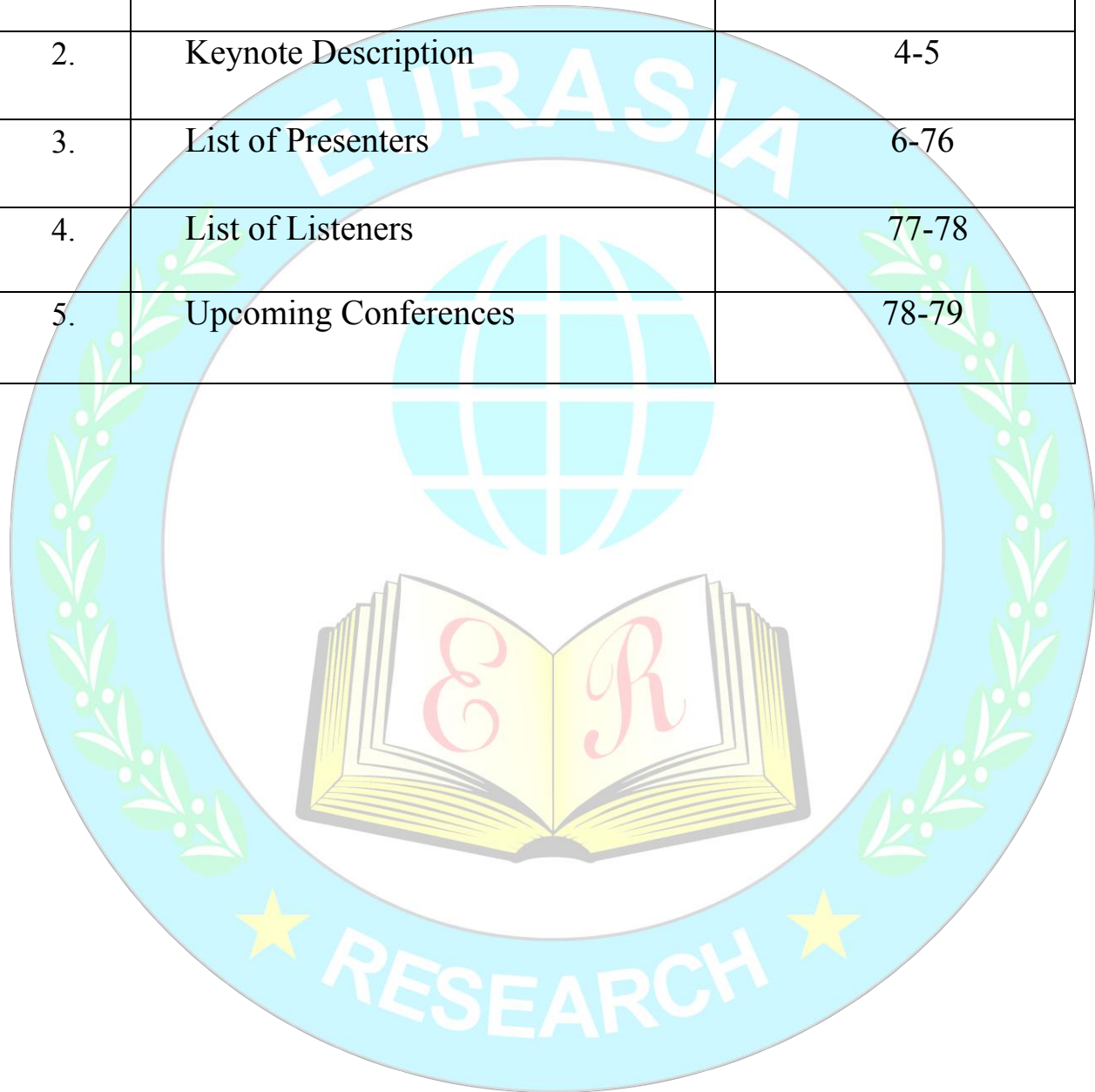
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## **Preface:**

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Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

## **KEYNOTE SPEKAER**



**Boontip Siritarungsri, RN, Ph.D.**

**School of Nursing, Sukhothai Thammathirat Open University Nonthaburi, Thailand**

**TOPIC: Redefining Teaching and Learning in Higher Education: Challenging Academic and Institutional Roles**

Boontip Siritarungsri earned a Bachelor and a Master degree from the nursing program at Faculty of Nursing, Mahidol University, Thailand, and Doctor of Philosophy from Charles Sturt University, Australia. Having worked as a nurse instructor at School of Nursing, Sukhothai Thammathirat Open University (STOU), Thailand that provides distance education, then 1994, she was appointed academic position as Associate Professor of nursing. Currently, Boontip is a registered nurse, faculty member, academic researcher with vast experience in nursing distance learning. Throughout 33 years in academic journey, she has significantly demonstrated her leadership in distance education, especially in nursing distance education, conducted a number of researches in innovative distance education particularly developing a successful short course training program. In her capacity as teaching staff, she has taught both undergraduate and graduate students. Her approach to teaching is guided by adult learning principles and she is committed to ensuring students gain quality education experience irrespective of program delivery modality. An experienced higher degree research supervisor, Boontip is involved in Australia's Ph.D. examination and was invited to be international quest speakers in Malaysia and Singapore. Her research program targets nursing distance learning, aging and leadership development in a broad range of contexts. Besides, she obtained experience in research partnership nationally and internationally – Australia, Malaysia, and the Philippines. Her contribution to the development of an international program on “Leadership Development and Change Management for Nurse Executives in ASEAN Community (LCM program)” is well recognized nationally and internationally.

## **PLENARY SPEAKER**



**John Owatari-Dorgan**

**Department of International Tourism, Faculty of Human Sociology, Nagasaki International University, Nagasaki, Japan**

John Patrick Owatari-Dorgan is an assistant professor in the Department of International Tourism at Nagasaki International University. He has been living in Japan for eleven years and has been in his current position for five years. He holds a Master of Education from the University of Missouri. In addition to English as a Foreign Language, he also teaches courses on traditional and modern Japanese culture. His specialties include Japanese culture, intercultural communication, curriculum design, extensive reading as well as language and cultural exchange. He works primarily with students preparing to study abroad and international students studying in Japan. In recent years, he has presented at conferences and written for numerous publications throughout Japan.

Maryam Mahdinezhad  
ERICRTEL1805052

### Human Capital Creation in Educational Organizations: The Role of Knowledge Management

Maryam Mahdinezhad  
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Tanjong Malim, Perak, Malaysia

#### Abstract

Implementation of knowledge management in human capital development is crucial to sustaining competitive advantage in educational organizations. Thus, this paper aims to highlight the importance of knowledge management by exploring various literature concerning the relationship between knowledge management and human capital creation. A literature review is formed to carry out several studies done by researchers that support the emphasis on knowledge management in human capital development. Research findings show that three important attributes specifically, encompassing knowledge management process, establishing organizational culture and encouraging communication among employees will augment human capital benefits in organizations. These three elements are capable of affecting employees' perceptions of human capital benefits, as well. Hence, this paper conduces to human capital studies by subsuming knowledge management practices as an antecedent to human capital creation. Furthermore, implementing effective knowledge management processes in organizations will lead to human capital benefits to a greater extent.

**KEYWORDS:** Educational Organizations, Human Capital and Knowledge Management



Satesh Bidaisee  
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### The Effects of Pet Ownership on Academic Performance of Students at St. Georges University

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University, St. George, Grenada, West Indies


#### Abstract

**Objectives:** To assess veterinary students at St. George's University (SGU) about their pet ownership and academic performance and then determine if there are any measurable associations between these variables.

**Design & Methods:** A cross sectional study using a survey with the veterinary student population attending St. George's University, Grenada. The sample population was veterinary students in terms 1 through 6 who responded to the survey. Students were asked to complete a 19 question survey related to their pet ownership and academic performance experiences. The survey was posted on each terms class facebook page multiple times between May 2017 to December 2017.

**Results:** One hundred and eight seven surveys were returned including males (N=24) and females (N=163). Ages ranged from 20 to 41 with the average age being 26. Respondents came from all 6 terms of the veterinary school; 13.9% from term 1 (N=26), 21.4% from term 2 (N=40), 7% from term 3 (N=13), 19.3% from term 4 (N=36), 22.5% from term 5 (N=42), and 18.2% from term 6 (N=34). 50.3% (N=94) owned a pet while in Grenada and the remaining 49.7% (N=93) responding that they own a pet out of Grenada. 61% (N=114) of pet owners perceive themselves to be good students, while 38% of pet owners (N=71) perceive themselves as average students. Participant's self-reported GPAs are consistent with the self-reports on the type of student they perceive themselves to be, with 52.9% (N=99) of pet owners reporting a GPA

	<p>for 3.51 or higher. Participants who owned a pet were less than half as likely (odds ratio 0.45) to report a higher level of stress, than were subjects who did not own a pet.</p> <p><b>Conclusion:</b> The human and pet animal relationship for veterinary students have shown pet ownership to be common. Students who own pets are also more likely to perceive themselves as productive students as well as report high levels of academic attainment.</p>
<p><b>Nahid Sharmin</b> ERCICRTEL1805054</p>	<p><b>Role of Readymade Garment Industry for Women's Participation in Household Decision Making Process in Bangladesh</b></p> <p><b>Nahid Sharmin</b> Division- Research and Policy, Transparency International Bangladesh, Bangladesh</p> <p><b>Abstract</b></p> <p>This dissertation intends to look into the household decision making process of women garment workers who have appeared to be the main force of formal labour market in the garment sector of Bangladesh. It also examines the role in the household decision making process of other women members of the household having no involvement in the formal labour market. The study has pursued a qualitative method and collected data from both primary and secondary sources. A purposive sampling method has been used to select the respondents among female garment workers and their other women household members. In-depth interview has been used as data collection instrument. The study has used Sen's cooperative conflict model as the basis of analysis and accordingly focuses on three factors: power, entitlements and agency.</p> <p>The findings show that the fixed income source of women workers gives them the capacity to exercise power. However, they cannot control over their income all time and are victimized by the unsecured society and socio-cultural norms of Bangladesh. This study also observes the different viewpoint of non-garment workers women about the working opportunity of women in the garment industry. The earning capacity of women is one factor to influence the women's participation in the household decision making process but social norms, customs also influence this process. Applying the three factors as claimed by Sen (1990), it can be comprehend that there is no straightforward answer whether outside earning can give women the scope of participation in the household decision making.</p> <p>The study suggests that the government, garment industries, NGO and donor agency have to play a significant role to overcome these challenges for increasing women's participation in the household decision making process.</p> <p><b>Keywords:</b> Household, Decision making process, Women garment worker</p>
 <p><b>Bethany McKishnie</b></p>	<p><b>Trends, Affordances and Implications For Learners Literacy And Identity Options: A Systematic Review Of Studies On Transnational Education</b></p> <p><b>Bethany McKishnie</b> Department of Curriculum Studies, Faculty of Education, Western University, London, Canada</p> <p><b>Abstract</b></p> <p>The purpose of this systematic literature review (SLR) was three-fold: to identify the trends of the reviewed research on transnational education (TNE) and investigate the reported affordances of TNE and the implications for TNE in curriculum, pedagogy, and teacher training regarding expanding learners' literacy and identity options. Through the lens of a multiliteracies</p>

<p><b>ERCICRTEL1805055</b></p>	<p>framework, this SLR is premised on 60 screened articles that are based on the understandings of the relationships between TNE, literacy and identity options for students in globalized contexts. Findings indicate that this study offers TNE scholars future areas of research to investigate. It enhances the existent understandings of the affordances of TNE around the globe and offers insights into cross-border curriculum decision making for growing TNE programs. The study also provides suggestions about pedagogy in TNE classrooms to expand students' literacy and identity options, which is insightful for pre-service and in-service teacher training for cross-border education.</p>
 <p><b>Fidelis Ugie Unah</b> <b>ERCICRTEL1805057</b></p>	<p><b>Business Educator and Information and Communication Technology (ICT) Compliance Question.</b></p> <p><b>Fidelis Ugie Unah</b> Department of Business Education, Federal College of Education, Obudu Cross River State, Obudu, Nigeria</p> <p><b>Abstract</b></p> <p>The use of ICT in teaching and lecturing has gained wild spread acceptance. Teachers/lecturers are the main stakeholders in the revolution who must embrace it. The focus of this study is to ascertain the compliance level of lecturers in the usage of ICT in teaching of Business Courses in Universities and Colleges. Area of the study was universities and colleges of education in Benue and Cross River State Nigeria. A 24 item questionnaire was constructed to illicit responses from the subjects. One hundred and eight (108) subjects were chosen for the study. Two research questions were posed for the study. Two hypotheses were also formulated and tested at 0.05 level of significance using t-test statistics. The findings generally revealed low level of compliance. It was recommended among others that lecturers should be sensitized to embrace and utilize ICT in lecture delivery to ensure effectiveness.</p> <p><b>Keywords:</b> Information, Technology, Nigeria, Business Education, Educator</p>
<p><b>Ariel Venida</b> <b>ERCICRTEL1805059</b></p>	<p><b>Predict-Observe-Explain Strategy in Teaching Physics</b></p> <p><b>Ariel Venida</b> Department of Education, Pampanga State Agricultural University, Philippines</p> <p><b>Abstract</b></p> <p>This study determined the effect of Predict-Observe-Explain (POE) Strategy to the academic performance of grade seven students in Physics as well as in their attitude towards the subject. In addition, the study determined the perception of Science teachers in the use of the strategy. Fifty-nine students served as participants and student-respondents at the same time while three teachers served as teacher-respondents. Quasi-experimental research design and qualitative method were used in the study. T-test was used in determining the significant difference in the performance and attitude of the students while in the teachers' perception, SWOT analysis was utilized. The findings revealed that inquiry-based strategy using the Engage, Explore, Explain, Elaborate and Evaluate learning cycle (5E's) and POE strategy were both potential in enhancing the academic performance of the students in Physics. It was further revealed that the students in the experimental group who were taught using the POE strategy performed better and registered a positive attitude towards Physics than the students in the control group. This suggests that POE strategy is effective in enhancing the academic</p>



	<p>achievement of the students in Physics as well as their attitude towards the subject. Furthermore, SWOT analysis revealed that POE strategy is compliant with the goals of the K to 12 curriculum of developing life-long learners; however, it has also limitations when employed inside the classroom. Keywords: <i>attitude, five e's learning cycle, inquiry-based, physics performance, predict-observe-explain</i></p>
<p><b>Taik Kim</b> ERCICRTEL1805060</p>	<p><b>New Initiative for Improving Pre-Service Teachers Pedagogical Content Knowledge in Mathematics</b></p> <p><b>Taik Kim</b> Teacher Education, New Mexico Highlands University, Las Vegas, New Mexico, U.S.A</p> <p><b>Abstract</b> Mathematics anxiety has important consequence for teacher practices that influence students' attitudes and achievement (Swars et al., 2009). Elementary prospective teachers have the highest levels of mathematics anxiety in comparison with other college majors (Swars, Smith,S., Smith,M., &amp; Hart, 2009). In his teaching practice, the researcher developed a highly successful teaching model to reduce pre-service teachers' higher math anxiety, and simultaneously to improve their pedagogical math content knowledge. There were eighty one participants from 2015 to 2018 who took the Mathematics for Elementary Teachers I and II. As the analysis data indicated, elementary prospective teachers' math anxiety was greatly reduced with improving their math pedagogical knowledge.</p>
<p><b>Leemarc Alia</b> ERCICRTEL1805061</p>	<p><b>Perception Towards Examination and Students Performance in Three Modes of Quizzes</b></p> <p><b>Leemarc Alia</b> Department of Secondary and elementary Education, Mindanao state University at Naawan, Iligan city, Philippines</p> <p><b>Abstract</b> Students enter in the classroom with different sets of behaviors, learning styles and attitudes towards learning. This study dealt to find out the relationship on the students' perception towards examination and students' performance in the three modes of quizzes. The subjects of the study were the 48 education students who were enrolled in Environmental Science (EdSc 140) of Mindanao State University at Naawan. The study used survey questionnaires on the perception towards examination, and test questionnaires for quizzes. This study utilized a quantitative-descriptive correlation research design. Data were analyzed and organized through percentage, mean and chi-square test. Analysis of variance showed that there was a significant difference on the students' performance in the three modes of quizzes. Chi-square test result showed a significant relationship on the students' perception towards examination and their performance in three modes of quizzes with a p-value of 4.9E-16. Moreover, there was no significant relationship on the students' performance in the three modes of quizzes and their achievement scores in Environmental Science with a p-value of 0.5142. Based on the results, this study concluded that perception towards examination can affect the students' performance in the three modes of quizzes and it implies that students performed better in announced compared to unannounced and immediate quizzes. They like quizzes that are scheduled and when there is ample time given for them to prepare. For</p>

	<p>further study, comparison of three modes of quizzes can be done with the use of different strategies and correlate it to their performance and they may include the gender differences of students to find out which mode of quiz does a male and female performed better.</p>
<p><b>Sufi Amin</b> <b>ERCICRTEL1805063</b></p>	<p><b>Integrating Peace Education in Pre-Service Teachers Training Programs In Pakistan</b></p> <p><b>Sufi Amin</b> <b>PhD Scholar, International Islamic University Islamabad, Pakistan</b></p> <p><b>Abstract</b> Peace Education is one of the emerging development of the 21<sup>th</sup> century in teachers training programs in all over the world. Most of the countries integrates peace education in their teachers training programs. The key purpose of peace education in teacher training is to develop the skills, attitudes and knowledge of prospective teachers. The key purpose of the current study was to examine the integration of peace education in pre-service teachers training programs in Pakistan. The key objectives of the current research were: (1) to examine the perception of teacher's educators regarding peace education in teachers training programs in Pakistan. (2) To examine the perception of prospective teacher's regarding peace education in teachers training programs in Pakistan. (3) To suggest ways of integrating peace education in pre-service teachers training programs in Pakistan. It was a quantitative research as well as the nature of the study was survey type. The population of the current study was five universities of Islamabad, Pakistan. 55 teacher educators and 255 prospective teachers were randomly selected for current study. Questionnaires were used as a research tools. The data were analyzed by the help of SPSS (Version, 20). A modern Statistical method e.g percentage, frequency and Mean Score was used for data analysis and interpretation. Result were obtained in the form of tables. <b>Key Words:</b> Integrating, Peace Education, Pre-Service Teachers Training Programs, Skills</p>
<p><b>Marc Garvida</b> <b>ERCICRTEL1805064</b></p>	<p><b>Cognitive and Non-Cognitive Factors of Graduate School Success Among Mathematics Education Graduate Students</b></p> <p><b>Marc Garvida</b> <b>Department of Mathematics Education, Rizal Technological University, Manila, Philippines</b></p> <p><b>Abstract</b> This study sought to determine factors of Mathematics Education graduate students' success in their master's degree in State Colleges and Universities of the National Capital Region. Cognitive and non-cognitive factors were described using the Standardized Aptitude test for Teachers (SATT), Research Aptitude Test (RAT), MasaklawnaPanukat ng Loob (Personality test), and the Attitude towards Research Inventory (ATRI) among Three-hundred forty-two graduate students mathematics education. The study revealed that successful respondents are more extraverted, have better attitude towards research usefulness, more planful and careful in all their undertakings compared to those unsuccessful ones. However, they were noted to have lower level of cognitive characteristics specifically in terms of abstract reasoning, reading comprehension, and judgement in teaching situations. Two clusters describing the first cluster as highly neurotic with lower level of cognitive and non-cognitive characteristics emerged and is more associated with graduate school success than the second cluster which</p>

	<p>were found to be on the average level of neuroticism and with higher cognitive and non-cognitive characteristics. Non-cognitive characteristics such as agreeableness, research difficulty and anxiety influence cognitive characteristics while cognitive characteristics such as verbal ability, reading comprehension and numerical ability influence non-cognitive characteristics. Among the characteristics identified in this study, verbal ability, extraversion, conscientiousness, and attitude towards research usefulness are the key drivers to success in a masters' degree completion. With these factors, the researcher came up with a recommendation for policy and practice for graduate admission and developmental plan that will facilitate graduate students' success in their master's degree.</p>
<p><b>Huda Abbass</b> <b>ERCICRTEL1805066</b></p>	<p><b>Prevalence of overweight and obesity among public primary school students in Arkawet-khartoum</b></p> <p><b>Huda Abbass</b> Department of community medicine, Faculty of medicine, University of Khartoum, Khartoum, Sudan</p> <p><b>Abstract</b></p> <p><b>Background:</b> childhood obesity is one of the most serious health challenges of the 21<sup>st</sup> century. The problem is global and the prevalence is increasing at an alarming rate.</p> <p><b>Objectives:</b> to determine the prevalence and associated risk factors of overweight and obesity among primary public school children(10-14)years old in arkawet-khartoum-sudan</p> <p><b>Materials and methods:</b> a descriptive cross sectional school based study was conducted among primary schools student's males and females in arkawet, Khartoum, Sudan. Simple random sampling was used. The data was collected through a self administered questionnaire. Height and weight of the subjects were measured and body mass index (BMI) was calculated, using growth charts of center of disease and control (CDC)</p> <p><b>Results:</b> a total of 161 children between ages of 10 and 14 were involved in the study. The prevalence of overweight and obesity was 34% and 4.97% respectively. Females had a higher prevalence of overweight 38.3% when compared to males 30%. Obesity also was highly prevalent in females(7.4%) than in males (2.4 %.) the majority of subjects studied healthy-weight (50.9%).</p> <p>The mean weight is 48.1, mean height is 141.2</p> <p>There was significant association between educational level of father(p value=0.000), educational level of mother (p value=0.000), job of mother(p value=0.046), physical activities(p value=0.034), watching TV(p value=0.04) and playing video games(p value=0.000) for long hours per day, number of daily meals (p value=0.002), type of food, fast food(p value=0.032) and soft drinks consumption (p value=0.000) and family size(p value =0.003)</p> <p>There was obvious psychological impact among overweight and obese students, as they suffer a lot from their classmate bullying</p> <p><b>Conclusion:</b> The results of the current study provide alarming evidence based data on the considerable prevalence of childhood overweight and obesity among primary public school students in arkawet-khartoum-sudan</p>
	<p><b>Excavating factors of dread in Teaching Profession</b></p> <p><b>Suvashree Roy Chowdhury</b> Department of Education, University of Calcutta, Kolkata, West Bengal, India</p>



Suvashree Roy Chowdhury  
ERCICRTEL1805069

#### Abstract

'Teaching' is one of the noblest professions. Undoubtedly, 'teachers' are most essential in disbursing knowledge (Kavcar, 2005). Aydn (1993) found out that teaching skill, techniques; interpersonal relation with students and organisational colleagues are crucial attributes of a good teacher. However, various constraints faced by teachers retards proper professional functioning. In spite of difficulties teachers strives to deliver best work abiding all the professional norms and ethics. This research paper targets to investigate and identify the factors associated with the profession. **OBJECTIVES** are to find out: 1.0) Professional attitude of teachers towards their profession in reference to gender; locale of college; and stream of teaching; 2) Status of job satisfaction among teachers in reference to gender; locale of college; and stream of teaching; and 3) Effect of work environment among teachers in r to gender; locale of college and stream of teaching. **METHODOLOGY:** Hypotheses were formulated based on the study objectives. Sample: The sample size was 120(n=120).The sample consisted of college teachers teaching in the colleges of northern West Bengal India. Tools: Data was collected via standardised questionnaires. Three separate questionnaires were used namely, Work Environment Scale; Professional Attitude Scale' and Teachers' Job Satisfaction Scale. Statistics: Descriptive and inferential statistics were implied as per suitability. **RESULT AND CONCLUSION:** Significant difference and correlation was found among college teachers in respect to gender; stream of teaching and locale of colleges. The study helped to glean over matters concerning teachers' professional well-being, otherwise left oblivious. Additionally, the study helped to reflect on matters that need more attention, thought and action for betterment of teaching profession. Therefore, the study outcome helped in opening up newer grounds for the future development of teacher education and formulation of plans and policies.



Dave Angeles  
ERCICRTEL1805070

#### Science Teachers' Successes and Challenges in Implementing Lesson Study in Junior High Schools in Japan

Dave Angeles  
Department of Education, Bayambang National High School, Philippines

#### Abstract

This paper examines the advantages and disadvantages of Lesson Study among junior high school science teachers in Fukuyama City, Hiroshima, Japan. Using the descriptive-survey research design to the two groups (young teachers and veteran teachers) of all the junior high school science teachers in Fukuyama City, assessment on the successes and challenges on Lesson Study was carried out. A survey questionnaire was used to assess the five categories namely professional development, administrative support, teachers' time availability, students' attitude, and team cooperation among the teachers, in the implementation of Lesson Study and the deep views and opinions were probed using open-ended questions. Using the Average Weighted Mean, it was found out that science teachers achieved successes or advantages in terms of professional development, administrative support, and team cooperation. However, the challenge faced by teachers in the implementation of Lesson Study is the availability of time and the category on students' attitude was perceived as neutral which is neither advantageous nor disadvantageous in the implementation of Lesson Study. The t-test of independent means made on the relevant data of the two groups bears no significant difference. This implies that young teachers or those with teaching experience of less than 10 years and veteran teachers or those with teaching experience of 10 years and

	<p>above are of equal variances in terms of their successes and challenges in Lesson Study. Lesson Study should be promoted and implemented regularly in all schools at all levels from Elementary to College. Further similar study on a bigger scale could be conducted to establish the reliability of the study.</p>
 <p><b>Dr Alan Ringland</b> ERCICRTEL1805074</p>	<p style="text-align: center;"><b>Is it worth it? Teaching Pedagogy in Physical Education</b></p> <p style="text-align: center;"><b>Dr Alan Ringland</b> Health &amp; Leisure Department Institute of Technology, Tralee, Kerry Ireland</p> <p>There is little empirical evidence on how trainee teachers implement or change in their practice despite innovative and pedagogical initiatives in Physical Education. How can trainee teachers experiment with different models and pedagogies while they are training? The purpose of this study was to investigate final year prospective teacher's perceptions on the teaching styles and models that they have been exposed to during their 4 years in college and how much they have utilized them in practice. The purpose of this study was to investigate final year prospective teacher's perceptions on the teaching styles and models that they have been exposed to during their 4 years in college and how much they have utilized them in practice. A qualitative approach (focus groups x3) on 35 undergraduates (f=15, m=20; <math>\bar{x}</math> age= 23.5 years) over 3 years was used to integrate the findings of what teaching model's trainee teachers use, when and in what context? The themes that emerged from the pre-service teachers were environment, implementation, leadership and assessment and organisation in relation to the use of model-based pedagogy. Other observations that emerged were initially positive in terms of experimentation with model-based pedagogy and methods especially on the relationship and social values. However, this was sometimes discontinued due to trainee assessment and the culture within the school. Student's mostly believed that skill learning was the most important factor in the Physical Education context followed by student health. The solutions offered for trying out model-based pedagogy and hybrid models were more group work, peer assessment, mentor training and practice and generic feedback without penalty of grade. There appears to be little implementation of transferring theory into practice in pedagogical practice and very limited change in the teaching of Physical Education by future teachers. There is a resistance to change, a deficit attitude to experimenting with teaching methods due mainly to personal confidence and a fear of loss of autonomy. This may due to several factors but the mentors in schools and the perseverance of college staff to implement may lessen the pre-service teacher's fears and perceptions.</p>
<p><b>Dr Jo-Ann Netto-Shek</b> ERCICRTEL1805075</p>	<p style="text-align: center;"><b>Updating Teacher Subject and Pedagogical Knowledge in the Area of Listening for Teacher Leaders of English at the Primary Levels</b></p> <p style="text-align: center;"><b>Dr Jo-Ann Netto-Shek</b> National Institute of Education, Nanyang Technological University</p> <p style="text-align: center;"><b>Mrs Soo Kim Bee</b> English Language Institute of Singapore, Ministry of Education</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper is an interactive session that will adopt a workshop style approach on a module co-developed by the presenters who are from the National Institute of Education (NIE) and the English Language Institute of Singapore (ELIS) on the teaching of listening at the primary levels to teacher leaders of</p>

	<p>English. The course itself speaks of a unique solution to updating the subject and pedagogical knowledge of English teachers who are already in service but have been called to serve as teacher leaders of English. The solution called for the use of an established partnership between two teacher education agencies in Singapore, represented by the presenters, that brought together expertise from the arena of teacher preparation and teacher professional development. This partnership has shaped the specifications of the course, its learning-outcomes and course content. Examples of learning tasks developed for the course will be shared with participants to give insight into teaching and learning in the module. The presenters will share take-aways from their experience thus far particularly in terms of modifications to teaching and learning on the course that supports teacher leadership.</p>
<p><b>Ms P K Nkalane</b> <b>ERCICRTEL1805076</b></p>	<p><b>E-Portfolio As Alternative Assessment Approach In An Open Distance E-Learning University</b></p> <p><b>Ms P K Nkalane</b> <b>Department of Curriculum and Instructional studies,University of South Africa, Pretoria, South Africa</b></p> <p><b>Abstract</b></p> <p>Alternative assessment in the 21st century illustrate the importance of assessment practices that promote constructivist perception, allow students to create their own learning by being active participants and it stimulate learning through authentic assessment unlike traditional assessment. The purpose of this paper was to explore the functionality of e-portfolios as alternative assessment strategy in an Open distance e-learning university, drawing on the case of a South African Open Distance e-learning (ODEL) university. The sample was drawn from a cohort of 150 students registered for Bachelor of Education and Postgraduate Certificate in Education students. Interviews for this qualitative study with lecturers were audio recorded, transcribed and analysed for themes. The findings revealed that e-portfolio use, its purpose and functionality is not employed to its full potential. Based on the findings the study recommends that framework on how to use e-portfolio as alternative assessment should be facilitated for the successful implementation of this alternative assessment tool.</p> <p><b>Key words:</b> alternative assessment, e-portfolio, open distance e-learning, authentic assessment, traditional assessment</p>
<p><b>Andrea Luz B. Panagan</b> <b>ERCICRTEL1805078</b></p>	<p><b>Propaganda in Politics: The Use of Language in Senate Hearings</b></p> <p><b>Andrea Luz B. Panagan</b> <b>Rizal Technological University, Philippines</b></p> <p><b>Kierra Marietrina Y. Caoili</b> <b>Rizal Technological University, Philippines</b></p> <p><b>Monica Aira A. Adriano</b> <b>Rizal Technological University, Philippines</b></p> <p><b>Kaith Angelique R. Castillo</b> <b>Rizal Technological University, Philippines</b></p> <p><b>Christian H. Galisim</b> <b>Rizal Technological University, Philippines</b></p> <p><b>Abstract</b></p>

	<p>Propaganda is deliberately made by an individual or group called the propagandist for the purpose of manipulating individuals into adopting certain ideas and behaviors. In order to become perceptive listeners, it is important to be aware of the devices that the politicians use, as well as the style of language embodied in either rhetoric or propaganda. Repetition of the words, promises, figurative language, language expression and is the some of the features of this register.</p> <p>This study utilizes content analysis approach. Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. In conventional content analysis, coding categories are derived directly from the text data.</p> <p>The linguistic devices explored in propaganda in politics, political linguistics, and usage of persuasive language. This study analyses the certain style and uniqueness of senators and the effect of this language to students.</p> <p><b>Keywords</b>—Propaganda in politics, Speech acts, JL Austin, Senate hearings, use of language, politics, language</p>
<p><b>Maura Mbunyuza-deHeer Menlah</b> <b>ERCICRTEL1805080</b></p>	<p><b>Improvisation in Teacher Education: a missing link in South African teacher education programmes</b></p> <p><b>Maura Mbunyuza-deHeer Menlah</b> Curriculum and Instructional Studies, University of South Africa, Pretoria, South Africa</p> <p><b>Abstract</b></p> <p>In the ideal world all schools would be properly equipped, with resources that are equivalent to the developments in the world and appropriate for the career options of the day. Learners would be of equal cognitive standards, with similar circumstances at home. They would all be from stable and stimulating environments. Reality dictates differently in most cases, calling for the teacher to contend with difficult situations. Most teachers have adequate means to amass knowledge but minimal resource to work with. This is a common scenario in South Africa, with the unequal society that is portrayed in the different types of schools that are underprivileged in society. Curricula should respond to the aspirations and needs of society it purports to serve. South African education programmes should prepare teachers to graduate with skills to enable them to function optimally in the uneven society where resources cannot address the different classroom settings. It is for this reason that the author of this paper advocates for the inclusion of improvisation in all teacher education programmes in South Africa.</p> <p><b>Key words:</b> improvisation, teacher development, curricula.</p>
 <p><b>Elitamodesta Sembiring</b> <b>ERCICRTEL1805081</b></p>	<p><b>The Dominant Type of Politeness Strategy used by Students in Asking and Giving Opinion</b></p> <p><b>Elitamodesta Sembiring</b> Letters Faculty, Universitas Methodist Indonesia, Medan, Indonesia</p> <p><b>Abstract</b></p> <p>The aim of the research is to find out the reason of using politeness strategies used by The Students of Letters Faculty of The Methodist University of Indonesia in asking and giving questions. Students come from different background. Ethnic, religion, and culture are their different. By knowing the politeness in communication, it may maintain the harmonious relationship among them. The research was done in the class of Letters Faculty of The Methodist University of Indonesia. The subjects are the Letters Faculty in the</p>

fifth semester in 2017. The research uses qualitative research by observing and recording the utterances of the students. The result shows that students use politeness in asking and giving questions. Their utterances are polite by using some strategies of politeness. The utterances such as „guys“, „wanna“, „friend“, „thank you“ and „sorry“ are the utterances of the the students in creating the harmonious relationship. There are four types of politeness strategies used by students. They are bald on record strategy 58.6%, positive strategy 34.1%, and negative strategy 4.9% and off record strategy 2.4%. The dominant type of politeness is bald on record strategy. It shows that students try to minimize the distance between them. As the students in the class, they are not different one another. For the reason they speak directly and to the point.

**Keywords: Politeness, Strategy, Students**



**Nurlaidy Joice Simamora  
M.Hum  
ERCICRTEL1805082**

### **The Influence Of Kid Songs To The Speaking Ability**

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#### **Abstract**

Kid is human between the stages of birth and puberty. Song is a single work of music or song is intended to be sung by the human voice with distinct and fixed pitches and pattern using sound and a silence and a variety of forms that often include the repetition of sections. Kid song is a simple lyrics and tone, and lyric easy to understand and also have a repetition. The benefits listening to the music for kids are; motivations, teach kid to talking, intellectual opportunities, increased creativity, to teach to be a good listener, mood changes, increase productivity. Result from this study showed that, kid song can give the morally to the kids, to made kids feel relax, kid song can teach kids behavior, to increase speaking ability, to add the new vocabularies, and to teach the kids about a subject. This study is a quantitative research. The future scope are; hopefully for the future station televisions serve program for the kids, every parents have a much time to see what their kids watch and to introduce kids song.

**Keywords: Kids song, speaking ability.**



**Sankaranarayanan Paleeri  
ERCICRTEL1805084**

### **School Education of Children with Cerebral Palsy: Catch – 22 Situations Confront by Parents**

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#### **Abstract**

Schooling of children with Non Verbal Learning Disorders, particularly of those with Cerebral Palsy (CP), is a factual catch -22 situation to parents and also to teachers. Objectives of the study are (a) To explore the problems confront by parents on the education of children with CP an (b) to find out and compare the perception of parents on special education and inclusive education for children with CP. Design of the study is investigative survey. Informal Interview with parents of children with CP and ‘School Education Problems of CP Children –Inventory’ for parents were the tools used. Parents of children with CP were the sample group. Data collected and analyzed quantitatively and qualitatively. Findings of the study are (a) Parents have specific identified problems in choosing special / mainstream schooling for their children (b) most of the parents of CP children believe that inclusive schooling is not a satisfied system for their children’s education



	<p>(c) 77 % of parents of CP children perceive that the inclusive system is ‘good’ rather than the special system (d) 81 % of the parents who believe inclusive system is ‘good’ is not satisfied with the present inclusive education (e) 69.5% of parents of CP children consider proper inclusion method in special system is suitable for their children’s education. Improper caring, Lack of rearing facilities, Absence of teachers, Untrained Teachers, Improper considerations towards wards, unplanned approach by schools and Inhuman directions of Government Mechanisms are the major problems as identified by the parents regarding school education of CP Children. The study reached on certain relevant findings that may question the wide support to the present inclusive system. Parents of CP children expect more humanitarian considerations from administrators and they must listen to this fact. The inclusive schools must take measures for special care for education of CP children. Rejuvenation of the present system is needed to assure educational opportunities of children with CP.</p> <p><b>Key Words:</b> Catch 22 situations, School Education, Cerebral Palsy, Dilemma, Inclusive System</p>
<p><b>Krazy-Marjorie P. ERCICRTEL1805085</b></p>	<p><b>Assessment of Computer Engineering Students’ Grammatical Errors in Thesis Writing</b></p> <p><b>Cailing, Krazy-Marjorie P. Rizal Technological University, Philippines</b></p> <p><b>Escolta, Kim Shaun S. Rizal Technological University, Philippines</b></p> <p><b>Manalusan, Jan Marinne A. Rizal Technological University, Philippines</b></p> <p><b>Marcelo, Jhonalyn Rizal Technological University, Philippines</b></p> <p><b>Pamintuan, Raquel A. Rizal Technological University, Philippines</b></p> <p><b>Abstract</b></p> <p>The study aimed to assess the most frequent grammatical errors of the Computer Engineering Students from the College of Engineering and Industrial Technology in Writing. The researchers assume that there are no significant differences in the found grammatical errors in the technical writing of Computer Engineering students in school year 2014 to 2017. An Error Checklist was used as the instrument for data gathering; whereas an Error Analysis was conducted to assess the found grammatical errors of the subjects in technical writing, specifically, in their thesis abstracts, recommendation and, conclusion. Afterwards, the data found in each school year was subjected to the T test to assure the consistency of the findings. The results show that errors in punctuations, noun and pronoun inflections, verb inflections, articles and prepositions are found to be the most frequent errors made by the subjects. It is concluded qualitatively that the errors are intralingual in nature and caused by overgeneralization of sentence structures, ignorance and misapplication of rules, and improper understanding of the target language. The researchers recommend that the subjects should be engaged to a grammar instruction remediation program. The results of the study will serve as the basis for the proposed Action Plan output that will help in</p>

	<p>assessing the deficiencies of Computer Engineering Students in Writing, equipping them with Writing Proficiency skills that they will need as part of their diverse sets of skills.</p> <p>Computer Engineers are highly in demand in the international workforce, hence, the researchers decided that they are excellent subjects for the study, knowing that they are also engaged in Written English due to the nature of their subjects taken and their curriculum. Proficient Writing competency in English is a valuable asset that they may acquire to compete in the demands of the international workforce, therefore engaging them in English Writing Programs will one of the steps in making them Globalized Computer Engineers.</p> <p><b>Key words:</b> Rizal Technological University, Computer Engineering students, grammatical errors, error checklist, T test, action plan</p>
 <p><b>Vivi Sitinjak</b> ERCICRTEL1805086</p>	<p><b>Parents' Influencing In Improving Students' Grade</b></p> <p><b>Vivi Sitinjak</b> Letters Faculty, Universitas Methodist Indonesia, Medan, Indonesia</p> <p><b>Abstract</b></p> <p>Improving student's grade is certainly a crucial goal for both teachers and parents. Realizing this goal would need not only good teachers and good school, but also parents' involvement as parents play a very big role in their children's lives. This study discussed quantitatively about how big the parents' involvement is in influencing the student's grade. By giving questionnaire to 20 nine-year-old elementary students, this study found that in order to pursue this goal, parents need to be cooperative, communicative, and caring to their children. Further this study found out that students who have the parents characteristics mentioned before tend to have a better grades than the students who don't have ones. Besides, the study also found that most parents care about their children materials completeness for school as they think that by working on it, it will enhance student's learning process at school. On the other hand, this study found out that parents generally don't really care about their children behaviour at school due to parents' thinking that there are teachers at school and it's normal for children to be a little mischievous as long as they don't make any serious problem at school. Overall, this study met a result that by giving plenty attention and caring, parents could make the children grow healthily and have a good mental, social life, and school grade as well. At last, researcher hope that this paper could give benefits for all.</p> <p><b>Keywords:</b> Parents, influence, students, grade</p>
<p><b>Emma Q. Tenedero</b> ERCICRTEL1805088</p>	<p><b>Health Status And Academic Performance Of Working Students In Open High School Program In Samar, Philippines</b></p> <p><b>Emma Q. Tenedero</b> College Of Arts And Sciences, Samar State University</p> <p><b>Abstract</b></p> <p>A healthy person live an active and meaningful life which results physically fit, fit to think, and understand, fit to learn and fit to grow (Locke, 1990). The study determined the health status and academic performance of the working students in Open High School Program in Samar, Philippines. There were 55 total number of working students officially enrolled involved in the study. The data was gathered through a survey questionnaire. The results revealed that the students had normal weight having an average Body Mass Index (BMI) of 20.62; had very good physical condition but 20 percent of them</p>


	<p>experienced stomach ache, appendicitis, fever, cough, osteoporosis, Urinary Tract Infection (UTI), cold and flu, while their academic performance is very good. In addition, the result also revealed that health status is significantly related to the academic performance of the working students. The study recommended that the school must have a regular free check-up and free consultation and may have an orientation on how to handle the responsibilities of a working student. Key word: Health Status, Academic Performance, medical history, physical condition</p>
<p>Rezy V. Mendaño ERCICRTEL1805089</p>	<p><b>Learning Difficulty of Tech. Voc. Students in Physics Content Subject</b></p> <p>Rezy V. Mendaño College of Arts &amp; Sciences, Samar State University , Philippines</p> <p><b>Abstract</b> The study investigated the area of learning difficulties encountered among Technical Vocational students in Physics content subject. Descriptive method of research was employed wherein one – shot achievement Test was administered to a total of one hundred eighty nine (189) Technical Vocational Students of Samar State University, Philippines for the school year 2016-2017. The researchers constructed and validated a test questionnaire with one hundred (100) items evenly distributed to the topics under Mechanics and Heat categorized as to conceptual /vocabulary and computational/problem solving questions. Simple statistical tool such as frequency counts, percentage, weighted mean were utilized in the treatment of the data gathered. Results of the study revealed that technical vocational students find it more difficult learning on computational/problem solving question in all topics of Mechanics and Heat. Thus, series of intervention program were recommended in helping tech-voc students overcome such learning difficulties in physics content subject. Keywords: learning difficulties, physics, computational skill, conceptual vocabulary, Technical-vocational students</p>
<p>Cynthia C. Honrales ERCICRTEL1805090</p>	<p><b>IT-Based Audio-Visual Materials in Trigonometry</b></p> <p>Cynthia C. Honrales College of Arts and Sciences, Samar State University Catbalogan City, Samar, Philippines</p> <p><b>Abstract</b> The study aimed at finding the effect of teaching Trigonometry using IT-based audio-visual instructional materials on the achievement of Filipino male and female college students. It employed a quasi-experimental design particularly the matching-only pretest-posttest control group design to determine the effectiveness of the materials. Two methods were compared – one using the IT- based audio-visual materials and the other without them. The result of the study showed that students exposed to IT-based audio-visual materials got higher academic performance than those without. Further, it showed that male and female students have the same performance in Trigonometry. The study finds anchorage on the multimedia learning principles and the sensory stimulation learning theory. Thus, IT-based instructional materials were proven effective in the study of Trigonometry. It is recommended that the IT-based materials be utilized in teaching Trigonometry. Keywords - IT-based audio-visual materials, multimedia learning principles, sensory stimulation, learning theory, effectiveness</p>

<p><b>Faruku Aliyu</b> <b>ERCICRTEL1805091</b></p>	<p><b>Efficacy of Blended Classroom Strategy over Single Mode towards Learning of Chemistry Concepts in Tertiary Institution in Sokoto State, Nigeria.</b></p> <p><b>Faruku Aliyu</b> Science Education, Sokoto State University, Sokoto State University, Nigeria</p> <p><b>Abstract</b></p> <p>Methodology of teaching employed by science teachers is very crucial toward understanding of scientific concepts by students of higher learning. Teachers may decide to adopt single mode strategy or blend two or more strategies. This paper investigated the efficacy of blended teaching strategy (face to face and online strategies) over single mode strategy. The paper adopted quasi experimental design and formed three intact classes of thirty (30) chemistry students of higher learning each. The instrument used was achievement test after instructional classes of five lessons on the same topic by the researcher in all classes. The reliability of the instrument was found to be 0.69. Data obtained were analyzed using t-test at a 0.05 level of significance. The findings revealed significant difference in favor blended learning strategy and face to face instruction was more significant than online learning strategy when single strategy is to be maintained. The paper therefore implores tertiary institution science lecturers in Sokoto state, Nigeria to adopt blended learning strategy in their teaching.</p> <p><b>Key words:</b> Strategy, Blended, Face to face, Scientific, Concepts, Teachers</p>
<p><b>Lanie M. Pacadaljen</b> <b>ERCICRTEL1805092</b></p>	<p><b>Generated Analogies Of Filipino Chemistry Teachers: Basis For An Intervention Program For Science Instruction</b></p> <p><b>Lanie M. Pacadaljen</b> College of Graduate Studies, Samar State University, Philippines</p> <p><b>Abstract</b></p> <p>The effective use of analogies in regular science teaching has created meaningful learning among students. However, most chemistry teachers hold misconceptions on basic science concepts. Thiele and Treagust (2005) stress that the use of analogies in science teaching should be based on a well-prepared repertoire of analogies using specific content and contexts. In view thereof, this study explored the quality and level of understanding of teachers on generated analogies on selected topics in Chemistry. The respondents of the study were 11 chemistry major teachers and 19 non-chemistry major teachers from 30 public high schools in Samar, Philippines. A descriptive research design was utilized in this study. Research data were collected with the use of Analogy Worksheets (AWs) crafted by the researcher in consultation with experts in Chemistry. Validation through tryout among 7 chemistry teachers who were not respondents of the study was undertaken with an intra-rater reliability of 0.78. Results revealed that most teachers teaching chemistry are non-chemistry majors whose generated analogies were different from the analogies generated by chemistry majors. Generally, the teacher-respondents had “very minimal understanding” (VMU) along Changes in Matter, Solutions and Colloids, “minimal understanding” (MU) along Classifying Matter, Gases, Order among Elements and Ties that Chemically Bind; and “partial understanding” (PU) along Inside the Atom. Findings showed that due to lack of qualified chemistry major teachers in the field, non-chemistry major teachers were made to teach chemistry who most likely generated analogies that created misconceptions and confusion among students. Conceptual understanding on the basic concepts in chemistry would</p>

	<p>serve as vital and relevant inputs in planning effective interventions to enhance chemistry teaching. <b>Keywords:</b> chemistry and non-chemistry majors, science instruction, very minimal understanding, partial understanding, analogy worksheets</p>
<p><b>Eyüp Cücük</b> ERCICRTEL1805093</p>	<p><b>Policy Studies and Politics of Education An Evaluation on the Effectiveness of Turkish Education Policies Developed through the Relations with Europe</b></p> <p><b>Eyüp Cücük</b> Department of Elementary Education, Faculty of Education, University of Gaziantep, Gaziantep, Turkey</p> <p><b>Ayhan Doğan</b> Department of Elementary Education, Faculty of Education, University of Gaziantep, Gaziantep, Turkey</p> <p><b>Betül Balkar</b> Department of Elementary Education, Faculty of Education, University of Gaziantep, Gaziantep, Turkey</p> <p><b>Abstract</b></p> <p>The purpose of this research is to investigate the effectiveness of education policies developed as a result of interaction with European countries from the Tanzimat Era when modernization in education system, just as in many areas of Ottoman state system, reached its peak and education system underwent radical changes and transformations till today (1839-2017). In the research, the effectiveness of these education policies is considered in line with the outputs of the policies for Turkish education system. For this purpose, questions of the research were determined as follows: “What are the education policies developed through the interactions with European countries from Tanzimat Era to present?” and “how have the outputs of these policies affected the Turkish education system?” This research is considered to undertake an importance in terms of understanding how Turkish education policies have undergone a global change and transformation with the modern paradigm emerging during post-enlightenment period in Europe.</p> <p><b>Keywords:</b> History of education, education policies, educational relations between Europe and Ottoman, educational relations between Europe and Turkey.</p>
 <p><b>Dr. İbrahim Yıldırım</b> ERCICRTEL1805094</p>	<p><b>An application of Value Added Assessment for Determining School Effectiveness</b></p> <p><b>Dr. İbrahim Yıldırım</b> Department of Educational Sciences, Harran University, Sanliurfa, Turkey</p> <p><b>Dr. Sedat Şen</b> Department of Educational Sciences, Harran University, Sanliurfa, Turkey</p> <p><b>Dr. Mehmet Fatih Karacabey</b> Department of Educational Sciences, Harran University, Sanliurfa, Turkey</p> <p><b>Abstract</b></p> <p>School effectiveness has been a challenging topic among educational researcher. A number of methods have been proposed in literature for this purpose. Three decades ago, researchers have started to develop a different approach called value-added assessment which allows educators to use</p>

	<p>longitudinal achievements of students to determine effective schools. According to Tekwe et.al. (2004) “Value-Added is a term used to label methods of assessment of school/teacher performance that measure the knowledge gained by individual students from one year to the next and then use that measure as the basis for a performance assessment system.” The aim of this study was to introduce the value-added assessment, one of the approaches used in school and teacher assessment, and to demonstrate its application on a real data set using a value-added model. In the study, success rankings were made among the schools through a value-added model using TEOG (transition from primary to secondary education) exam scores of 539 secondary schools in Şanlıurfa province in Turkey. There are also school rankings made only according to the school mean which is called as current status approach. In the study, it was determined that there are differences between the rankings based on the obtained value-added scores and the rankings made only on the basis of means. It has been observed that the evaluation of the school performances according to the school average on an exam is not correct, and value-added assessment approach, reflecting how the schools are changing from one exam to the other, provides more objective results. Through the application with the Turkey data set, this study, will assist education policy makers to plan school and teacher evaluation more effectively.</p> <p><b>Keywords:</b> School Effectiveness, Value Added Assessment, Turkey</p>
<p><b>Professor Hamad Aldosari</b> <b>ERCICRTEL1805095</b></p>	<p><b>Effectiveness of Developing Intercultural Communicative Competence in EFL College Students</b></p> <p><b>Dr. Mohamed Mekheimer</b> English Department Faculty of Languages and Translation King Khalid University Abha, 61421 BOB 960 Saudi Arabia</p> <p><b>Professor Hamad Aldosari</b> English Department Faculty of Languages and Translation King Khalid University Abha, 61421 BOB 960 Saudi Arabia</p> <p><b>Abstract</b></p> <p>This study aimed to investigate the effectiveness of an acculturation programme designed for college learners. The researchers utilized an experimental research design involving a pretest, a posttest and a control group, and collected both quantitative and qualitative data. The participants were chosen by convenience (N=52) from different scientific colleges who joined a language enhancement programme (LEP), equally distributed to the study groups. The acculturation programme was designed specifically to stimulate and awaken the experimental participants' intercultural communicative competencies for one academic year. Findings from the t-test comparisons, ETA square values and the Blake's gain ratio corroborate the effectiveness of the acculturation programme on developing intercultural communication competency in experimental participants. Qualitative data from the interviews affirm the results of quantitative data analysis, revealing six themes that verify the ICC survey results. Finally, the study concludes that the development of ICC skills can occur along with the development of language proficiency in college students.</p> <p><b>Keywords:</b> cultural content, communicative language learning, teaching methods, Intercultural Communicative Competence, EFL, Acculturation programme</p>
<p><b>Cherryl T. Gabatilla</b></p>	<p><b>Interaction Strategies For Second Language Acquisition Of The Grade Four</b></p>

<p><b>ERCICRTEL1805098</b></p>	<p><b>Pupils Of Panabo Central Elementary School Sped Center</b> <b>Cherryl T. Gabatilla</b> <b>Master Teacher 1, Panabo Central Elementary School SpEd Center, Davao del Norte, Philippines</b></p> <p><b>Abstract</b> This study dealt with the interaction strategies used by the grade four teachers to the regular Grade Four pupils' of Panabo Central Elementary School SPED Center. Further, this aimed to describe whether the interaction strategies have significant effect on the pupils' Second Language Acquisition (SLA). There were 6 teacher-respondents in the Grade Four level who were asked to answer questions in the interviews. Two served as demo teachers while four others served as observers. Data was gathered and analysed, interventions were introduced and implemented, and feedback from teachers were consolidated and presented. Findings showed that teacher-dominated interaction is prevalent in the grade four level. Moreover, upon the implementation and practice of the new interaction strategies, the pupils actively responded and participated, which indicated significant effect on the pupils SLA. Further, results showed that some pupils tend to lose confidence when corrected while more positive interaction was noted when teachers modify speech.</p>
<p><b>Trixie Mae Mengorio</b> <b>ERCICRTEL1805099</b></p>	<p><b>The Effect of Avastus: An Innovative Mobile Application in ESL Classroom</b></p> <p><b>Trixie Mae Mengorio</b> <b>Taguig City, National Capital Region, Philippines, Rizal Technological University</b></p> <p><b>Salvie Anonical</b> <b>Binangonan, Province of Rizal, Philippines, Rizal Technological University</b></p> <p><b>April Joy Rozales</b> <b>Pasig City, National Capital Region, Philippines, Rizal Technological University</b></p> <p><b>Mary Joy Villar</b> <b>Antipolo, Province of Rizal, Philippines, Rizal Technological University</b></p> <p><b>Aaron Desano</b> <b>Pasig City, National Capital Region, Philippines, Rizal Technological University</b></p> <p><b>Abstract</b> The popularity of smart phones and tablet computers is intemperate among the language learners in today's generation. Moreover, Innovation in Language Teaching Methodology should address the needs and demands of the 21st century learners and the birth of Mobile Aided Language Learning created abundant possibilities for the field of language education. Therefore, this study investigates the effect of the Mobile Application: Avastus in teaching ESL learners. A quasi-experimental research with 100 respondents in Junior High School at Rizal Technological University-Laboratory High School of the Academic Year 2017-2018. The research data were gathered from the pre-test and post-test results during the beta-testing activity and Focus Group Discussion conducted among the experimental set during the 4th grading period. Experimental Set used the Mobile Application: Avastus in their daily classroom discussion and activity tasks. Results shows that</p>

	<p>there is an increase with the performance of the Experimental Group compared to the Controlled Group test results. Also, the students in the experimental set express positive feedback about the integration of Mobile App in teaching and learning process. The study suggest that with further research and development of the program, it will enhance the possibility of MALL acquisition in teaching ESL.</p> <p><b>Keywords:</b> Mobile Aided Language Learning (MALL), E-learning, M-learning</p>
<p><b>Ailene Batulan-Añonuevo</b> ERCICRTEL1805102</p>	<p><b>Stakeholders' Experiences On The Establishment And Sustainability Of The Balay Paglaum</b></p> <p><b>Ailene Batulan-Añonuevo</b> Department Of Education</p> <p><b>Abstract</b></p> <p>This phenomenological study explored the underlying framework on the establishment and sustainability of the Balay Paglaum para sa Estudyanteng Lumad or popularly known as Balay Paglaum (House of Hope for the IP learners) through the lived experiences of the stakeholders. These stakeholders served as informants selected based on their first-hand ideas on the challenges encountered and strategies employed to overcome difficulties and the binding realizations they gained throughout the process of fulfilling, establishing and sustaining the project Balay Paglaum. Stakeholders used as informants in the in-depth interview comprised of nine selected participants from the Local Government Unit, Department of Education and from the Indigenous Peoples' group. Based on their shared experiences, six (6) themes emerged. These were the: (1) Collaborator's Ingenuity, (2) Educational Opportunities, (3) Culturally Responsive Advocates, (4) Program-recipient Selection, (5) Boosting IPs' Morale, and (6) Investing for the Future. From these emerging themes, 21 clustered themes surfaced. Among these were: Program Incubation, Community Partnership, Articulation of Fulfilment of Endeavor, Resolving Financial Issues and Concern, Hopes and Dreams of the Learners, Scholarship Grants, Social Regard for Learners, Adversity Resilience, Establishing Rapport, Knowing Responsibility, Program's Legislative Aspect, Potential Beneficiaries Conflict, Communication Barriers, Indifference towards the Program, Improvement of Quality of Life, Sense of Belongingness, Conjoining among Tribespeople, Perpetuation of Culture and Tradition, Bridging the Gap of Communication Problem, Program Vision, and Collaboration from the Internal and External Stakeholders. Balay Paglaum served as the scaffold of the IP learners while pursuing their Basic Education. With its establishment in this community, the dropout rate problem of the IPs was addressed and resolved. Commitment, love for the IP learners, enthusiasm of the leaders, believing the worth of the project and strong partnership made the Balay Paglaum become sustained and recognized as a shelter where hopes and dreams of the IPs are realized as well as an established shelter for numeracy and literacy that help hone the skills of the lifelong learners.</p> <p><b>Keywords:</b> Balay Paglaum, Indigenous Peoples, Stakeholders' Experiences</p>
	<p><b>A Study on Instructors' Endeavour of The VHS Skill Competition Enforcement in Taiwan</b></p> <p><b>Lismi Animatul Chisbiyah</b> Department of Technological and Vocational Education, National Yunlin University of Science and Technology, Taiwan, R.O.C.</p>



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#### Abstract

In addition to actively promoting vocational education and training (VET) with skill certification, holding skill competitions is also influential in encouraging young people to attend VET. Skill competition provides a venture for demonstrating and rewarding vocational excellence. The study aims were to know the competency standards and learning methods used during the preparation process of the competition.

This study was conducted in qualitative approach and uses data from 3 interviews with skill competition instructors who also have experience as WorldSkills competitors. This study focused on exploring instructor's effort to prepare the student to take part in skills competitions in Taiwan.

The result showed National Skill Competition in Taiwan is held by Ministry of Labor to obtain competency standards by industry demands. The instructors started with developing the student's soft skill before training the ability. During the training process, learning method used Problem-based Learning.

**Keywords:** Skill Competition, Vocational High School, Soft skill, Problem-based Learning



Richard J. Stockton  
ERCICRTEL1805106

#### Developing English Language Teaching Metaphorical Associative Cards (ELTMAC)

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#### Abstract

This is a report on action research that developed story cards and supporting games for ELT based on Jungian archetypes and the journey, and empirical research that demonstrates global improvement (5.4%) in narrative writing against a control group taught through only textbook and PowerPoint. This improvement may be due to how ELTMAC games can benefit English language learning: This research seems to corroborate Jungian researchers who have found improved language memory in tests with metaphorical associative cards derived from the Archetypal Symbol Inventory. The cards are easily scalable to learner level; with vocabulary profiling against a corpus linguistics BNC-COCA database, the 59 cards can be named with the most common (<2000) English words. Recent fMRI studies support Jung's claim that archetypes are neurological structures and are universal worldwide; ELTMAC therefore transcends intercultural boundaries and accesses the brain on the level of language formation. The cards are based on fairytale, i.e. European folklore; both English and fairytales originate in the Bronze Age Indo-European dispersal, so the game affects a Whorfian synergy that imparts cultural competence. Story helps us understand ourselves; hence ELTMAC games aid development of L2 identity. Fairytale confronts the realities of life, so the games allow for authenticity and meaningfulness to reemerge in ELT classrooms where commercial or social-political forces have censored it. And, narrative story card games are highly adaptable, with

	<p>broad use for teaching of skills and language forms. What analytical psychology might contribute to TESOL has to date been little investigated; this research seems to show Jungian approaches have some usefulness for the field and suggests avenues for future development. <b>Keywords—</b> archetypes, Jung, metaphorical associative cards, TESOL</p>
 <p><b>Melody Jane P. Cajés</b> <b>ERCICRTEL1805108</b></p>	<p><b>The Two Faces Of Code Switching: A Phenomenology</b></p> <p><b>Melody Jane P. Cajés</b> <b>San Isidro National High School San Isidro, Davao Oriental, Philippines 8209</b></p> <p><b>Abstract</b> The purpose of this study was to unveil the upsides and downsides of code switching in the context of English language learning of the students in secondary school. It aimed to describe the lived experiences of students in using code switching inside an English class and how it shaped their language learning. Thus, it employed the phenomenological approach of qualitative study. With the use of an interview-guide, a focus group discussion was conducted to seven participants and was triangulated with an in-depth interview that was conducted to five participants which were all from the grade ten level. There were four major themes that emerged as to the positive and negative experiences of students with code switching namely: expediency, drawbacks, rationalizations, and uneasiness. The participants of the study unveiled that code switching shaped their language learning since it promotes expression but stunts fluency; it highlights practicality but requires intervention. Furthermore, the participants disclosed that code switching has its boons and banes in language learning and approaches and techniques to learning the target language were underscored. Based on the results of the study, it came out that code switching has two faces and it brings both favorable and unfavorable experiences in the context of language learning where students engage in. Results also imply that code switching plays a crucial part in the language learning of students. <b>Keywords:</b> sociolinguistics, code switching, language learning, Philippines</p>
<p><b>Rex Canete</b> <b>ERCICRTEL1805110</b></p>	<p><b>Bridging Communication Discrepancy Of Students Through The Use Of Enhanced Communication Crafts (Multistock) For Instruction</b></p> <p><b>Rex Canete</b> <b>Department of Education-Region XI, Philippines, Panabo National High School, Philippines</b></p> <p><b>Abstract</b> Many students are not proficient in communication skills because of low self-esteem and confidence. This study identifies students' learning profile, levels of self-esteem and confidence and tests the efficiency of Enhanced Communication Crafts (Multistock) in improving students' oral communication skills. Multistock consists of series of oral and expressive theatrical practices. Quantitative data was generated from a self-assessment survey where students rated level of self-esteem and confidence while qualitative data was collected using interview method. Eighty-two students participated wherein ten of them were interviewed after. In the analysis, it was found out that all students (100%) indicated increase in the level of their self-esteem and confidence after the exposure to the intervention; thus, manifesting improvement in their oral communication skills. The craft has given them the opportunity to choose and perform the exercises that they like the best in a very confident manner. Furthermore, the interview revealed</p>

	<p>that students became more motivated, interested, and participative in oral activities because they were given freedom in expressing themselves. Establishing the self-esteem and confidence of students is a basic thrust that teachers must consider. This will help educators choose and plan for activities to utilize in order to enhance the communication skills of students.</p> <p><b>Keywords:</b> Communication skills, multistock, self-esteem, confidence, communication crafts, descriptive design, Philippines</p>
 <p><b>Lean Grace A. Morcilla</b> ERCICRTEL1805111</p>	<p><b>Constraints in the Conduct of the Oral Communication Class: Basis for Supplementary Teaching Pedagogies</b></p> <p><b>Lean Grace A. Morcilla</b> DepEd-Division of Batangas Province</p> <p><b>Abstract</b></p> <p>This study determined the constraints met by the Grade 11 students in the conduct of the Oral Communication class in relation to topic/lesson, flow of thought, classroom atmosphere, teacher's facilitating skills, and students' preparedness. Specifically, the significant difference among the responses of the Grade 11 students who are taking the Oral Communication when they were grouped according to their profile variables was identified as well the difficulties they encountered. A descriptive type of research with a questionnaire as the main instrument was carried out. A total of 151 Grade 11 students, who are currently studying at the Calubcub 1.0 Senior High School, served as respondents. The statistical tools used were frequency, ranking, weighted mean, and T-test. The results revealed that majority of the respondents were 16 years old, are female, and most of them are enrolled under TVL-HE strand. Then, the respondents observed that the descriptors related to the conduct of the Oral Communication class were all highly evident, aside from the classroom atmosphere. Furthermore, there were also significant differences in the observation of the respondents, and they encountered difficulties on the conduct of the Oral Communication class. This study was limited to the responses of the respondents. However, the overall result is deemed relevant to the supplementary teaching pedagogies not only in teaching the Oral Communication but also other courses.</p> <p><b>Keywords:</b> Oral Communication, Flow of thought, Classroom atmosphere, Teacher's facilitating skills, Teaching Pedagogies</p>
 <p><b>Asnah Said</b> ERCICRTEL1805112</p>	<p><b>The Learning Material Development Model Integrated With An Interactive Digital Program For The Study Of The Research Method</b></p> <p><b>Asnah Said</b> Teacher Training and Education Faculty, Universitas Terbuka (Open University of Indonesia), Tangerang, Indonesia</p> <p>Open University ( Universitas Terbuka ) is one of the State Universities that runs Open and Distance Education systems. In the learning process provided by UT for undergraduate students who take the Research Method Course using Self Instructional Materials and Online Programs. The model of this subject learning material has been used by students more than eight years ago. According to the results of the review from the 2016 ICDE Team, the revision of learning materials for students must be done after 5 years of use by students. On the other hand, according to Experts, the Research Method learning material that is being used is very boring, full of text, and lack of use of learning media. Based on the data that obtained the average score of the Student's Final Exams is categorized as low. Therefore, in this study, looking at how the learning strategy design model will be given to students so that</p>

	<p>learning outcomes increased. The purpose of this study is to design learning strategies for Printed Teaching Materials and Online Programs for this Research Method subject in order to solve learning problems at UT and that is in accordance with the latest student characteristics. This Educational Research uses Research &amp; Development (R&amp;D) methods, namely the development of research-based development models. In other words, this research process is oriented towards developing a learning model, by validating the model through a research approach, so that later it becomes a new product that is scientific in nature to meet the needs of students. This research will produce: Printed Learning Materials, Learning Materials that use Online and Programs and Blended Learning based programs. In the Research Methods course for Distance Education students. The steps of this research are as follows: Stage One, conducting research and gathering information (Research and Information Collecting), by carrying out literature study, to gather information about the learning process of research methods and online programs that have been used by students. Stage two, write General Instructional Goals (Instructional Goal) to achieve competencies that are well mastered by students. The written competence, in general, is a learning outcome that is expected to be mastered by students, that is, a procedure used to determine students' knowledge and skills after completing instructional activities. Stage Three, Conduct Instructional Analysis which is relevant and needed by students to achieve competencies or learning objectives. Stage Four, Identify Behaviors and Initial Characteristics of Students, Analyze Learners and Contexts, namely, to know the competencies mastered by students, before following the research methodology course. Knowledge of student characteristics is very necessary for determining instructional strategies that will later be used. Stage Five, namely, Writing Special Instructional Goals (Objective Writing Performance) which were made as a reference for compiling student learning outcomes tests. So that developers test learning outcomes can measure student behavior. Stage six (Develop Assessment Instrument) develops learning outcome assessment tools to measure the level of achievement of student competencies. Learning outcomes assessment tools must be relevant to ICT, then it can be said that the learning outcomes test is valid. Stage Seven, the methods are chosen to determine the learning strategy (Instructional Strategy) must be planned systematically, in order to achieve maximum learning outcomes. The results of this study are a blueprint learning strategy for Printed Teaching Materials and Online Programs as a basis for the development of teaching materials that will be further developed by the Learning Development Team.</p> <p><b>Keyword:</b> Open and Distance Education Systems, Online Programs, Printed Teaching Materials, Blended Learning</p>
<p>Uma Malar Maniam ERCICRTEL1805117</p>	<p><b>Voices of Malaysian Higher Education Middle Leaders: Challenges and Changes</b></p> <p>Uma Malar Maniam School of Education, University of Leeds, Leeds, United Kingdom</p> <p><b>Abstract</b></p> <p>The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department are challenged and changed with globalisation in many universities including Malaysia. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant</p>

	<p>'messages' for middle leaders to understand and perform middle leadership effectively. Some leadership incidents 'make' and/or 'break' them and participants in this study perceived their leadership experiences similar to walking on a tightrope. Literature shows heads of department are categorised as 'copers', 'strugglers' and 'jugglers' (Floyd, 2011) among middle leaders in higher education environment. Literature shows how heads of departments feel ill-equipped for their role and express their concern about "the power and authority at their disposal and the difficulties of managing academics" (Middlehurst, 1993, p. 138). Although research exists on leadership in higher education, little has been written about those in departmental leadership positions such as heads of department in the Malaysian context. The researcher attempted to investigate ten heads of departments' changing and challenging roles and responsibilities through a case study. Relational leadership is a significant framework used to inter-relate middle leadership in multi-dimensional viewpoints. This study hopes to explore the perspectives and performances of university departmental leaders' leadership performance. The findings from middle leaders' self-reflections through their choice of critical incidents could shed light on how these leaders perceive and cope challenging situations and transform their experiences into an effective leadership learning journey.</p>
<p><b>John Vincent C. Espenido</b> ERCICRTEL1805122</p>	<p><b>Education For Peace: Models And Strategies Of Peace Education In Selected Schools In Mindanao, Philippines</b></p> <p><b>John Vincent C. Espenido</b> Graduate Student Master In Business Management; Master In Public Service Management Saint Joseph Institute Of Technology, Butuan City, Philippines Teacher Certificate Course (College Of Education) Surigao State College Of Technology, Surigao City, Philippines</p> <p><b>Myrna S. Lauron</b> Schools District In-Charge Division Of Surigao Del Sur Department Of Education, Philippines</p> <p><b>Abstract</b></p> <p>The study determined the different models and strategies of peace education in East Asia and the ASEAN region, and selected schools in Mindanao, Philippines. Specifically, it looked into the content of peace education as implemented by the schools as perceived by the teachers, school heads and stakeholders. Mixed methods of qualitative and quantitative designs were used utilizing methodologies such as mean, frequency, Pearson Product Moment of Correlation, and One Way Analysis of Variance (ANOVA). Findings revealed that integrating the promotion of culture of peace into formal schooling was among the primary goal as stipulated in peace education program of the schools which means developing a critical and profound approach to current situation. Teachers are regarded as instructional leader in school that help ensure that the school is a safe and conducive venue for learning and development. It was also found out that by creating a safe and comfortable learning environment in schools means that the students are accepted, respected and heard. However, teachers' often engaged themselves in community-based trainings relative to peace program. The level of competence of teachers by showing respect for students regardless of their culture, gender or physical appearance is well-regarded. Thus, the teachers' level of competence is influence by their characteristics in promoting peace education in school and is influenced by the activities the teachers engaged in. The Proposed Peace Education Model showed, four (4)</p>

	<p>dimensions of culture of peace: Social, Environmental, Political and Economic representing each outcomes which are relevant in building a culture of peace in Mindanao and the Philippines as a whole. The findings of the study can be utilized by the leaders in the Department of Education to make recommendations for strengthening policy programs institutionalizing the promotion of peace education and thereby develop an appropriate peace education curriculum modification for developing effective transition programs for school heads, teachers, students, and the community. <b>Keywords: Peace Education, Models and Strategies, Mindanao, Philippines</b></p>
 <p><b>Mr. Nolan G. Martinez</b> ERCICRTEL1805123</p>	<p><b>Knowledge, Attitude And Behavior On Hiv/Aids Among Filipino Youth In Most Affected Risk Population In Southern Philippines</b></p> <p><b>Mr. Nolan G. Martinez</b> Principal 1 / Asst. Principal Deped, Division Of Surigao City Surigao City National High School, Surigao City, Philippines</p> <p><b>John Vincent C. Espenido</b> Master In Business Management; Master In Public Service Management Saint Joseph Institute Of Technology, Butuan City, Philippines Teacher Certificate Course (College Of Education) Surigao State College Of Technology, Surigao City, Philippines</p> <p><b>Abstract</b></p> <p>HIV/AIDS is an international concern which has devastated places across the globe and has affected mostly young people. The Philippines is considered as one of the seven countries in the world and the only county in Southeast Asia which reported an increasing trend in the number of people infected with HIV/AIDS. Thus, this study determines the knowledge, attitude, and behavior among Filipino youth in most affected risk population in Southern Philippines. This correlation-comparative study analyzed groups of young people according to age and sex utilizing researcher-made questionnaire and adapted a research tool from Teacher Education Manual on HIV Prevention and Response developed by UNESCO. Findings of the study revealed that there is no significant difference among the two age groups aged 18-25 and 26-35 in terms of HIV/AIDS knowledge. And also, there is no significant difference among the two age groups in terms of the attitude and behavior towards HIV/AIDS. However, there is a significant difference between HIV/AIDS knowledge, attitude and behavior. Hence, the more knowledgeable the young people about HIV/AIDS, the more positive their attitude and behavior towards the disease. Recommendations to intensify information, communication, and education through forms of social media approaches and platforms aside from community or school programs could be an effective strategy to maximize effectiveness of any institutional efforts concerning HIV/AIDS. <b>Keywords: HIV/AIDS, Knowledge, Attitude, Behavior, Filipino youth, affected risk population</b></p>
<p><b>Le Van Truong</b> ERCICRTEL1805124</p>	<p><b>Geographic Information System For Monitoring And Forecast For Influencing Foot-And-Mouth Disease Of Poultry And Cattle</b></p> <p><b>Le Van Truong</b> Department Of It, Fpt University, Ho Chi Minh City, Vietnam</p> <p><b>Huynh Tan Hoi</b></p>

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**Abstract**

The paper introduces the origin, technical features, scale, application efficiency of geographic information system (GIS) to monitor the situation and forecast the spread of foot-and-mouth disease of poultry and cattle-a technological products of Vietnam Software Academy for Water. Application of the system will help the producers and managers to quickly capture the situation of raising poultry and cattle, vaccination results in the related territory, flu outbreaks, epidemic foot-and-mouth disease and the spread of these two dangers as they arise, resulting in appropriate decisions and solutions in order to prevent, minimize the risk effectively.

**Keywords**

**Foot-and-mouth disease, GIS, Poultry and cattle, Solutions**

**Location-Based Services**

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**Abstract**

In the current information technology trend, GIS (Geographic Information Systems) and GPS (Global Positioning Systems) are potential systems providing convenient, valuable services. They are a fundamental base in location-based services (LBS). LBS is an object positioning and monitoring system with a major combination of advanced technologies such as mobile communications, GPS technology, GIS and the Internet. The article consists of two sections in which the overview of the LBS system is presented first, followed by the introduction of the LBS system structure used to build the VTS - Vehicle Tracking System at Dong A Bank.

**Keywords: GIS, Information Technology, LBS, Potential Systems**

**Diversify Tourist Products In Vietnam**

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**Abstract**

In recent years, the tourist industry of Viet Nam has made a lot of dramatic changes. In addition to improve quality of services as well as business environment, Ministry of Culture, Sports and Tourism has been trying to make its products more interesting to attract tourists. This is one of the goals to force for sustainable development in the future. This paper was completed with the survey data of 50 students and tour guides who are living in Ho Chi Minh City and it was also based on some books and journals. Thanks to the analysis method of Hancock by the time of July up to August of 2018, this research found out some difficulties, as well as benefits influencing the tourist products in this country. From then on, some solutions have been recommended with the purpose to diversify more creative products to contribute to the development of the country.



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ERCICRTEL1805125

<p><b>Ngaian Tam</b> <b>ERCICRTEL1805126</b></p>	<p><b>Keywords: Diversify, Tourism, Tourist products; Viet Nam</b></p> <p><b>The value of community-based environmental education to Chinese students in Macau</b></p> <p><b>Ngaian Tam</b> <b>The design department of School of Arts, Macau Polytechnic Institute, Macau, China</b></p> <p><b>Abstract</b> Environmental education covers a variety of areas, from ecology to the preservation of nature, and is important in sustaining the future. Many higher education institutions in the world is implementing knowledge about the environment to their students. In the design department of School of Arts at Macau Polytechnic Institute, a 2 credit 30 hours elective course title 'Environmental Science' is offered. Yet, learning takes place in the classroom and the traditional learning approach makes it difficult to transform students to care about the environment or to have them behave in an environmental friendly manner. With the lack of an authentic natural environmental in Macau, the author had organized a community-based environmental education program to 12 design students in 2015. The study involved the 12 students learning in a rainforest in Thailand. Framed by constructivist learning theory and environmental education principles, the study tends to examine the value of students learning in a rainforest. Findings review the transformative power of nature in enhancing students' critical thinking, interpersonal relationship, connection with the world and appreciation of simple happiness.</p> <p><b>Keywords: environmental education, transformation, community</b></p>
<p><b>Welejada A. Espenido</b> <b>ERCICRTEL1805129</b></p>	<p><b>The Pilot Implementation Of The Senior High School Program In Southern Philippines: Basis For Enhancement Program</b></p> <p><b>Welejada A. Espenido</b> <b>Head Teacher Iii / School Head Department Of Education, Philippines</b></p> <p><b>John Vincent C. Espenido</b> <b>Master In Business Management; Master In Public Service Management</b> <b>Saint Joseph Institute Of Technology, Butuan City, Philippines</b> <b>Teacher Certificate Course (College Of Education)</b> <b>Surigao State College Of Technology, Surigao City, Philippines</b></p> <p>The study determined the practices in the pilot implementation of the Senior High School (SHS) Program in selected schools in Southern Philippines. Specifically, the study sought to find answers to the problems on best practices of senior high school implementation in ASEAN region; the challenges, benefits, institutional learning and expertise derived from five year implementation. The study further looked into the significant difference on the ratings of the teachers, stakeholders and school heads on the practices of schools in the pilot implementation of senior high school. Mixed methods designs utilizing survey questionnaire, interviews and FGDs were used to gather the desired data. Based on the best practices in the pilot implementation of Senior High School, a plan of action is proposed. Findings revealed that in ASEAN countries, secondary education covers lower secondary education considered the second and final phase of basic education and (upper) secondary education as the stage of tertiary education. However,</p>



only the Philippines and Brunei Darussalam considered upper secondary as required, although Indonesia is becoming compulsory. It was also found that pilot schools meet several challenges such as classroom shortage and workshop laboratories; on-the-Job training program; parents' financial support; competency modules; and teachers' preparedness and competency on the subject matter. On the other hand, training on content and pedagogy was not sufficient to meet the standards of the k to 12 curriculum and laboratories were likewise given attention prior to the implementation of SHS yet, it was not adequate. Policies and theories were recommended based on the best practices in the pilot implementation of the SHS particularly on strengthening school and community relations. Thus, the implication is for the Education officials, policy makers, and other stakeholders to continue working together for the improvement of the SHS implementation and to address the needs of the entire education system.

**Keywords:** Pilot Implementation, Senior High School Program, Southern Philippines



**Titi Chandrawati**  
ERCICRTEL1805130

### The Use Of Dialogue In Developing Early Students' Deeper Learning

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#### Abstract

Dialogue in a teaching and learning process is a form of communication between teachers and their learners and also among learners. Dialogue can occur in various ways. The goal of this study were to provide awareness of the importance of dialogue in the learning process and to investigate if using a dialogue approach in the classroom teaching and learning processes for Early Childhood Education (ECE) would help the early students in developing the students deeper learning. Actually, ECE teachers always use dialogue in teaching their students. For this study, the teachers were using dialogue purposely to direct the early students to learn the learning materials deeper. Other goals included investigating whether this dialogue approach would be beneficial not only for the students but also for the teachers themselves. We applied a dialogue approach inspired by Freire and Vella in implementing a dialogue process. The approach has shown that by dialoging, the students can learn deeper about some learning materials and therefore, the students can engage in their learning process. An observation and an interview in the qualitative case study were used to explore the use of a dialogue approach in the learning and teaching process in order to help the early students build a deeper understanding of some learning materials. The results of this study showed that, with a small amount of training, early students and their teachers were able to engage in a dialogue approach in the teaching and learning processes in the classroom. In addition, in this study, the students and teachers learned many useful things, and both the students and the teachers felt that this dialogical form of learning was helping them experience a meaningful learning process. However, because the number of subjects is quite small since it was only in one kindergarten, the generalizability of the findings is limited.

**Keywords:** dialogue approach, deeper learning, engaging learning, a meaningful learning experiences



Lia Novita  
ERCICRTEL1805132

**Teacher's Roles And Strategies In Teaching ESP Based Reading Using Translation**

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Abstract

Teaching ESP (English for Specific Purposes) is aimed at developing students' professional communication skills in English that are focused on the student's field of study. This means that ESP teaching must be linked to student-specific specializations which include special programs designed to develop communicative use of English in the fields of science, work or technology. One of the English language skills that must be mastered is reading of various types of ESP texts. The fact, most students find it difficult to read and understand the meaning of ESP texts because they have to think about discourse with different fields. Researchers believe that, the problem is with ESP teaching methods. The role and strategy of the teacher is very important to develop a more creative teaching methodology. One of the strategies is by using translation as a pedagogical device. Therefore, the purpose of this study is (i) to investigate how the teacher's role and strategy in teaching Reading ESP text using translation, (ii) to measure whether translation as a pedagogical device has a significant impact on improving student reading comprehension in the text ESP and (iii) to investigate the experiences students get from translation as a pedagogical tool to help them understand the reading of ESP texts. To achieve these objectives, this study used exploratory sequential mixed methods. This is research in which researchers conducted qualitative research first with observation instruments and questionnaires, analyze the results and then strengthen it with quantitative research (test) by using two groups consisting of the experimental group and the control group. This research was carried out in one of the existing Health Sciences Schools in Garut Regency and use fourth semester students using purposive sampling. The findings obtained are the role of the teacher as (motivator); facilitate students in learning English (facilitator); become a partner in learning activities; evaluate students' English (evaluator); and monitor the use of the translation application as a pedagogical tool for reading English comprehension of ESP texts (monitors), organizers (class managers) of various levels of activity; assessor; testers; feedback; correction; and assessors, motivating students to move forward; resource person (consultant; advisor; more clearly as a language informant); observer; by providing feedback and evaluating learning materials and methods. Based on the measurement results using the effectiveness table, the use of Translation (translation) as a pedagogical tool is effective to be applied to the teaching of Reading ESP text. There are three types of student experience in understanding ESP reading texts using Translation (translation), namely (1) identification of main ideas, (2) making inferences, (3) recognizing paragraph patterns.

**Key words:** Teacher's Roles and Strategies, ESP Reading, Translation

Joseline M. Santos  
ERCICRTEL1805133

**Research Capability of Senior High School Students in Bulacan State University**

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Abstract

The main objective of this research is to evaluate the research capability of the first batch of SHS graduates and identify the strengths and weaknesses of the curriculum being offered in the Laboratory High School to best prepare the SHS students to higher level researches. It sought to answer the following questions: (1) What is the research capability of SHS graduates based on their own perspective?; (2) What is the research capability of SHS graduates based on their research paper output evaluated by the experts?; (3) Based on the result of the survey, what are the strengths and areas for improvement of the SHS research curriculum?

Descriptive method was used in the conduct of the research wherein the mean from variables were used to identify the strengths and weaknesses of the curriculum. To gather the data, a questionnaire was devised to measure the students' capability in writing a research paper. The respondents of this research were the 149 graduates of SHS of school year 2017-2018.

It was very evident from the self-evaluation of the teachers and students that choosing appropriate sample (respondents) of the study rank 1st from the answers of both cohort. Consistently, citing the presentation of related literature was the lowest in rank. The evaluation of students and experts, rated as competent, cannot be considered as weakness but a point for improvement. For future study, a follow-up on the performance of the students in their undergraduate research will further strengthen the result and use of the present study.

**Keywords:** Research, Capability, Senior High School, Research Project



Leonora F. de Jesus  
ERCICRTEL1805135

**Performance of BulSU Language Practice Teachers in Public High Schools**

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#### Abstract

Bulacan State University- College of Education is one of the highly qualified higher institutions offering BSED- Filipino in Bulacan. Like other institution, it aims to become more competitive in the transmission of knowledge relevant to the changing environment in the field of education. This study aimed to accentuate the performance of practice teachers; personal and professional readiness of the student teachers and enumerate feedback of the cooperating teachers that could make the program responsive to the modern learners of today. The respondents were the cooperating teachers of the different public high schools in Bulacan and Pampanga where most of the student teachers of BSED Filipino were deployed for four months practice teaching. Descriptive research with the use of mean, frequency distribution and percentage were used. Kentucky Teacher Internship Program Intern Performance Record ( COST 2009 ) and the student teaching supervisor observation form were utilized as instrument of this study. The forms were combined, evaluated and validated by another supervisor and an Assessment Professor. Fifty seven student teachers enrolled in a 6-unit Practice Teaching subject in the second semester of AY 2017-2018 were evaluated in the study. The findings revealed that BulSU-COEd Language student teachers performed very satisfactory based on the perceptions of their cooperating teachers. The documented feedbacks from the cooperating teachers called for the need to improve the handwriting style, use of technology in teaching language, mannerism, good

	<p>grooming and punctuality. Furthermore, despite of the high rating, this provided a clear image that student teachers need to attend relevant seminars, be given additional major subjects and the cooperating teacher and supervisor should strictly monitor their attendance. Keywords: Practice Teachers, Student Teaching Supervisor, Cooperating Teachers, BSEd Filipino</p>
 <p><b>Ginbert P. Cuaton</b> ERCICRTEL1805136</p>	<p><b>Concept Versus Practice: A Case Study Examining the (Mis)match of Pre-service Teaching in Tacloban City, Philippines</b></p> <p><b>Ginbert P. Cuaton</b> Department of Social Sciences, College of Arts and Sciences, Leyte Normal University, Philippines</p> <p><b>Abstract</b> Modern pedagogical practice involves logical and strategic acts of teaching. Aspiring teachers in their ‘pre-service’ years as students encounter difficulties in effectively and efficiently adjusting to the actual roles of teachers. Pre-service teaching as a culmination of a students’ professional education serves to equip them with the necessary skills, knowledge, attitude and behaviors essential in becoming full-pledged teachers. This transitional phase, in one way or another, serves as the time for student-teachers to think in-depth the profession they plan to enter. Given these, it is essential to highlight students-teachers experiences in their pre-service year vis-à-vis their decision in pursuing the profession of teaching. Using a qualitative method specifically a phenomenological design, this qualitative case study identifies the difficulties encountered by BSEd Social Studies students (AY 2018-2019) of the Leyte Normal University in Tacloban City, Philippines. The data were generated through desk research, focus group discussions and key informant interviews with students, department heads, educational training experts and administrators of the university. The results revealed that students-teachers in the Pre-service Training find it difficult to align the traditional Lesson Plans required by their supervisors to submit as it does not reflect the reality that these teachers-students were trained to prepare lesson plans using the K-12 format. This reflects the neglect of the teachers to adjust and adhere to the revisions of policies and practices in the advent of the K-12 educational program implemented by the Philippine government in 2016. Additional issues like the conflict of students-teachers with their supervisors and/or co-educators and the misbehavior of students make teaching more difficult. These experiences affect the decision of the students-teachers to proceed in the profession of teaching opting to apply to less-stressful jobs, thus, the massive job mismatch of Education Graduates in the Philippines.</p>
<p><b>Elita Modesta Sembiring</b> ERCICRTEL1805137</p>	<p><b>Negative Politeness Strategies By The Lecturers In Teaching Students Of English</b></p> <p><b>Elita Modesta Sembiring</b> English Department, The Methodist University of Indonesia, Medan, Indonesia</p> <p><b>Abstract</b> Finding the negative politeness strategies used by the lecturers of Letters Faculty of The Methodist University of Indonesia is the aim of this research. The politeness found when they were lecturing in the class. As students are different from their background, lecturers in this university are also</p>

	<p>different. They come from different background. By knowing the politeness in communication, it may maintain the harmonious relationship between students and lecturers. The research was done in the class of Letters Faculty of The Methodist University of Indonesia. There are twenty five (25) lecturers as the subjects of this research in academic year 2018/2019. The research uses qualitative research by observing and recording the utterances of the lecturers. The result shows that lecturers communicate to the students by including the students in communication and asking for the opinion before deciding. “What do you think?, Is it clear? Are the examples of lecturers’ utterances as the ways they communicate to the students in the class. Lecturers use the four politeness strategies in teaching students in the class. The four politeness strategies are bald on record strategy (41.50%), positive politeness strategy (49.05%), negative politeness strategy (5.67%), and off record strategy (3.78%). From the fifty three (53) utterances by the lecturers, positive politeness strategy is dominantly used by the lecturers. It means, in teaching, lecturers try to minimize the save threatening acts and make the students feel comfortable to them. For example, lecturers involved in interaction and ask for the opinion of the students before getting the decision and also lecturers offer and appreciate the students in teaching (offering)</p>
<p><b>Nga Ian Tam</b> <b>ERCICRTEL1805138</b></p>	<p><b>7 days rainforest and 7 vectors of student development: A case study of Chinese students in Macau</b></p> <p><b>Nga Ian Tam</b> <b>School Of Arts,Macau Polytechnic Institute,Macau</b></p> <p><b>Abstract</b></p> <p>Education in sustainable development is not encouraged in the design department in School of Arts, Macau Polytechnic Institute, and there is a lack of awareness among Chinese students in regards to climate change and their responsibility in combating climate change. To response to UNESCO 2017 strategic plan in educating students to be agent of change, the author had organized a 7 days living and learning program in a tropical rainforest in Thailand in 2015. Environmental education based on outdoor practice that aims at developing students’ environmental awareness and other personal development is important in this study. Throughout the years, theories in student development include psychosocial theories, cognitive-structural theories, person-environment theories, humanistic existential theories, and student development process models. What are cited the most are Chickering and Reisser’s (1993) seven vectors of student development based on Eric Erikson’s identity stages of development. This paper tends to explore the seven vectors related to 12 Chinese students’ intellectual competence as well as their pro-environment identity and behavior formation. Findings show the learning environment in the rainforest moved students from one vector to another, with some students developing all 7 vectors while one student failed to develop the last three vectors. Although students develop the vectors at a different rate, the study did enhance students’ understanding of sustainable living, their pro-environmental identity and behavior.</p> <p><b>Keywords: student development, nature, environment</b></p>
<p><b>Ge Wen</b> <b>ERCICRTEL1805140</b></p>	<p><b>Error Feedback Beliefs and Strategies in Adult Learners’ L2 Writing</b></p> <p><b>Ge Wen</b> <b>Department of Applied Foreign Languages,</b> <b>Nanjing University of Aeronautics and Astronautics</b></p> <p><b>Abstract</b></p>

	<p>Making errors is almost inevitable for a language learner and providing feedback is an essential part of language acquisition. Feedback can help remedy mistakes and achieve the anticipated aims gradually. It is generally acknowledged that teacher feedback plays a very important role in L2 writing classroom. However, in reality, there exists a gap between teachers and students concerning composition feedback. This investigation reports an empirical study on adult learners' error feedback beliefs and strategies in L2 writing. The subjects of the study include 68 sophomore students majoring in International Trading from School of Continuing Study in Nanjing University of Aeronautics and Astronautics. The instruments used in this study include questionnaires and interviews with some of students. The study, which lasted for almost a year, yields the following findings:</p> <ol style="list-style-type: none"><li>1). An overwhelming majority of the students in this study feel that their teachers' feedback would help them to improve their writing.</li><li>2). Opposite to teachers' beliefs, most of the students think they treasure their teachers' feedback, meanwhile they report that they care most about the marks.</li><li>3). Most of the students not only value grammar feedback but also value teachers' substantive comments, which allow them to rethink a piece of writing. This suggests that teachers should provide both constructive comments of criticism and positive comments of encouragement.</li><li>4). Students in this study will seek help from outside sources (teachers, other students, grammar book, or dictionary) to respond to their teachers' suggestions and to clarify points of confusion.</li><li>5). Though some of the students express that they appreciate both positive and negative feedback, teachers should be more cautioned while applying negative feedback, especially recast.</li></ol> <p><b>Key words:</b> beliefs; strategies; error feedback; adult learners; L2 writing</p>
<p><b>Qi Li</b> ERCICRTEL1805141</p>	<p><b>An Intervention Study on the Effects of Motivational Strategies on Student Motivation</b></p> <p><b>Qi Li</b> College of Continuing Education, Nanjing University of Aeronautics and Astronautics 29 Yudao Street, Nanjing, Jiangsu, China</p> <p><b>Abstract</b></p> <p>This longitudinal intervention study aimed to examine the effects of motivational strategies used by teachers during one semester in the English as a foreign language (EFL) classroom on student motivation. More specifically, this study also investigated differences in the effects of motivational strategies on student motivation according to students' English proficiency levels and their original motivational intensity levels. The participants consisted of 186 adult EFL learners from four English classes. The four classes were randomly allocated to the two groups: two in the intervention group and two in the control group. The researcher of this study (i.e., the instructor of the four classes) managed to implement the motivational teaching practices by consciously employing 20 motivational strategies in the two intervention classrooms during one semester. Her actual use of 20 motivational strategies was described on the basis of self-report frequency data during this semester. The two classes in the control group did not receive any intervention. The motivation of the students in four classes was measured by a self-report questionnaire at three different times during this semester. The results showed that (1) overall, the teacher's motivational teaching practice had positive effects on the students' motivated learning behavior as well as their motivational state; (2) only some motivational</p>

	<p>strategies showed positive correlations with students' motivation; (3) the effects of some motivational strategies on student motivation differed according to students' English proficiency and their original motivational intensity levels. Therefore, further research needs to explore which motivational strategies are appropriate for which types of learners in terms of their English proficiency and motivational profiles.  <b>Keywords:</b> Motivational Strategies, Motivation, Proficiency, Intervention, Adult EFL Learners</p>
<p><b>Charie Ann Cabides-Padullo</b>  <b>ERCICRTEL1805142</b></p>	<p><b>Employment Simulation Through Work Immersion Under Do. No. 30, S., 2017: A Student Standpoint</b></p> <p><b>Charie Ann Cabides-Padullo</b>  <b>Leyte Normal University Social Science Unit</b></p> <p><b>Abstract</b></p> <p>Learning has been advanced through time and new strategies have been developed and are implemented in the curriculum. In an effort to respond to this demands in education, Work Immersion has been introduced in Grade 12 for the purpose of employment simulation in the actual field of work. However, there are certain considerations that this immersion needs to address such as: Orientation Conducted by the Institution, Work Immersion Venues and, Work Immersion hours.. The students were assigned in different work immersion venues that would guide them in their practice for real work, and there is a corresponding number of hours that needs to be completed. In this first hand experience each of the student standpoint has been taken out through focused group discussions, interviews and descriptive analysis to assess whether it has a significant impact to them. Suggestions and conclusion were given to the institution, partner venues and other concerned individuals.  <b>Key Words:</b> Employment Simulation, Work Immersion, Work Immersion Venues, student standpoint</p>
 <p><b>S.N.Priyadarshani</b>  <b>ERCICRTEL1805143</b></p>	<p><b>The Relationship between leadership styles and employee engagement (Special reference to Sri Lankan University system)</b></p> <p><b>S.N.Priyadarshani</b>  <b>Faculty of Graduate Studies University of Kelaniya, Sri Lanka</b></p> <p><b>Abstract</b></p> <p>The current study intended to provide in-depth analysis of the relationship between leadership style and employee engagement. The study attempts to examine the relationship between leadership style and employee engagement of non-academic (non-administrative) employees working in the Universities in Sri Lanka. Data were collected on employee's perception about transformational and transactional leadership style of their leaders and employee engagement by using structured questionnaires. The Utrecht Work Engagement Scale, developed by Schaufeli et al. (2002) was used to measure employee engagement. The Multifactor Leadership Questionnaire (Bass, Avolio, 2000) was used to measure leadership style. Sample consisted of 148 non-academic (non-administrative) employees from the universities operating under the University Grants Commission of Sri Lanka. Research was deductive in nature and descriptive statistics, correlation analysis and multiple regression analysis were used with the help of SPSS for various analysis of the study.</p> <p>The findings of the study revealed that leadership styles (transformational</p>

	<p>and transactional) are positively and significantly correlated with employee engagement. Transformational and transactional leadership styles have a significant impact on employee engagement. It was founded a strong positive relationship between the leadership style and employee engagement. It is found that transformational leadership is a better predictor of employee engagement when compared to transactional leadership. According to the findings of the correlation analysis, regression analysis it provides enough statistical evidence to accept all the hypotheses which were determined for the study.</p> <p><b>Key words:</b> Employee engagement, Transformational leadership, Transactional leadership.</p>
<p><b>Lamsal Shyam</b> ERCICRTEL1805144</p>	<p><b>Perception towards nursing profession and future life orientation among Newly Admitted and Outgoing Nursing Students at selected colleges of Eastern Nepal</b></p> <p><b>Das Swati</b> B.P.Koirala Institute of Health Sciences, Dharan, Nepal</p> <p><b>Adhikari Nisha</b> B.P.Koirala Institute of Health Sciences, Dharan, Nepal</p> <p><b>Lamsal Shyam</b> B.P.Koirala Institute of Health Sciences, Dharan, Nepal</p> <p><b>Abstract</b></p> <p>Perception and future life orientation indicates commitment of nursing students in their profession. Nursing as a career choice is often perceived as stressful and hard work, as well as service to mankind. This study was conducted to identify and compare perception of newly admitted and outgoing nursing students towards nursing profession and their future orientation. A descriptive cross-sectional study was conducted, administering pre-tested questionnaire using likert scale, to randomly selected 76 nursing students from two nursing colleges (BPKIHS and Nobel Medical College) in Eastern Nepal. Data were analyzed using descriptive statistics (frequency and percentage) .</p> <p>The study shows that respondents (40 newly admitted and 36 outgoing nursing students) differed significantly only by age and parental education. Nearly 53.1% were self-motivated to become nurse while slight majority 56.4% considered abroad opportunity as motivating factor. Out of 21 domains assessed, the perception of newly admitted and outgoing nursing students were significantly different in the domain of enjoying economic security and nursing as a tough job but not having social recognition. Half of the respondents wanted to serve in teaching institute in future, 60.0% wanted to go abroad and 65.0% were unsure about doing post-graduation. It was concluded that most of the nursing students have positive perception towards nursing profession and only the domains of economic security and social recognition despite being tough job had differing perception among newly admitted and outgoing nursing students.</p> <p><b>Keywords:</b> Perception, Nursing Students</p>
<p><b>Yousfi Nabila</b> ERCICRTEL1805145</p>	<p><b>An Implementation Of A Systemic Functional Approach To Enhance Learners' Interpretation Of Historical Discourse The Case Of Fourth- Year Students At The Department Of English, Ecole Normale Supérieure Deconstantine</b></p> <p><b>Yousfi Nabila</b></p>



	<p>Department of English, Faculty of Linguistics, The Teacher Training School of Constantine, Tebessa, Algeria</p> <p><b>Abstract</b></p> <p>The present study seeks to enhance the instructional practices in regard to teaching British and American Civilizations at the Ecole Normale Supérieure in Constantine. The primary aim of this study is to investigate the feasibility and practicability of Systemic Functional Linguistics to teach British and American Civilizations. Therefore, the author hypothesizes that learners at the training school of Constantine lack the linguistic knowledge needed to interpret historical discourse and that an implementation of a Systemic Functional Linguistics would result in raising their awareness about the role of language in construing historical texts. To establish correlation between Systemic Functional Linguistics and the participants' interpretation of historical discourse, a mixed research design by way of a questionnaire of 28 statements was administered to Fourth-year students at the Department of English at the end of the academic year 2016/2017. To furnish a more plausible evidence for estimating the efficacy of employing this approach to teach British and American Civilizations, an interview was conducted with two teachers of British and American Civilizations at the training school in Constantine. Additionally, one text from the syllabus of British and American Civilizations was analyzed following the devised approach. The results have demonstrated that learners are unaware of the linguistic dimensions of the historical texts. Besides, the findings have shown that Systemic Functional Linguistics can help learners to uncover the hidden meanings in historical texts and develop appreciation of British and American Civilizations. The interviewed teachers also expressed their satisfaction with the suggested approach. Therefore, a theoretical framework for the teaching of British and American Civilizations was designed to demonstrate that historical texts are part of communicative events wherein the writers' intentions and linguistic choices are of paramount concern.</p> <p><b>Key Words</b> Systemic Functional Linguistics, historical discourse, British and American Civilization</p>
<p>Dr. Miguel E. Mangada ERCICRTEL1805151</p>	<p>Health Literacy on Hypertension and Functional Health Status of Elderly in Malabon City, Philippines.</p> <p>Dr. Miguel E. Mangada College of Business Administration and Accountancy, University of Caloocan City, Caloocan City, Philippines</p> <p>Mary Jane Ogabang Staff Nurse Delos Santos Medical Center, Quezon City, Philippines</p> <p><b>Abstract</b></p> <p>Findings revealed that a) majority of respondents were females, between 65-69 years old, received allowances from relatives, graduated elementary, lived with relatives, did not smoke nor drink alcohol, and hypertension, their most common existing disease; b) no significant difference existed the health literacy among respondents when grouped according to age, gender (<math>P=0.209</math>), economic support source, living status and co-morbidity; c) difference existed between health literacy and highest educational attainment, health risk behavior related to smoking and alcohol consumption (<math>P=0.005</math>); d) no difference existed between physical functional health status and living status and co-morbidity; e) difference existed between physical</p>

	<p>functional health status and age, gender, economic support source, educational attainment , health risk behaviors as to smoking, and alcohol consumption; f) no difference existed between psychological functional health status and age, economic support source, educational attainment , living status , health risk behaviors as to smoking , alcohol consumption and co-morbidity; g) there was difference between psychological functional health status and gender ; h) no significant difference existed in social/role functional health status when grouped according to gender , economic support source, health risk behaviors as to smoking, alcohol consumption and co-morbidity; i) difference existed between social/role functional health status and age , educational attainment and living status ; j) no relationship existed between health literacy, and physical functional health status; k) no relationship existed between health literacy and psychological functional health status ; and lastly, l) no relationship existed between health literacy and social/role functional health status.</p> <p><b>Keywords:</b> health literacy, hypertension, functional status, elderly</p>
<p><b>Mr. Thommy R. Caballero</b> ERCICRTEL1805152</p>	<p><b>The Implementation of Meaningful Teaching Strategies to Enhance the Grade Three Pupils' Academic Performance through Vocabulary in Filipino</b></p> <p><b>Mr. Thommy R. Caballero</b> Grade School,University of San Jose Recoletos,Philippines</p> <p><b>Dr. Junrel P. Zarco Mrs. Raquel M. Jabal</b> Grade School,University of San Jose Recoletos,Philippines</p> <p><b>Mrs. Roselyn R. Montes</b> Grade School,University of San Jose Recoletos,Philippines</p> <p><b>Mrs. Abegail P. Quezon</b> Grade School,University of San Jose Recoletos,Philippines</p> <p><b>Mrs. Marie Zar G. Balanay</b> Grade School,University of San Jose Recoletos,Philippines</p> <p><b>Abstract</b></p> <p>This study aims to determine the effectiveness of meaningful teaching – learning strategies that are implemented in the Grade Three level. Experimental research method without the control group design was used in this study. The pretest – posttest scores in Filipino were the data collected. Experimentation 1 was composed of a set of strategies namely: Multiple Intelligence Groupings, Word Connect and Think – Pair – Share, Experimentation 2 was composed of the following set of strategies namely: Values Grouping Reading Theatre, Chunking Reading and Venn Diagramming. Lastly, experimentation 3 was composed of the following strategies: Learning Preference Groupings, Dyad Encounter and Visible Quiz. Based on the results, the three sets of teaching strategies were found to be effective as far as enhancing the pupils' academic performance through their vocabulary in Filipino was concerned. It showed further that set B strategies (Values Grouping Reading Theatre at Chunking Reading and Venn Diagramming) had a higher index of effectiveness compared to the other sets of teaching strategies.</p> <p><b>Keywords:</b> Implementation of Meaningful Teaching Strategies, Enhancing Grade Three Pupils' Academic Performance, Vocabulary in Filipino</p>



**Alireza Hidarnia**  
ERCICRTEL1805154

**The Impact of Prepare-Enrich Program based on Distance Learning on Marital Satisfaction among Newly-wed Couples: The role of Demographic Factors**

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**Abstract**

**Introduction:** Modern methods have less been considered in couples' learning and their needs in practice. Thus, the present study aimed at determining the impact of marriage enrichment through distance learning in marital satisfaction of newly-wed couples with an emphasis on the role of demographic factors.

**Method:** The present study is experimental. The population were selected based on the inclusion and exclusion criteria through simple random sampling (N=80couple) and were placed randomly into experimental (N=40couple) and control (N=40couple) group. The intervention was conducted as distance for 12 weeks. The data were collected by Enrich couple scale and demographic information questionnaire. Data analysis was performed by descriptive statistics, Independent t-test, ANCOVA, and MANCOVA.

**Findings:** The results showed a significant difference between the two groups in terms of marital satisfaction after intervention ( $P<0.05$ ). In addition, the effect of intervention was significant in terms of gender, ethnicity, age difference with spouse, duration of engagement, marriage type, and job ( $P<0.05$ ) although it was not significant in terms of age, education, and economic status of couples ( $P>0.05$ ).

**Conclusion:** Distance intervention improved the level of marital satisfaction in couples but the effect of this intervention based on demographic factors was different. Thus, it seems that the intervening variables such as demographic factors should be always considered in designing the educational interventions.

**Keywords:** Marital satisfaction, marriage enrichment- distance learning, demographic factors, newly-wed couples



**Nguyen Thi Bich Phuong**  
ERCICRTEL1805155

**Perceptions Of Students Majoring In English – International Business On Project-Based Learning To Enhance Listening Skill**

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The past few years has witnessed the flourishing development of alternative teaching methods gradually replacing traditional ones in which project-based learning has been introduced and integrated intensively in the curriculum of numerous tertiary institutions. This paper was designed to discuss students' perceptions on the implementation of project-based learning to enhance listening skill and knowledge about economics for students majoring in English – International Business at University of Languages and International Studies. Both qualitative and quantitative methods as survey

	<p>questionnaires and interviews were employed to identify the difficulties of students in conducting the project, its effectiveness and some suggestions put forward to address the problems. The findings reveal that the majority of students have positive feedback on the use of Project-based learning in improving their listening and other soft skills, broaden their horizon in the economics field. However, some drawbacks related to teamwork, material selection and design are also highlighted.</p> <p><b>Keywords:</b> listening skill, international business, project-based learning</p>
 <p><b>Riana Bagaskorowati</b> ERCICRTEL1805156</p>	<p><b>The Development Of Student Mapping Tools Application (Smt) As An Early Detection System For Student-At-Risk</b></p> <p><b>Riana Bagaskorowati</b> Faculty of Science Education, Universitas Negeri Jakarta</p> <p><b>Rini Puspitaningrum</b> Faculty of Mathematics &amp; Natural Science, Universitas Negeri Jakarta</p> <p><b>Sayyidah</b> Faculty of Mathematics &amp; Natural Sciences, University of Indonesia</p> <p><b>Naufal Ibnu Salam</b> Study Programme of Informatics Engineering, Universitas Negeri Jakarta</p> <p><b>Abstract</b></p> <p>The development of the Student Mapping Tools (SMT) application was made with objective especially the teachers could map the students who were suspected of having potential risk in their learning. The SMT application was made using a web-based PHP application programming language. SMT displays the results of data extraction in the form of assessment results that can help schools and teachers in identifying and detecting students from the beginning in terms of (1) the psychological condition of students within psychological assessment results; (2) physiological or health conditions obtained through a series of health test results through a laboratory (health lab), namely the physical condition, fitness and hematology blood checking of students.</p> <p>Findings of psychological assessment would provide cognitive domain, learning attitudes and personality acquired by conducting a series of psychological tests (psycho test) on the students. While the physiological assessment is carried out by checking the blood, namely hematology, physical and fitness of students. The methodology of this research are exploring SMT application based on psychological and physiological performance and assessment as early detection system, then the outcome of SMT can be a road map to identify, monitor learning activities, and interventions for students in regular classes or those students with special needs.</p> <p><b>Keyword:</b> Student Mapping Tools (SMT), physiological assessment, psychological assessment, student at-risk, student with special needs.</p>
<p><b>Muaawia A. Hamza</b> ERCICRTEL1805158</p>	<p><b>Recall of Physiology Knowledge Among Medical Interns: An Exploratory study in Riyadh, Saudi Arabia</b></p> <p><b>Asmaa Mohammed AlMohanna</b> Faculty of Medicine, King Fahad Medical City, P.O. Box 366325 Riyadh 11393, KSA</p> <p><b>Muaawia A. Hamza</b></p>

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<p>Dean Jyssette Formanes ERCICRTEL1805159</p>	<p><b>A Situational Analysis in the Utterance of “Thank You”</b></p> <p>Dean Jyssette Formanes Department of English, College of Education, Rizal Technological University, Metro Manila, Philippines</p> <p><b>Abstract</b></p> <p>The purpose of this study was to investigate the levels of gratitude in situational utterances of thank you (and its other forms). The expression of gratitude is known as one of the most commonly used speech behaviors in</p>

	<p>everyday conversation. This study first makes three levels of gratitude according to the different proponents. These levels were then used as bases in finding the level of situational utterances of thank you. The data were gathered through participant observation and semi-structured interview. The focus of the observation is the participants' utterance of gratitude phrases in different situations they were in including the frequency of utterances and the forms of thank you they uttered. Findings show that there were different circumstances that led the participants to express their gratitude through utterance (such as "thank you," "thanks," "ty," "thank you so much," "salamat" and "maraming salamat"). These utterances were counted to know its frequency. The focus of the interview is the participants' reason behind their utterances and the level they were belonged. Different reasons were gathered from different situations of their utterances. These reasons were then used as bases to know the level(s) the participants belonged as they express their gratitude in utterance. Among the utterances only one belonged to level 3 selflessness, while level 2 appreciation there were 182 frequency and level 1 acknowledgement has 24 frequency. The results of the study add to previous researches about gratitude. Further study about the utterance of thank you together with its other forms that will produce to broader of clearer levels of gratitude with a larger number of participants and a longer duration of observation.</p>
 <p><b>Vrinda.R</b> ERCICRTEL1805160</p>	<p><b>Impact of Language Disorder on emergent literacy skills in Dual Language Learners.</b></p> <p><b>Vrinda.R</b> Speech Language Pathologist NISH (National Institute of speech and Hearing)</p> <p><b>Anjana A V</b> Lecturer NISH (National Institute of speech and Hearing)</p> <p><b>Co-Author: Suja K Kunnath</b> Associate Professor NISH (National Institute of speech and Hearing)</p> <p><b>Abstract</b></p> <p>Emergent literacy skills are the skills and knowledge children develop prior to conventional literacy skills and these skills are considered as the predictors of further reading and writing skills. As language skills act as the building stones of literacy skills, possibility of children with language disorder to develop specific learning disorder are high. However, the effect of language disorder on the development of emergent literacy skills in dual language learners are not much explored. Hence the present study aims to compare the emergent literacy skills of preschool dual language learners with and without language disorder and early diagnose those children who are at risk of academic failure. 30 typically developing children (TDC) with Malayalam as their native language in the age range of 3- 5 years and 15 children with language disorder in the age range of 3 - 5 years will participate in the study. The children in Group 1 will be selected after administering ASQ-3(Ages &amp; Stages Questionnaire). All children will be evaluated to obtain their language age using ALD (Assessment of Language Development). To assess the emergent literacy skills, the online screening tool 'Get ready to read' (GRTR) will be used. The scores of each child will be recorded and the data will be statistically analyzed. Findings of the current study would help in the early</p>

	<p>identification of children at risk of specific learning disorder. Findings would also aid in instructional modifications and necessitates inclusion of emergent literacy activities into the speech therapy goals. The results may also help in subtyping children with language disorder (at risk of specific learning disorder and no risk) and thus providing better quality at an early stage and thus lessen their problems</p> <p><b>Key Words: Emergent literacy, language disorder, dual language learner</b></p>
 <p><b>Restu Mufanti</b> ERCICRTEL1805161</p>	<p><b>Does Constructing And Analyzing Model (CAM) work effectively on the Students' Grammar and Writing?</b></p> <p><b>Restu Mufanti</b> Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia</p> <p><b>Andi Susilo</b> State Islamic Institute of Ponorogo, Ponorogo, Indonesia</p> <p>An appropriate teaching strategy is required to lead the students apprehend the materials well. In fact, grammar as one of language components has become frightening subjects for most students. On the other hand, the ultimate goal of learning grammar is to support four skills of language; listening, speaking, reading and writing. Therefore, it is expected that grammar class facilitates the students not only to understand the pattern of grammar but also use their grammar in communication context such as in writing context. Constructing And Analyzing Model (CAM) is one of innovative model to integrate teaching grammar on writing. This research aims to investigate whether CAM is an effective model to improve their grammar understanding and to have ability to write using accurate grammar. This research applied quasi-experimental with pre-test post-test non equivalent control group design. Class random was used to take sample that is; selected two classes from three intake-classes in which all classes got an equality test. Pre-test and post-test used as the instrument of this research to measure the students' ability on grammar in terms of subject-verb agreement and tenses. SPSS 19 was used to analyse the data to investigate the effectiveness of CAM. The research result revealed that the Sig. (2-tailed) score on the pretest-posttest in experiment class was 0,015 and the Sig. (2-tailed) score on posttest between experiment class and control class was 0,039, less than 0,05. On the other hand, the data from pretest-posttest in control class indicated the Sig. (2-tailed) was 0,586, bigger than 0,05. In sum, there was a significance effect on the score of pretest-posttest in the experimental class whereas there was no any differences score on the pretest-posttest in control class. In other words, the implementation of CAM has good significance effects on the students grammar and writing. It is expected that this research would give beneficial contribution on one of the teaching models of English Language Teaching (ELT). Additionally, other ELT practioners can apply this teaching model on other skills in different areas.</p>
 <p><b>Elok Putri Nimasari</b> ERCICRTEL1805163</p>	<p><b>What University-Students Believe about Plagiarism</b></p> <p><b>Elok Putri Nimasari</b> Faculty of Engineering, Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia</p> <p><b>Restu Mufanti</b> Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia</p>

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**Abstract**

Plagiarism among academicians has been a popular issue particularly in Indonesia for the last five years. Some people argue that plagiarism occurs due to the pressure of work to get certain level of academic degree. Another opinion claims that it is due to incapability of writing an academic paper. Plagiarism is definitely unacceptable and it is not tolerated in any context. Writing an academic paper is not about composing texts, but it is about producing a masterpiece. An academic writing should be given a high appreciation to boost positive motivation for academicians to write and publish their research papers. A lot of efforts has been conducted by institutions to avoid plagiarism, such as giving academic writing lectures and citation training, and checking papers using plagiarism checker tools. However, plagiarism still has its popularity among academicians including students and lecturers. For this reason, it is interested to study how those academicians perceive plagiarism. We specify the study by subjecting the research for university student. We investigate students' behavior towards plagiarism. Thirty-five students of a private university in Ponorogo, Indonesia are purposively taken as sample of the study and they are interviewed to gain the data. The results of data analysis are discussed with related literatures to draw the conclusions.

**Keywords:** plagiarism, university-student behavior, perception

**Angelina E**  
ERCICRTEL1805164

**A Situational Analysis in the Utterance of "Thank You"**

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**Abstract**

The purpose of this study was to investigate the levels of gratitude in situational utterances of thank you (and its other forms). The expression of gratitude is known as one of the most commonly used speech behaviors in everyday conversation. This study first makes three levels of gratitude according to the different proponents. These levels were then used as bases in finding the level of situational utterances of thank you. The data were gathered through participant observation and semi-structured interview. The focus of the observation is the participants' utterance of gratitude phrases in different situations they were in including the frequency of utterances and the forms of thank you they uttered. Findings show that there were different circumstances that led the participants to express their gratitude through utterance (such as "thank you," "thanks," "ty," "thank you so much," "salamat" and "maraming salamat"). These utterances were counted to know its frequency. The focus of the interview is the participants' reason behind their utterances and the level they were belonged. Different reasons were gathered from different situations of their utterances. These reasons were then used as bases to know the level(s) the participants belonged as they



	<p>express their gratitude in utterance. Among the utterances only one belonged to level 3 selflessness, while level 2 appreciation there were 182 frequency and level 1acknowledgement has 24 frequency. The results of the study add to previous researches about gratitude. Further study about the utterance of thank you together with its other forms that will produce to broader of clearer levels of gratitude with a larger number of participants and a longer duration of observation.</p>
<p><b>Ramzi Shawahna</b> <b>ERCICRTEL1805165</b></p>	<p><b>Women’s Issues In Epilepsy: A Cross-Sectional Survey Of Community Pharmacists’ Knowledge In The West Bank Of The Occupied Palestinian Territories</b></p> <p><b>Ramzi Shawahna</b> Department of Physiology, Pharmacology and Toxicology, Faculty of Medicine and Health Sciences, An-Najah National University, Nablus, Palestine</p> <p><b>Ahlam Atrash</b> An-Najah BioSciences Unit, Centre for Poisons Control, Chemical and Biological Analyses, An-Najah National University, Nablus, Palestine Department of Pharmacy, Faculty of Medicine and Health Sciences, An-Najah National University, Nablus, Palestine</p> <p><b>Abstract</b> <b>BACKGROUND</b> Despite the fact that epilepsy affects both men and women equally, delivering healthcare services for women with epilepsy is often faced by many specific women’s health related challenges. Community pharmacists are key providers of healthcare services for patients with chronic diseases including women with epilepsy. This study was conducted to assess pharmacist’s knowledge of women’s issues in epilepsy in the West Bank of the occupied Palestinian territories.</p> <p><b>METHODS</b> <b>Study design</b> This study was conducted in 200 different community pharmacies across the West Bank of the occupied Palestinian territories using a cross-sectional observational design.</p> <p><b>Participants</b> The study participants were community pharmacists of both genders. A total of 500 community pharmacists were approached in person in their places of work and invited to take part in the study.</p> <p><b>Intervention</b> After collecting their sociodemographic and practice details, the participants responded to a validated and reliable 12-item KOWIE-II knowledge questionnaire of women’s issues in epilepsy.</p> <p><b>Analysis</b> An online sample size calculator was used to estimate the number of participants needed from the entire population of community pharmacists in Palestine using a 95% confidence interval (CI) and a default margin of error of 5%. The study was approved by the Institutional Review Board (IRB) of An-Najah National University. All study participants provided written consents before participation. Categorical groups were compared using Pearson's Chi-Square (<math>\chi^2</math>) test. Correlation between variables was assessed using Spearman’s rank correlation. Logistic regression was used to determine which variables were predictors of passing the test. Odds ratios (O.R) with their 95% CI were calculated using multivariate logistic</p>

	<p>regression. <b>FINDINGS</b> The questionnaire was completed by 408 pharmacists, giving a response rate of 81.6%. On the 12-item questionnaire, the median correct score was only 53.8% with an IQR of 30.8. Pharmacists who interacted with <math>\geq 10</math> patients with epilepsy per month were 1.61 (95% CI of 1.04 - 2.49) more likely to score <math>\geq 60\%</math> in the test than those who interacted with <math>&lt; 10</math> patients with epilepsy per month. The difficulty index ranged from very easy to difficult. Nearly 91% of the pharmacists answered correctly the question on the role of folic acid in reducing teratogenesis and only 46% answered correctly the question on exposure to valproic acid and the risk of giving birth to a child with autism. <b>INTERPRETATION</b> To our knowledge, this is the first study assessing knowledge of Palestinian pharmacists of women's health issues in epilepsy. Although pharmacists could be knowledgeable and in key position to provide essential information to patients with chronic diseases, in this study pharmacists were fairly knowledgeable of issues pertaining to women's general health issues. <b>FUNDING</b></p>
 <p><b>Rita Destiwati</b> ERCICRTEL1805170</p>	<p><b>Cross-Cultural Communication: An Analysis of Traditional Food in Cross-Cultural Communication</b></p> <p><b>Rita Destiwati</b> Faculty of Communication and Business, Telkom University</p> <p><b>Junardi Harahap</b> Department of Anthropology, Padjadjaran University</p> <p><b>Abstract</b> Cross-cultural communication is a communication that binds the community to become an important part of the culture that brings the community into it, because the cultural influences inherent from birth. The original culture that brings and becomes a strong part in society and fundamental in society. This study discusses cross-cultural communication in students at the University, which is taken in the private university and another state university at the Bandung. This research looks at food made in cross-cultural communication. The results of the study state that foreign people from Asia prefer typical foods such as fried rice and satay. However, students who are not Asian prefer food that is ate from anywhere they can eat. The Asia student wants to try the variants of food from the difference countries. than Asian prefer the food they eat, this is meaning that food that is more like food from their country is like students and then prefer to cook it themselves. So, that students from Asia prefer food from West Java, while students from outside food from their country so they prefer to cook by themselves. This is not general, just looking at the informants studied in this research article. <b>Keywords:</b> Communication, across cultures, students, countries, food and society</p>
<p><b>Sa'ed H. Zyoud</b> ERCICRTEL1805172</p>	<p><b>Nurses' knowledge, perceived barriers, and practices regarding cancer pain management: a cross-sectional study from Palestine</b></p> <p><b>Haneen A. Toba</b> Department of Medicine, College of Medicine and Health Sciences, An-Najah National University, Nablus 44839, Palestine</p> <p><b>Ahmad M. Samara</b></p>

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#### Abstract

**Research Objectives:** we aimed to assess the knowledge and practices of nurses relating to the management of cancer pain in Palestine, and to determine the barriers to efficient pain control in cancer patients.

**Methodology:** A cross-sectional survey took place at 8 hospitals across Northern West Bank. A convenience sample of 220 Nurses working in governmental and private hospitals in West Bank/Palestine was studied. For that purpose, a questionnaire was developed to assess knowledge, practices, perceived barriers, and delaying processes relating to cancer pain management (CPM).

**Findings:** In total, 220 questionnaires were completed with a response rate of 88%. Participants' mean age was 30.34 years. The correct response rate to questions that assess knowledge relating to cancer pain control was calculated and a mean knowledge score was found to be 5.1 with a standard deviation of 2.1. A relationship between the knowledge score and the sample characteristics was made and showed that males scored significantly higher ( $p=0.001$ ) than females with median scores of 6 [4-7] and 5 [3-6] for males and females, respectively. Inadequate pain assessment (76.8%), insufficient knowledge of pain control (70.5%) and strict regulation on opioid use (69.5%) were the most frequently perceived barriers. Contacting the physician for the prescription of opioids was cited as the main delaying process by 56.4% of participants.

**Research Outcomes:** This study allowed us to recognise the knowledge deficit and the barriers to effective management. On the other hand, the analysis has shown good pain documentation practices among nurses.

**Future Scope:** Those knowledge deficits demonstrate the need for more education about CPM. The improvement of coordination and communication between physicians and nurses seems to play a crucial role in CPM, as contacting physicians was cited as the most delaying process in CPM by nurses.

#### Keywords

Cancer pain, nurses, knowledge, practices, perceived barriers, Palestine.



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#### Research Based Learning In Accounting: Evidence From Indonesia

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#### Abstract

The purpose of this research is to understand the view about research based learning in accounting from lecturer. This research is categorized as qualitative research with interpretive paradigm by using phenomenology

	<p>study. The data obtained through observations and interviews. There are many stages to analyze the data consists of apoche, phenomenology reduction, variation of imagination, and synthesis of meaning and essence. The results showed that lecturers have different understanding about research based learning implemented in accounting course. Beside that, accounting lecturer said that research based learning did not match with some courses in accounting because they must consider about the characteristics of the courses. This research also found that lecture try to introduce RBL in teaching and learning by using articles and their research, although they argued that there are many obstacles faced by them such as curriculum and the lack of articles provided by university. <b>Keywords : Accounting, RBL, Phenomenology</b></p>
<p><b>Hesamoddin Shahriari</b> <b>ERCICRTEL1805174</b></p>	<p><b>Phrasal verb knowledge among Iranian EFL learners: A comparison of receptive and productive mastery</b></p> <p><b>Hesamoddin Shahriari</b> <b>Ferdowsi University of Mashhad</b></p> <p><b>Maryam Akbary</b> <b>Ferdowsi University of Mashhad</b></p> <p><b>Taha Omidian</b> <b>Victoria University of Wellington</b></p> <p><b>Abstract</b></p> <p>Phrasal verbs are one of the most challenging features of English for most learners. This difficulty is compounded by the very limited amount of linguistic exposure EFL learners receive outside the classroom setting. This study seeks to determine the extent to which EFL learners' receptive and productive knowledge of phrasal verbs correlate with factors that have previously been identified as facilitators of learning for these units. To this end, 100 EFL learners were asked to participate in a test that gauged their ability to recognize and produce phrasal verbs. The same participants also responded to a survey in which they stated the number of hours they spent on activities such as reading, watching movies/TV shows, listening to music and social networking along with the number of years they had studied English. A correlation analysis revealed that learners who spent more time reading and watching movies/TV shows had a better knowledge of phrasal verbs. Our results also imply that explicit instruction and focus on form are not as effective as repeated exposure in predicting learners' phrasal verb knowledge. <b>Key words: phrasal verbs, L2 exposure, exposure factors, English as a foreign language</b></p>
<p><b>Cheng mei-seung</b> <b>ERCICRTEL1805175</b></p>	<p><b>Students' perception on the effectiveness of summative, feedforward and dialogic approach to feedback</b></p> <p><b>Cheng Mei-Seung</b> <b>Hong Kong Community College</b></p> <p><b>Abstract</b></p> <p>Students' perception on the effectiveness of three approaches to feedback (summative, feedforward and scaffolding) were collected by a post-study survey questionnaire after they have experienced these approaches in a language course at sub-degree level in Hong Kong. There are total 118 out of 155 students responded to the survey. The findings of this study were: (1)</p>

	<p>most participants chose individual learning as their preferred learning method, rather than group learning; (2) feedback approach on the individual-based assessment has a highest perception score among the approach adopted in different assessment tasks; (3) perception on the end-of-term test has the strongest association with the perception on the overall course assessment. Based on the results, discussion and recommendations are reported, followed by the consultation and limitation on the study. The last part is concluded the study. <b>Keywords:</b> Feedforward feedback, summative feedback, dialogic feedback, students' perception, corrective feedback</p>
 <p><b>Michael M. Safred</b> ERCICRTEL1805176</p>	<p><b>Effectiveness Of Using Localized &amp; Contextualized Activity In Enhancing Students' Learning Of Non-Mendelian Inheritance (Multiple Alleles)</b></p> <p><b>Michael M. Safred</b> Head Teacher III Rosario Quesada Memorial National High School Division of Tayabas City Quezon Province, Philippines</p> <p><b>Abstract</b></p> <p><b>PURPOSE.</b> The study focused on determining the effectiveness of applying and using localization and contextualization in an activity to enhance students' mastery learning of Non-Mendelian Inheritance (multiple alleles) through blood typing.</p> <p><b>DESIGN/METHODOLOGY/APPROACH.</b> The quasi-experimental design of research was employed in identifying the blood types of the students. Pre-test and post-test was utilized in this study.</p> <p><b>FINDINGS.</b> Through localization and contextualization, the mastery level of the students' conceptual understanding in the topic increased. The scores in the pre-test and post-test increased which made a significant difference at the t-value of -18.803 and the p value is 0.000 at 0.05 level of significance.</p> <p><b>RESEARCH LIMITATIONS/IMPLICATIONS.</b> The study focused on the localization and contextualization of activity to improve the mastery of students' understanding in the Non-Mendelian Inheritance (multiple alleles).</p> <p><b>PRACTICAL IMPLICATIONS.</b> The results of blood typing can be applied to the teaching and learning processes for the profiling of blood types of students. It is significant to the students, parents, teachers, school nurse, medical practitioners, and researchers.</p> <p><b>ORIGINALITY/VALUE.</b> The study is a good source of data, for the curriculum makers may include the blood typing as part of the Grade Nine Science to teach the topic on multiple alleles through localized examples and in the context of real life situations.</p> <p><b>KEYWORDS.</b> Localized and contextualized activity, students' learning, Non-Mendelian Inheritance (Multiple Alleles), blood typing</p>
<p><b>Rohfin Andria Gestanti</b> ERCICRTEL1805181</p>	<p><b>ESP Issue in Indonesian Tertiary Context: What Students Need in Learning English</b></p> <p><b>Rohfin Andria Gestanti</b> Faculty of Social and Political Science of Universitas Muhammadiyah Ponorogo</p>

	<p style="text-align: center;"><b>Elok Putri Nimasari</b> Faculty of Engineering of Universitas Muhammadiyah Ponorogo</p> <p style="text-align: center;"><b>Restu Mufanti</b> Faculty of Teacher Training and Education of Universitas Muhammadiyah Ponorogo</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to analyze students' needs of English material in an ESP course. English for specific purposes has become a significant aspect in the learning process in Indonesian tertiary context. The significant of occupation requirement globally and the emergence of mastering certain skills for certain jobs drives the need of English for specific area. Referring to this concern, General English is considered no longer suitable and it should be specified into several subjects based on certain purposes. In this case, ESP gives chances for students and teacher to define the target or the outcomes based on their purposes by considering their needs. Thus, conducting need analysis is the first, most significant part to be conducted in ESP course. Conducted in a private university in Indonesia, this study employed descriptive qualitative approach that used questionnaire to collect the data. This study is a representation of teaching reflection after conducting 6-month ESP class. The results showed that since the students are enrolled in Communication Science Department, they need material that encourages them to communicate and participate actively in the classroom, refers to their major and reflects occupation-oriented material. The materials that distinguish this subject from others emphasize the specification of ESP class and show that the material used cannot be generalized. Therefore, the teacher should consider these results to prepare for the next ESP course. <b>Keywords:</b> English for Specific Purposes, Need analysis, Communication</p>
<p style="text-align: center;"><b>Tran Lam Ngan Vi</b> ERCICRTEL1805183</p>	<p style="text-align: center;"><b>The Implementation Of Teacher Feedback And Student Self-Assessment In An Efl Writing Class</b></p> <p style="text-align: center;"><b>Tran Lam Ngan Vi</b> Ho Chi Minh University Of Social Sciences And Humanities – Vietnam National University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In the era of internationalization, English writing skills play a crucial role in academic and working lives; therefore, the importance of teaching composition to learners of English has burgeoned. Scholars have conducted studies on assessment of English writing competence with a view to paving the way for changes in the teaching and learning of English writing. Over the past decades, there has been a gradual shift from summative assessment towards formative assessment in English as a Foreign Language (EFL) writing classrooms. Teacher feedback and student self-assessment, albeit found to be interrelated for a better English writing education by international scholars, have not seemingly received adequate attention in the Vietnamese context. This paper briefly reports partial findings of an action research which explores the implementation of teacher feedback and student self-assessment in a Vietnamese EFL writing class. The paper thus specifically aims to (i) investigate the advantages and disadvantages in the implementation of teacher feedback and student self-assessment, and (ii) present possible suggestions to better implement teacher feedback and student self-assessment. As part of a qualitative study, the paper highlights major findings from semi-structured interviews with twelve high school</p>

	<p>students and the researcher's journals. The findings confirm that the implementation of teacher feedback and student self-assessment was original, formative and comprehensible; and that despite the complexity in the implementation, teacher feedback and student self-assessment should be employed concurrently on the proviso that training and teacher-student conferences are present. The paper hopes to set the stage for radical changes in the teaching and learning of EFL writing in Vietnam; further investigation is indubitably warranted.</p>
<p><b>Arfina Zaman Khan</b> <b>ERCICRTEL1805185</b></p>	<p><b>Qualities of Teaching Excellence at the Tertiary Level: Bangladeshi Students' Perspectives</b></p> <p><b>Dhrubo Momin</b> English Language Teaching (ELT), Independent University Bangladesh, Bangladesh</p> <p><b>Farlina Ahmed</b> English Language Teaching (ELT), Independent University Bangladesh, Bangladesh</p> <p><b>Arfina Zaman Khan</b> English Language Teaching (ELT), Independent University Bangladesh, Bangladesh</p> <p><b>Abstract</b></p> <p>When formal education is concerned, the most important factor that comes into our active consideration is teaching methodology. It is often discussed that an effective teacher significantly influences the students primarily in their success of learning and shaping their life as well. Therefore, it is undeniable that a teacher plays a very vital role in the teaching-learning process, since a teacher, especially in a country like Bangladesh, is not just a person who educates us for academic advancement but also is a person who is highly regarded in the society. From our personal experience of studying in a university in Bangladesh and listening to the experiences of our peers studying in other universities, we feel that the desired achievement in learning is not happening since there is a rare precedence of effective teaching here. Hence, the current qualitative study aims to investigate the qualities of teaching excellence which are most expected of teachers at this level. The authors involved 30 undergrad students from various universities in Bangladesh. The researchers used open-ended questionnaire for survey and conducted semi-structured interviews to perceive the students' expectations from teachers. The results of the study revealed that the essential qualities of an excellent teacher include teacher's interest in the subject s/he teaches, knowledge about how students learn, empathy for the students, expanded subject knowledge, deep devotion to teaching, constant consciousness of innovating new techniques of teaching, strong moral character shaped by the local norms and values, thorough pedagogic knowledge, ability to assess the learners fairly and effectively, technological competence and most importantly a strong sense of humor. The authors believe that this research will help a person to improve his or her teaching skills.</p>
<p><b>Patricia Adam</b> <b>ERCICRTEL1805188</b></p>	<p><b>The Effect of Reading Intervention on Reading Skills among Disadvantaged Students</b></p> <p><b>Patricia Adam</b> Faculty of Psychology, Universitas Indonesia</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>Poverty and poor reading skills are like a vicious cycle. Poverty makes it difficult to access good education that allows one to be able to read, understand, and absorb written information and knowledge. When these abilities are not mastered, it becomes increasingly difficult to get a better job with better salary, thus ultimately causing poverty. Therefore, this study aimed to break the cycle by designing and testing the effectiveness of reading intervention in disadvantaged elementary school students. A total of 111 students were divided into two groups, namely the control group (n = 58, 52.3%) and the experimental group (n = 53, 47.7%) where each group was divided into grade 1 and 2 elementary students. Students level of reading skills were obtained through a reading test (recognizing letters, reading words, reading a story, and reading comprehension). The test was carried out before and after the interventions. Interventions were conducted by training the teachers to be able to teach reading more effectively, and provide worksheets and reading material to each student in the experimental group. The test results showed that there was an increase in reading skills of grade 1 elementary school students in the experimental group. This indicates that the intervention provided is effective in improving students' reading skills; the earlier the intervention is conducted, the higher the student's reading skills. Implementation and suggestions for further research are discussed. <b>Keywords:</b> reading skills, reading intervention, disadvantaged students</p>
<p><b>Lucia RM Royanto</b> <b>ERCICRTEL1805189</b></p>	<p style="text-align: center;"><b>The Contribution of Reading Skills, Parent Involvement, Metacognitive Ability in Reading, and Intrinsic Motivation in Reading to Reading Self Efficacy in Underprivileged Students</b></p> <p style="text-align: center;"><b>Lucia RM Royanto</b> <b>Faculty of Psychology, Universitas Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Children from underprivileged areas are lack of stimulation, because they have limited access to quality education. Literacy is one of their problem, thus they need help to develop their reading ability. Reading efficacy is thought as an important aspect in reading, because it relates with the beliefs students have in reading. This study aimed to investigate the contribution of reading skills, parent involvement, metacognitive ability in reading, and intrinsic motivation in reading to reading self efficacy. Sixty one year 3 students from two underprivileged villages in Java island were involved in the study. This study used a reading skills test, Parental Support for Learning Scale, Thinking Aloud Protocol for examining the metacognitive strategies used in reading, Reading Motivation measurement and Reading Self Efficacy Questionnaire. Results indicated that all variables contributed 41.2% to reading efficacy with parent involvement and intrinsic motivation significantly made the contribution. However, it seems that parent involvement contributed better than the intrinsic motivation in reading. This results suggested that intervention should focus on the importance of parent involvement. <b>Keywords:</b> intrinsic motivation, metacognitive ability, parent involvement, reading efficacy, underprivileged students</p>
<p><b>Melly Preston</b> <b>ERCICRTEL1805190</b></p>	<p style="text-align: center;"><b>The Role of Intelligence in Reading Skills among Children from Low Socio-Economic Status</b></p> <p style="text-align: center;"><b>Melly Preston</b> <b>Faculty of Psychology, Universitas Indonesia</b></p>



	<p style="text-align: center;"><b>Puji Lestari Suharso</b> Faculty of Psychology, Universitas Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Studies have shown that reading skills in early development affect intelligence in adulthood. However, in learning to read, intelligence is also act as an important factor that affect their learning process. Children born in low socio-economic status (SES) are exposed to many risk factors that hamper their cognitive development and intelligence level, and hence can lead to poor reading skills and reading comprehension. Meanwhile, reading skills are necessary to obtain written information and knowledge that can help them to work in adulthood. This study aimed to examined the relationship between intelligence and reading skills in early elementary school children with low SES. 126 students' (M = 6.96 years old, SD = 0.80 years old) intelligence level were measured using the Colored Progressive Matrices, and their reading skills were measured using a reading test that consists of four subtests: recognizing letters, reading words, reading a story, and reading comprehension. Results showed that students' intelligence level significantly affect reading skills, spesifically in recognizing letters, reading words, and reading comprehension. This results indicated the urgency for reading intervention to improve reading skills of students with low SES. More implementation and suggestion for future research are discussed. <b>Keywords:</b> elementary school students, intelligence, low socio-economic status, reading skills</p>
<p><b>Chi Thi Kim Nguyen</b> ERCICRTEL1805051</p>	<p style="text-align: center;"><b>Teaching English Writing To Vietnamese Lower Secondary Students: What Writing Practices Are Being Employed?</b></p> <p style="text-align: center;"><b>Chi Thi Kim Nguyen</b> School of Education, Western Sydney University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Writing plays a crucial role in communication and knowledge construction. In the era of globalization, English as a world lingua franca, unquestionably, makes writing in English increasingly popular, which results in English writing instruction attached more importance in non-English speaking countries. In Viet Nam, teaching English writing at secondary level was neglected for ages. Only over the past few years have secondary teachers of English paid more attention to English writing instruction within the context that the Vietnamese government is making a strong commitment to improve the quality of teaching and learning English. The study aims to explore what writing practices are being employed in Ba Ria-Vung Tau lower secondary schools of Vietnam, using three case studies. A rural, a suburban and an urban school in Ba Ria-Vung tau province, Vietnam were chosen. Data was collected in two phases across eight months from a range of sources including 30 classroom observations, 18 semi-structured teacher interviews (pre-observation and post-observation), artefacts and students' assignments/in-class tests. The findings reveal that almost all teachers investigated (5 out of 6 teachers) are not aware of writing as 'social practice' due to the lack of professional development. They heavily rely on the prescribed textbook which provides mainly mechanical tasks, not free practice. The teachers feel helpless to develop their students' writing competence due to too many obstacles like overloaded curriculum, lack of resources, etc. Accordingly, learning to write in English is almost synonymous with the memorization of good writing samples for the sake of examinations.</p>

 <p><b>Cecilia O. Bucayong</b> ERCICRTEL1805058</p>	<p><b>Keywords: English writing, EFL learners, writing practices</b></p> <p><b>Whole Brain Teaching Strategy, Perceptions and Predictions for Learning Gains in Circuits</b></p> <p><b>Cecilia O. Bucayong</b> Central Mindanao University, Musuan, Bukidnon, Philippines</p> <p><b>Myra Vanessa C. Teofilo</b> Central Mindanao University, Musuan, Bukidnon, Philippines</p> <p><b>Vanie Y. Benben</b> Central Mindanao University, Musuan, Bukidnon, Philippines</p> <p><b>Jaymor O. Ledesma</b> Central Mindanao University, Musuan, Bukidnon, Philippines</p> <p><b>Abstract</b></p> <p>Teaching is designed to enhance the brain thus educational research should figure out how the brain works and process information. Teaching strategies should, therefore, cater different learning styles addressing the four compartments of the brain. In this study, the researcher explored the effectiveness of Whole Brain Teaching (WBT) in teaching circuits among Senior High Students (SHS) in STEM track of Philippine K-12 curriculum. The study has developed learning activities in electric circuits as WBT strategy and measured its effects on the learning gains of the students using Determining, Resistive Electric Circuit Test (DIRECT). The researcher administered the intervention to all respondents in a quasi-experimental with single group design. To further analyze the effectiveness of WBT a comparative study was conducted between SHS student respondents and 3rd-year physics major college students with the traditional method of teaching. These physics major students have taken two physics subjects (with electric circuits component) and currently taking electric circuits as one of their major subjects. The result showed that SHS students attained 4.5% learning gain which is considerably small. However, comparative statistical results between SHS and college students showed a significant difference (<math>t = 2.62, p = 0.007</math>) in favor of SHS respondents. A survey instrument was developed and used to assess if perceptions of the students on WBT implementation affects their learning gains. Further, regression analysis was conducted to determine what compartment of the brain is highly predictive to learning. Results showed that perceptions of the student have no significant effect on their learning and no quadrant of the brain can be considered predictive of the learning gains. The result of the study thus supported the importance of catering four brain quadrants in teaching.</p> <p><b>Keywords: Whole Brain Teaching (WBT) Strategy, Perceptions, Predictions, Circuits</b></p>
<p><b>Ikhlas Gherzouli</b> ERCICRTEL1805065</p>	<p><b>Secondary English Language Education Reform in Algeria: A Governmentality Analysis</b></p> <p><b>Ikhlas Gherzouli</b> Mohamed Lamine Debaghine Sétif2 University, Algeria</p> <p><b>Abstract</b></p> <p>The soaring demand to respond to the challenges of globalisation pushed many countries to develop their educational policies promptly to ensure</p>

	<p>fruitful impacts of the phenomenon. To cope with the exigencies of globalization, new competencies seemed to be necessary for Algeria; consequently a new education reform was enacted. Though seriously targeting improvements in teaching and curricula, the Algerian reform faced resistance and manifested chronic weaknesses. This paper examines secondary English language education reform policy in Algeria by employing a governmentality analytical framework. The analysis aims to identify some macro levels related to policy formulation and implementation, and examine the power relations shaping the direction and practices of the reform in the country. Centred on qualitative research methods, this study utilizes data from relevant policy documents and semi-structured interviews with nine secondary education inspectors. The inquiry is guided by two research questions: 1) How is Algeria's policy reform process governed? 2) What factors related to the formulation process are likely to influence implementation? The analysis reveals a centralised mandated reform, which lacked the involvement of different stakeholders, hence a misalliance between policy intents and reform practice. Yet, this misalliance, according to the present writer, should not be regarded as an ultimate failure of the reform but as a necessary condition for a new politically approach that calls for a persistent democratic coordination and communication between all stakeholders.</p> <p><b>Keywords-Centralisation, governmentality, implementation, policy formulation.</b></p>
<p><b>John Patrick Owatari-Dorgan</b> <b>ERCICRTEL1805068</b></p>	<p><b>Using Bibliobattles to Engage Students with Extensive Reading</b></p> <p><b>John Patrick Owatari-Dorgan</b> <b>Department of International Tourism, Nagasaki International University</b></p> <p><b>Abstract</b></p> <p>Although extensive reading has become a popular practice in EFL classrooms, it is often difficult for instructors to help students discover new titles and stay engaged with reading over the course of a semester. This research explores the effects of using Bibliobattles with graded readers on reading engagement and uptake of new titles. Specifically, the researcher investigates how often participants selected a book which had won a previous Bibliobattle as their general extensive reading material. Moreover, the author attempts to determine whether the Bibliobattles altered student perceptions of the general extensive reading activity by examining survey data. Additionally, this research discusses how the Bibliobattle model, which was originally developed at Kyoto University as a first language activity, can be adapted to meet the needs of EFL students of various levels. In doing so, the researcher provides a recommended Bibliobattle method for use with EFL students and discusses how this method was developed. Furthermore, the researcher considers possible ways of further adjusting the Bibliobattle experience to complement the extensive reading environment and better meet the requirements of EFL students. The researcher hopes to provide instructors who are currently using extensive reading with a novel and fun way of bringing extensive reading into the EFL classroom.</p> <p><b>Keywords: extensive reading, bibliobattle, engagement, presentation</b></p>



**Dr. Katerina Zlatkova-Doncheva**  
ERCICRTEL1805071

### Language Impact Towards Social Behavior Of At-Risk Children

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#### Abstract

Current study examines the use of language towards behavior of at-risk children. At-risk youth living separated from their family are deemed as most vulnerable children with highest risk having high level of anxiety, emotional disorders, aggression and problematic behavior. Children deprived of parental care living across Bulgarian residential homes (N=40) divided into 3 age groups (aged 7-10; aged 8-14; and aged 15-17) participated in 12 experimental activities and has been subjected surveillance of changes in their behavior according to certain use of language and voice (tone). Children adhere to or violate the rules in activities was the main criteria that have been defined for observation. The use of language indicators were divided into certain words with encouraging and reprobation meaning combined with louder or normal voice. ANOVA measures of surveillance assessed the impact of language and speech on behavior of children and indicated significant results for different age groups. The main hypothesis of the survey traces the impact of encouraging words with positive meaning and normal voice for better effect on socially acceptable behavior. Scientifically justified findings of this study indicates existence of a pattern supported the positive impact of language and speech that specialists and teachers can use helping the child absorbing pro-social behavior and gives directions of an effective language-based model of consulting and educating children. The results in current research can help social workers, social educators, teachers and psychologists to find suitable strategy in communication and proper use of language for better results on socialization and adaptation of the child with behavior problems.

**Keywords:** children at risk, children deprived of parental care, social behavior, language



**Desislava Angelova Popova**  
ERCICRTEL1805072

### Developing of social skills for youth with disabilities deprived of parental care in Bulgaria

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#### Abstract

Current study examines the impact of systematic group work based on non verbal communication techniques on youth with special needs with severe communication disorders who are grown up outside their families and in residential homes in Bulgaria. Scientific experiment detects certain indicators in intervention and nonintervention groups by conducting structured interviews as well as objective monitoring and filling in checklists. The tracked indicators are: a way youth are expressing their needs; initiative and persistence of youth in activities; way of communication, and aggressive manifestations. Children and youth deprived of parental care living across Bulgarian residential homes participated in experimental alternative communication group work for 6 months by a team of specialists and volunteers and under the supervision of a psychotherapist. Another youth from same age risk group remained non intervention. A total of 24 group work sessions have been completed. Specialists working with both groups completed check lists and repeated measures assessed changes in the

	<p>behavior of some participants towards increased engagement in activities, retaining attention over a longer period of time, development of social skills such as line waiting, privacy, remote contact initiation, expressing desires by means of higher levels of ontogenetic development. A functional assessment is applied tailored to the individual features and capabilities of each participant regardless of age taking into account their development. In connection with the observed effects of the applied impact, there is a need for persistence in the implementation of the classes and incorporation of similar principles in the everyday life of the users of this type of residential homes in the Republic of Bulgaria.</p> <p><b>Keywords:</b> children and youth with special needs, alternative communication, group work, social skills</p>
 <p><b>Karina Gospodinova</b> ERCICRTEL1805073</p>	<p><b>Content analysis of several preschool curriculums in the domain of emotional intelligence – the case of Bulgaria</b></p> <p><b>Karina Gospodinova</b> St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria</p> <p><b>Abstract</b></p> <p>Nowadays the emotional intelligence has an important place in education from early age as it is viewed as a key to future academic success and social achievements. However, currently there is no existent and approved social and emotional learning curriculum in Bulgaria. Thus this knowledge is integrated within the curriculums of the main subjects (maths, music, art, literature etc.). In this report several preschool curriculums have been investigated – a few well known and widely used ones that are compared to the latest ones issued. The Plutchik’s model of emotions, which consists of eight primary emotions: Joy, Sadness, Acceptance, Disgust, Fear, Anger, Surprise, and Anticipation, is adopted in the current study and content analysis reveals the exact occurrence of those words and their synonyms. Furthermore, an analysis on the student’s workbooks reveals the occurrence of emotional images (faces, emoji’s, social situations). The results obtained are a baseline for evaluating to what extend the idea of emotions is being integrated, they highlight the need of a separate curriculum on emotions.</p>
<p><b>Karen Olave</b> ERCICRTEL1805079</p>	<p><b>Knowledge about the Tasks: First year International Students’ Metacognitive Knowledge Development in the Process of Making Sense of Assessment, Feedback and Academic Literacies</b></p> <p><b>Karen Olave</b> The University of Queensland</p> <p><b>Abstract</b></p> <p>The number of international students in tertiary education in Australia have risen steadily in the past three years. These students face many socio-cultural and academic challenges in their transition to the new environment. These challenges include understanding and interpreting assessment, feedback, and academic literacies requirements. In this process, they need to adapt and integrate multiple types of prior knowledge. This research uses a qualitative and interpretivist approach to understand from the students’ perspective how they construct and respond to assessment, feedback, and academic literacies. Data collection methods included interviews, and written responses. Analysis of the data was undertaken using a deductive and inductive approach. The analysis of the data revealed that assessment, feedback and academic literacies are important factors in these students’ transition to the new academic environment. They were active and</p>

	<p>constructive, developing different levels of knowledge about the tasks in the process of making sense of assessment, feedback, and academic literacies. This has implications for universities in facilitating the transition and success for international students specially in the first year of their studies. <b>Keywords:</b>International students, higher education, assessment, feedback, academic literacies.</p>
 <p><b>Samayalangi Nongtdu</b> ERCICRTEL1805087</p>	<p><b>Locus of Control Scale and it Applications</b></p> <p><b>Samayalangi Nongtdu</b> Research Scholar, Department of Education, North-Eastern Hill University, Shillong, Meghalaya, India</p> <p><b>Yodida Bhutia</b> Associate Professor, Department of Education, North-Eastern Hill University, Shillong, Meghalaya, India</p> <p><b>Abstract</b> The article highlighted the construction and standardisation of Locus of Control Scale. Based on Rotter’s Social Learning Theory and his explanations about the concept of Locus of Control, the scale has two dimensions Internal Locus of Control and External Locus of Control which initially, the scale has 110 items after checking its validity and reliability the items was finalised to 40 items. It has been proved that the scale of Locus of Control was valid for the college and university students and also can also be adopted among the school students and its consistent indicating that the scale is reliable. <b>Keywords;</b> Locus of Control; Internal Locus of Control; External Locus of Control.</p>
<p><b>Md Shaiful Islam</b> ERCICRTEL1805103</p>	<p><b>Exploring Teachers’ Perceptions of the High-stakes English Assessment in the Secondary School Certificate (SSC) Examinations in Bangladesh</b></p> <p><b>Md Shaiful Islam</b> Senior Lecturer, Department of English Independent University, Bangladesh (IUB)</p> <p><b>Abstract</b> Based on the Education Policy 2010, the National Curriculum and Textbook Board (NCTB) of Bangladesh has developed the secondary English curriculum with explicit expressions of objectives which include acquiring competence in all four language skills to function effectively in the real world context and becoming independent learners of English by using reference skills. However, when assessment of English at this level is concerned, the practice is high-stakes assessment at the end of two years of study (Grades IX &amp; X). The high-stakes test known as SSC Examinations is centrally administered by nine general educational boards and two alternative boards. The test is conflicting with the curriculum as it excludes listening and speaking. Since improvement of language skills depends on continuous feedback provided by instructors in formal setting of language learning, the pertinent question that arises is: is the high-stakes assessment aiding students in learning English? Another significant question which is also pertinent in this context is: why has the secondary English assessment been made partial by excluding listening and speaking from the assessment scheme? This study intends to investigate the perceptions the teachers hold about the effectiveness of this type of assessment in achieving the terminal competencies integrated in the curriculum. Using a qualitative research design and</p>

	<p>thematic analysis technique proposed by Virginia and Clarke (2006), the present study discovered themes such as absence of feedback, lack of peer assessment, exclusion of fundamental language skills in assessment, assessors' ignorance of the language learners, no access to the whole learner and suspicion about validity. I argue that the secondary English assessment has to be liberated from the central administration since the current assessment procedure has no provision to communicate the feedback with the learners. The implication I address is that this assessment practice does not comply with the 21st century pedagogy which promotes three principles-personalization, participation and productivity (McLoughlin, C. and Lee, M.J.W., 2008a) and establishes rapport between teachers and students and collaboration among peers (Bolstad, 2011).</p>
 <p>ELDEN D. ORBETA Elden D. Orbeta ERCICRTEL1805104</p>	<p style="text-align: center;"><b>Factors Associated With Students' Performance In English In The Implementation Of Spiral Progression</b></p> <p style="text-align: center;"><b>Elden D. Orbeta</b> Davao del Norte State College, Panabo City, Davao del Norte</p> <p>Elden D. Orbeta. Davao Del Norte State College, New Visayas, Panabo City, Davao Del Norte, Philippines. June 2018. Factors Associated With Students' Performance In English In The Implementation Of Spiral Progression</p> <p>This sequential exploratory mixed method research design aimed to describe which among language pedagogy, learner attributes, family factor and linguistics environment significantly predicts the performance of students in the English subject in Panabo National High School and thereafter develop a regression model for the study. Factor analysis was employed to develop the instrument derived from the interview of the informants with the use of Creswell (2009) for data analysis. The predictor variables were tested whether these predict the performance of student in English. Using the complete enumeration, 300 respondents were selected to answer the validated and reliable questionnaire. Using Pearson's r and multiple regression analysis, the figures revealed that language pedagogy, learner attributes, and linguistic environment have significant relationship to the performance of students in English and the emerged themes as factors predict the performance of Grade 10 students in English as well. The multiple regression model of the study is: <math>\text{Grades in English} = 0.885 (\text{Language Pedagogy}) + (-2.670) (\text{Learner Attributes}) + 0.510 (\text{Family Factor}) + (-0.171) (\text{Linguistic Environment}) + 94.47</math>. The insights gained from the study suggested ways policy and educational initiatives can be crafted to intensify students' performance in English in the implementation of Spiral progression. <b>Key words:</b> Factors of performance, students in English, sequential exploratory research, Davao del Norte</p>
<p>Maricel San Diego ERCICRTEL1805107</p>	<p style="text-align: center;"><b>Competency of English as Second Language (ESL) Program in a State University in the Philippines</b></p> <p style="text-align: center;"><b>San Diego, Maricel C. Ph. D.</b> Head of International Programs/ Director of Auxiliary Services College of Education Bulacan State University Bulacan, PHILIPPINES</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Since globalization has been visibly taking its shape in Southeast Asian countries over the years, the Philippines have been attracting foreign students to enroll in their English as Second Language (ESL) programs. By using the Input-Process-Output model, the researcher used Karatas and</p>

	<p>Fer's questionnaire to evaluate the English curriculum of Bulacan State University. The Area IV and Area XIII of Accrediting Agency of Chartered Colleges and Universities in the Philippines' (AACCCUP) survey instrument were also used to determine the adequacy of the physical plants and the University's support for the students. The assessment and analysis of gathered data were done through tabulating the frequency, percentage, and mean using the Statistical Package for Social Sciences (SPSS). The results showed that the ESL curriculum was very satisfactory in harnessing the English communication skills of the foreign students. It also revealed that BulSU has provided adequate administrative support and facilities relating to their needs.</p> <p><b>Key words:</b> globalization, English as Second Language, education, Philippines</p>
<p><b>Prayekti</b> <b>ERCICRTEL1805113</b></p>	<p><b>The Relationship between Students' Interest and Learning Independence towards their Learning Outcomes in Applied Physics</b></p> <p><b>Prayekti</b> <b>Faculty of Education and Teacher Training Open University of Indonesia</b></p> <p><b>Abstract</b></p> <p>The implementation of distance learning education system by Open University which expects its students to be able to learn independently had one among many questions to investigate; it is whether students' learning independence is related to learning outcomes, and whether their interest in subject course is related to their learning outcomes. The method used for this research was a correlational study and the sampling was completed using a survey technique. This was taken to explain the correlational relationship between the bound variable, namely the students' learning outcomes, and the free variables: (1) students' interest in the subject course and (2) students' learning independence. The research sample of this study contained 30 of 80 students who took Applied Physics course in Open University, Indonesia. The research found that there was a correlation between the students' interest in the subject course and their learning outcomes on Applied Physics course at 0.01 significance value level. The correlation was positive, meaning that the higher the students' interest level on Applied Physics, the higher their learning outcomes on that particular subject and the lower the students' interest level on Applied Physics, the lower their learning outcomes on that particular subject course. Also, there was a correlation between the students' learning independence variable and their learning outcomes on Applied Physics course at <math>\alpha = 0.01</math> significance value level. The correlation was a positive value, which meant that the higher the students' learning independence, the higher their learning outcomes on Applied Physics subject course and the lower the students' learning independence level on Applied Physics, the lower their learning outcomes on that particular subject course. Additionally, the relationship between the two variables namely students' interest in the subject course and learning independence altogether towards their learning outcomes in Applied Physics course indicated a positive correlation. Thus, the higher the value of both variables on the students, the higher the learning outcomes obtained by the students on this particular subject.</p> <p><b>Keywords:</b> Applied Physics, independence, interest in subject course, distance learning</p>





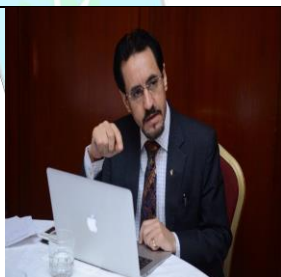
Geesje van den Berg  
ERCICRTEL1805120

### The Importance of Student Interaction in Open Distance Learning

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#### Abstract

One of the most important factors relating to online learning is student interaction, ensuring that students are actively involved, create their own knowledge and reach a high level of achievement. Interaction in distance learning has traditionally been divided into three categories, as introduced by Moore (1989). These are interaction with content, interaction with the instructor, and interaction with peers. Bouhnik and Marcus (2006) introduced a fourth category of interaction, namely interaction with the system. Although ample research exists on the importance of interaction in open distance learning, not much has been written on how students experience these four categories of interaction. This paper reports experiences of students doing an online course. Since this was the first fully online course for many of the first-year education students at an open distance learning (ODL) institution that follows a blended approach to teaching and learning, it was of particular interest to describe how students experienced their learning. Within a case study design, the study followed a mixed-method approach. The results confirm some previous studies, had inconsistencies and had very specific findings about the fact that internet access was expensive for students and that some students found it difficult to find the money for this. This study suggests that lecturers and other stakeholders at universities should consider the uniqueness of students and their contexts when planning online courses. Furthermore, it remains the universities' responsibility to put systems in place to support their students. Only then can they optimally benefit from studying in an ODL environment. **Keywords:** Student interaction, open distance learning, student centeredness, online learning



Mir Afzal  
ERCICRTEL1805127

### Key Stakeholders' Understanding Of Quality Of Education And Associated Issues In Rural Schools In Kazakhstan

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A rural school is not just the most important public institution that serves as a "rallying point for services to poor families and children but it also represents the economic lifeblood of the [rural] community" (Malhoit, 2005, p.4). Providing quality education to children, particularly those in rural or disadvantaged area, has been one of the major endeavors globally during the last few decades. Kazakhstan became a signatory to the UN Convention on the Rights of the Child (1989) in 1994 and since then it has taken encouraging steps to improve access and quality of education in the country. However, 57% of the public schools are ungraded rural schools, lacking facilities required to offer quality education.

A number of studies conducted in Kazakhstan have indicated significant gaps and inequalities in the quality of educational provision and achievements between rural and urban schools in Kazakhstan (Bridges & Sagintayeva 2014; Fimyar, Yakavets and Bridges 2014; Frost et al. 2014; Winter et al. 2014; Yakavets & Dzhadrina 2014). However there was hardly any study that has looked exclusively at issues that have led to inequalities and poor quality of education in rural schools. Therefore a mixed methods research, having both quantitative and qualitative methods is being conducted to explore the

education stakeholders' conceptions of, and perspectives on, the quality of education, associated issues, and possible solutions by taking a broad definition of quality involving quality of learners, curriculum / content, processes, environments and outcomes (UNICEF, 2000). A quantitative survey is used to obtain data from large number of respondents (teachers) from rural schools and qualitative research is used to obtain in-depth, rich and descriptive data from a relatively smaller sample (Bryman, 2008). This presentation focuses on the preliminary analysis of the survey data which provides useful insights about how quality of education is understood by different stakeholders; what issues and challenges are faced in rural schools, the gaps between policy and practice related to rural schools; and how the stakeholders think these issues and challenges can be addressed and the policy and practice gaps can be bridged in order to achieve desired quality of education in rural schools. The results of the study may be beneficial to educational policy makers, school leaders and practitioners to address some of the critical issues hindering, as well as opportunities available for, provision and quality of education in rural schools in Kazakhstan as well as in other countries.



Alma D. Macawile  
ERCICRTEL1805128

**Teaching 'With A Heart': Pedagogical Strategies For Learners With Physical Disabilities In Inclusive Classrooms**

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**Abstract**

This study examines the teaching strategies employed by teachers handling students with physical disabilities at Salcedo Vocational High School (SVHS) in response to the universal thrust of inclusive education.

The mixed method case study was utilized to examine the pedagogical practices of 13 participants along the areas of planning and implementation of instructional activities, construction and utilization of instructional materials and use of assessment tools. The data gathering techniques, namely, focus group discussion, interviews, and document analysis further explored the classifications of students with physical disabilities, the challenges experienced by teachers and their corresponding coping mechanisms, as well as the institutional mechanisms that support the implementation of inclusive education at SVHS.

Significant results of the study revealed that despite the lack of formal trainings, teachers continuously modify their pedagogical approaches, methodologies and strategies to suit the specific needs of their students with physical disabilities. Teaching considerations include: types of disabilities, learners' cognitive abilities and personalities, classroom size, and nature of subject matter. Viewing the learners from humanitarian lens, the teachers facilitate instruction "with a heart" in response to the former's emotional nature. Moreover, the following 21st century pedagogical approaches are advanced: proactive, student-centered, collaborative, and participatory or parent-linked. Recommendations include the hiring of a full-time guidance counselor, training of teachers and school heads, and the establishment of efficient and effective multi-sectoral linkages to support the implementation of inclusive education.

**Keywords:** teaching strategies, inclusive education, learners with physical disabilities, instructional planning



**Dr. Shirley Pelayo- De Leon**  
ERCICRTEL1805148

**Non-Formal Training Program On Nutrition And Wellness  
For Pdl Detainees**

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**Abstract**

When the President of the Philippines declared his war on drugs upon his assumption of office, the strengthening of different programs in jails was sought among sectors both private and public such as state college and universities to become partner and service provider of programs for the attainment of progressive changes among the jail inmates.

The main purpose of the study is to determine the impact of the Non-Formal Training Program on Nutrition and Wellness among PDL (Person deprived of Liberty) detainees specifically on their healthy lifestyle.

A descriptive method was used in gathering the data. The study involves 60 inmates and 6 BJMP personnel who were regularly attending the program. The research instruments used in gathering the data were the survey questionnaires and interview.

The result shows that most (94.88) of the respondents answered that they learned and gained insights; seventy five percent (75.00) answered that they applied what they learned in their lifestyle and dominantly (80.05%) said that they shared what they learned to their friends and family members.

The over-all findings showed that majority of the respondents answered that the nutrition and wellness program had been very beneficial among PDL detainees .

**Keywords:** Person Deprived of Liberty, Detainees, Nutrition and Wellness, Non-Formal Training Program, Healthy lifestyle

**Jackson Ver Steeg**  
ERCICRTEL1805149

**Developing a Public Voice: Place-based Education as an Approach to  
Education for Sustainable Development in the English as a Foreign Language  
Classroom**

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**Abstract**

This paper argues for the development of education for sustainable development (ESD) as a specific focus area within the university English as a foreign language classroom, and suggests place-based education as a method to develop the attitudes and skills identified as critical to developing the discourse area of sustainability. This research aimed to determine whether engaging students with making connections between a local place of interest and personal identity could stimulate ideas of personal agency within a global sustainable development (SD) discourse. Students participating in this study worked on group e-projects that asked them to identify a local place of importance, whether personal or civic, and work to connect its local importance to the future of the place itself through redesigning it with an aspect towards sustainability. Student attitudes regarding SD were gauged from pre-and post-testing using a modified version of the Global Competency Self-Assessment Survey from the OECD's Programme for International Student Assessment (PISA), as well as student interviews and reflective comments. Preliminary results suggest that these attempts to introduce ideas of sustainability into the classroom through place-based education were successful in increasing awareness and knowledge of global issues, as well as

	<p>having a positive impact on the ability to participate in the SD discourse community in English. This is notable, as the sustainable development discourse community is increasingly important to nearly all university students of English, regardless of intended career track, and is worthy of inclusion as a specific focus of study, especially in content and language integrated learning (CLIL) and English for specific purposes (ESP) schema. Keywords: place-based education, education for sustainable development (ESD), English as a Foreign Language (EFL) classroom, e-project-based education]</p>
<p><b>Agnes N. Coo</b> <b>ERCICRTEL1805150</b></p>	<p><b>Error Treatment And Corrective Feedbacking Practices Of Teachers In English Language Classes</b></p> <p><b>Agnes N. Coo, Ed. D.</b> <b>Faculty of English and Literature Eulogio “Amang” Rodriguez Institute of Science &amp; Technology (EARIST)-Cavite Campus General Mariano Alvarez, Cavite, Philippines</b></p> <p><b>Abstract</b></p> <p>The study primarily described and analyzed the error treatment and corrective feedbacking practices of teachers in English language classes. Specifically, it determined how the English teachers responded and corrected the students’ errors in oral communication, what decision-making process they went through as to when learners’ errors should be corrected, and what types of students’ oral errors elicited most of the teachers’ corrective feedbacks.</p> <p>The study utilized the descriptive research method which involved the tape recording of three classroom episodes from each of the two English language teachers chosen at random as the subjects of the study. The six classroom episodes taken during the English language classes were then transcribed and the students’ oral errors and the teachers feedbacks were classified, described, and analyzed.</p> <p>Findings of the study revealed that teachers utilized 16 categories of corrective reactions, most of which are: ignore (22.58%), negation (14.52%), and repetition with change (9.68%). As to when learners’ errors should be corrected, teachers differed in their decision-making: Teacher X often decided to treat errors immediately, whereas Teacher Y mostly delayed corrections. However, both teachers never decided to postpone treatment for a longer period of time. It was also found out that content errors elicited most of the teachers’ corrective reactions/feedbacks than the linguistic ones.</p> <p>Based on findings, it was concluded that teachers have varied corrective reactions towards students’ errors, with content errors having the most number of corrective feedbacks; that they preferred to treat errors immediately or delay treatment but never postpone treatment for a longer period of time; and that they treat more of the students’ content errors than linguistic ones even if the lessons deal with grammatical structures.</p> <p><b>Key words: Teachers’ Error Treatment Behavior, Corrective Feedbacking Practices</b></p>
<p><b>Yvonne C. Orozco</b> <b>ERCICRTEL1805153</b></p>	<p><b>On Hogben Central Polygonal Numbers: Properties And Applications</b></p> <p><b>Yvonne C. Orozco</b> <b>Mathematics/Faculty of Mathematics,Eulogio ,General Mariano Alvarez, Cavite, Philippines</b></p> <p><b>Chinito O.Magdaraog</b></p>

Mathematics/Faculty of Mathematics, Eulogio General Mariano Alvarez,  
Cavite, Philippines

**Roel P. Balayan**  
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Cavite, Philippines

**Abstract**

One of the interesting integer sequences is generated by the Hogben Central Polygonal Number, or simply Hogben number. It has a very simple formula, and a lot of nifty properties. Thus, the study aimed to determine its properties, relationships to other integer sequences and its applications. Moreover, the study is based on the work of Robert Munafo (2006). The article considered some properties of the Hogben Central Polygonal Number and relationship to kissing sphere. The study is pure research which signifies that the concentration is on the development of a particular topic in mathematics. That is, the methods of research used in this paper are descriptive and expository methods. The study found out that Hogben number has its generating function and recurrence equation with 1 and 1 as the initial conditions. The study had established nine properties, and three generators. Moreover, relationships to Pronic number, Lazy Caterer's polygonal number, Triangular number, Alexander polynomial, and Square number were shown. Interesting applications to arithmetic progression, number of interior regions on intersecting circles, number of walks in a complete graph, and Cyclotomic polynomial were discussed including the distinguishability of the number in Knot Theory. It was recommended that to conduct further study on the convergence or divergence of the limit of the ratio of two consecutive Hogben numbers.

**Keywords:** Hogben Central Polygonal Number, Pronic number, Lazy Caterer's polygonal number, Triangular number, Alexander polynomial, Square number, arithmetic progression, number of interior regions on intersecting circles, number of walks in a complete graph, and Cyclotomic and Alexander polynomials

**Preliminary Exploratory Research on Student Initiatives  
at Thai Universities**

**Oleg Shovkovyy**  
Faculty of Management Science, Silpakorn University, Cha-Am, Thailand

**Abstract**

Active learning methods, in which activities of the learner are productive, creative, and exploratory in nature, are increasingly fit into curriculums of the leading educational institutions as a way to improve the efficiency of educational processes. On the other hand, the proactive and self-involved participation of students in an academic life results in better and more effective learning. In this regard, providing students with an opportunity to participate or independently develop and launch various projects as well as to publish their findings and ideas in scientific journals are considered by many as cornerstones of such innovative educational practices. Does the Thai educational system follow the trend? The brief literature review suggests that this topic is somehow neglected or unsought in the current educational research in Thailand. As so, the aim of this study is to determine how are the things with student initiatives in the higher education system of Thailand. The observational survey research employed a self-administered questionnaire to collect data from 469 students of 35 Thai universities,



**Oleg Shovkovyy**  
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ERCICRTEL1805166

selected with application of non-probability convenience and voluntary response sampling techniques. The convenience part of respondents was the first and third year Bachelor students of Silpakorn University majoring in tourism and business management, whereas voluntary respondents were the students of different years at Bachelor and Master levels as well as some graduates from other universities.

Even though 60.1% of participants presented good academic results (GPA > 3), showed a full understanding of the educational value of participation in various projects and activities (63.5%), in one way or another way were participated in such (31%), or reported the presence of ideas worthy of subsequent development (32.7%), only 6 of those ideas were really meaningful. On the other hand, only 8.8% of the respondents to survey were aware of academic journals, whereas only the one had presented a topic worth to be published. Another interesting result of the study is that only less than 10% of respondents were able to clearly identify their life-time and professional goals.

In the author's view, these, rather worrying findings require some further, more intent and deliberate investigation and attention not only from the academicians and educators but also from all stakeholders of the Thai educational system. At the same time, to respond to the problem, the author suggests establishing an independent, inter-institutional, nonprofit organization (the Student Initiative Support Center) that could support student initiatives regardless of objectives pursued by each individual educational institution.

**Keywords – Education, Initiatives, Students, Support, Thailand.**



**Dindin Nasrudin**  
ERCICRTEL1805167

### **Integration of Values Education on Science Learning: A Case of Teacher Proficiency Development in Indonesia**

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#### **Abstract**

The ultimate goal of education is the transformation of student behavior, including science education. Therefore, science learning must be packaged in such a way as to develop the students' positive values. The purpose of this paper is to reveal the efforts to develop the pedagogical competence of science teachers in integrating value education in science learning through training programs. The method used is a mixed method of the sequential exploratory design. The results of the study show that the majority of science teachers have not been able to deliver science learning integrated with value education. A planned, structured, measurable and sustainable training program is needed. Dual Mode Inservice Training is an alternative to

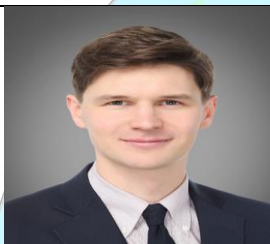
	<p>improving teacher pedagogical competence in integrating value education in science learning. Key words: integrated model, pedagogical competence, science learning, values education</p>
<p><b>Chaerul Rochman</b> ERCICRTEL1805168</p>	<p><b>Difficulties Faced by Science Teachers in Integrating Educational Values into Science Learning</b></p> <p><b>Chaerul Rochman</b> Departemen of Physics Education, UIN Sunan Gunung Djati Bandung, Jl. A.H. Nasution 105, Bandung, Indonesia</p> <p><b>Dindin Nasrudin</b> Departemen of Physics Education, UIN Sunan Gunung Djati Bandung, Jl. A.H. Nasution 105, Bandung, Indonesia</p> <p><b>Endah Kurnia Yuningsih</b> Departemen of Physics Education, UIN Sunan Gunung Djati Bandung, Jl. A.H. Nasution 105, Bandung, Indonesia</p> <p><b>Aan Hasanah</b> Departemen of Islamic Education, UIN Sunan Gunung Djati Bandung, , Jl. A.H. Nasution 105, Bandung, Indonesia</p> <p><b>Abstract</b> The application of value education to various learning challenges for teachers. In Indonesia, value education is implicitly integrated into learning materials, including science learning. This causes difficulties for science teachers. This study aims to express authentically the difficulties of what difficulties are faced by teachers in planning, implementing and evaluating learning. The research method used is participatory qualitative. The involved participants were 40 science teachers. The instruments used were written tests and interviews as triangulation. This research shows that science teachers have difficulties, among others: compiling integrated science material, formulating the process of learning implementation planning documents, learning processes that demonstrate the integration of values, selecting learning media, and evaluating the successful implementation of value education integration in science learning. This study recommends that training is conducted to improve teacher competency. Keyword: value education, science learning, value education integration</p>
<p><b>Rie Fukunaga</b> ERCICRTEL1805178</p>	<p><b>Program Evaluation Support Application for Elementary School Teacher's</b></p> <p><b>Rie Fukunaga</b> Faculty of Engineering, Takushoku University, JAPAN</p> <p><b>Hitoshi Sasaki</b> Faculty of Engineering, Takushoku University, JAPAN</p> <p><b>Mazlan, Nur Hanis Ilyani</b> Faculty of Engineering, Takushoku University, JAPAN</p> <p><b>Abstract</b> Programming education at primary school will be an obligation starting in Japan in year 2020. Elementary school teachers will evaluate program created by children, but then, the clear standard of the evaluation which is necessary to use for teachers' guidance, is not yet stipulated. The programming</p>

obligation will surely give a big burden to the them. Therefore, we are developing an application that support program evaluation, which can support teachers in evaluating programs created by children and enable to connect with the future guidance.

Program created by the children using Scratch will be read as an image and analyzed according to the evaluation item using template matching. From the result, a graph is drawn in the output screen plan along with a visually shown evaluation result.

By presenting materials to support evaluation using an application to the teachers, it can reduce their burden. In addition, by converting the results into data, it is easier to judge whether or not the children understand the content of the lesson, plus, the teachers can respond to the children who cannot follow the class at an early stage.

**Keywords :** Programming education at primary school in Japan, Scratch, Program evaluation



**Colin Walker**  
ERCICRTEL1805184

**Unconvinced: An Analysis Of Opinion Paragraphs In ELT Course Books**

**Colin Walker**

**Werklund School of Education, University of Calgary**

**Abstract**

Just two years removed from the 2016 American presidential election, many remain bewildered at how frivolous name-calling, conjecture, and meaningless clichés replaced civil discourse. In place of talks on policy and legislation, Hilary Clinton and Donald Trump traded verbal jousts that were internationally televised and proliferated through social media: see Estepa (2017) and Keegan (2017). Sides have been taken. Battle lines have been drawn. The result, most would agree, has been a divided nation – one that focuses on competition, finger pointing, and allegiance to ideology. In the wake of this shift in political discourse, what is the alternative? What materials or resources are available to help students develop skills in persuasive writing and argumentation?

To answer this question, this study examined argumentative writing samples taken from some of ELT industry’s flagship publishers. First, a snapshot of the data is presented by introducing the types of topics being discussed. Next, the data was critically analyzed by looking at key elements in argumentative writing (e.g. introduction, antithesis, transition, thesis, and preview). Findings of this study revealed two important insights: 1. There were significant gaps in comparing the types of topics in today’s media versus topics included in ELT course books, and 2. Many of the authors included in the data sample seemed to lack an awareness of basic skills in argumentative writing. How these issues can be addressed and other pedagogic implications will be discussed in the latter half of the presentation.

**Key words:** ELT, Argumentation, Debate, Written Composition, Persuasion



**Pius A L Berek**  
ERCICRTEL1805187

**Relationship Between Gender and Age With Adolescent Levels of Knowledge About HIV / AIDS at SMAN 3Atambua, East Nusa Tenggara**

**Pius A L Berek**

**Nursing Program, University of Timor, Atambua, Indonesia**

**Abstract**

Adolescence is a time when individuals are at the highest social mobility . This high social mobility will open up opportunities for him to be exposed to various social, cultural, cultural, as well as physical and psychological changes . As a result, these adolescents have a high susceptibility to the



	<p>transmission of various types of diseases, especially HIV / AIDS. Lately there is a tendency to increase cases of HIV / AIDS, especially in teenagers who are still very productive age. This study aims to analyze the relationship between sex and age with the level of adolescent knowledge about HIV / AIDS in SMAN 3 Atambua. The method of analysis is based on the type of data that is gender characteristics and age as independent variable and level of knowledge as dependent variable . Furthermore, the analysis test using two stages of univariate analysis and bivariate analysis. The results of the bivariate analysis using chi square note there is no relationship between age and level of knowledge of adolescents with HIV / AIDS (p = 0.591 at 0.05 alpha) but there is a significant relationship between sex with adolescent knowledge level about HIV / AIDS with p = 0.010 at alpha 0.05. Increasing counseling in adolescents, especially adolescent boys through peer groups involving the school becomes an important thing to be prioritized considering the age of adolescents is the most valuable asset of the nation. <b>Keywords:</b> HIV / AIDS, gender, age, youth knowledge</p>
<p><b>Fahimeh Bonjooei</b> ERCICRTEL1805191</p>	<p><b>Exploring the Strategies Used in English Translation of the Concept of Faith in the Holy Quran: Newmark Model in Focus</b></p> <p><b>Fahimeh Bonjooei</b> Department of English, Azad University of Iran, Shiraz, Iran</p> <p><b>Abstract</b></p> <p>Based on the procedures of translation, the aim of this article was investigating the strategies of translation which were applied by the translators of the Holy Qur'an in the English translation of verses which were related to the concept of "Faith" based on Newmark's model (1981&amp;1988). In so doing, a number of 86 verses of the Holy Qur'an along with their English translations by three translators were gathered. To keep the time, 6 of them were chose for this article. After collecting and classifying source and target examples, the theoretical approaches related to translation strategy (Newmark) were gathered, so that this theoretical background could help to see which strategies had been applied by the translators to render them and the number of the most and the least strategies used. In this respect, the relying was on Qur'nic exegesis; <i>Tafsire-Noor</i> written by the exegete Sheikh Mohsen Qaraati and the <i>Kashfol-Asrar</i> was written by the exegete Khaje Abdullah Ansari, as tools that allowed understanding Qur'nic meanings. Findings showed that the strategy which had been used mostly by the selected translators was literal translation and the last three procedures that were used with less percentage were recognized translation, translation couplet and synonymy. <b>Keywords:</b> Translation strategies, Faith, Exegesis, Holy Quran, Verses.</p>
<p><b>Noviana Astuti Irna Sakir</b> ERCICRTEL1805194</p>	<p><b>The improvement of student learning activity and outcome through implementation of problem based learning model on secondary high school in South Sulawesi, Indonesia</b></p> <p><b>Noviana Astuti Irna Sakir</b> Biology Education, Seoul National University, Seoul, Korea</p> <p><b>Abstract</b></p> <p>Problem based learning model was implemented in biology lesson, where focused on environmental issues topic. This research is a classroom action research, carried out during two cycles. This study aims to know the improvement of student biologylearning activity and outcomes through the implementation of <i>problem based learning</i> model. The subject of this study is</p>

	<p>grade 1 students of junior high school in South Sulawesi, Indonesia. The data of student learning activities were collected during the learning process and it was observed by researchers and assisted by two science teachers as an observer by using observation sheets. Meanwhile, to measure the improvement of student outcomes, problem based questions were given to students in the end of each cycle. All the obtained data were analyzed through qualitative and quantitative analysis. Results of this study shown the average of student learning activity in the first cycle is 49.96%, while in the second cycle is 71.43%. On the other hand, student learning outcomes also increased with the meanvalue of the first cycle is 60.54% and the second cycle is 72.58%. In addition, we also measured the percentage of students who passed and failed in the end of learning as summative assessment. By using statistical analysis of student mastery that were implemented in Indonesia, it was found that there was 29.16% improvement of students outcomes. Based on these results, it can be concluded that the implementation of problem based learning model can improve students learning activities and outcomes significantly.</p> <p><b>Keywords:</b> activities, environment, outcomes, problem based learning.</p>
<p><b>Rizky Oktaviana Eko Putri</b> ERCICRTEL1805195</p>	<p><b>Using Concept Maps as Tools to Measure the Freshman College Student s Conceptual Understanding About Geometry</b></p> <p><b>Rizky Oktaviana Eko Putri</b> Mathematics Education Department, Faculty of Teachers Training and Education, Universitas Islam Majapahit, Mojokerto, Indonesia</p> <p><b>Abstract</b></p> <p>The aim of this study was showing that concept map can be used as measurement to analyze the freshman college students' conceptual understanding about geometry. This qualitative study was carried out in three steps, first step was conducted by giving a mathematical ability test to choose three participants. Three participants was chosen based on the mathematical ability, high, intermediate, and low mathematical ability. Second step was concept mapping training that is given to the three chosen participants. The purpose of the training was illustrating how to develop a correct concept map so that data would obtained as expected. The last step was giving the participants a concept mapping task about geometry where nodes about geometrical concepts were provided to be arranged. Based on the results of data analysis, the results are that concept maps are effective assessment tools to see students' understanding of functions and can be a tool for detecting misconceptions about a concept.</p> <p><b>Keywords:</b> Concept mapping, concept map, conceptual understanding, Geometry</p>
	<p><b>A Language Analysis of Instructions in the Revised Tenth Grade English Textbook</b></p> <p><b>Lufi Wirmarini Lukman</b> English Language and Literature Education Study Program, The Postgraduate Program of The State University of Surabaya, Surabaya, Indonesia</p> <p><b>Abstract</b></p> <p>Instructions in the textbook of the revised "Tenth Grade English" are unique because they could contain more than one sentence in a task. The instructions are studied whether they are effective based on the Curriculum. The research questions were how the diction, sentence structure, and language style of the</p>

	<p>instructions are, and how the students' perceptions of language in the instructions are. The study was a qualitative study with an observation checklist for the language, and an open-ended interview for the students' opinions. The data were analyzed descriptively, with an investigator triangulation. The results showed the diction uses too many words, has some misspellings, and sometimes uses more than a keyword in a sentence. The sentences structure is varied, from imperative, with illocutionary act potentials of requesting, demanding, commanding, and directing; declarative, and interrogative sentences, but some of them are too long and ungrammatical. The language style of the instructions is also varied, from using negative politeness, positive politeness, solidarity, and deference strategies, using pre-sequences and not using pre-sequences, and saying nothing, saying something off the record, and saying something on the record, but there are styles which are Indonesian-like, rather than English. The students' perceptions showed they are aware some instructions are too long, very formal, and confusing. In conclusion, the instructions language use is not effective. There are needed some considerations in the writing, based on the pedagogy. The suggestion is the other studies relate the instructions with the students with the students' level of English proficiency.</p> <p><b>Keywords :</b>Instructions, Diction, Structure, Style, Perceptions</p>
	<p><b>The Cultivation of Student s Creativity through the Theater Extracurricular Program in Primary School Level</b></p> <p><b>Syarip Hidayat</b> Department of Primary Teacher Education, Universitas Pendidikan Indonesia, Bandung, Indonesia</p> <p><b>Abstract</b></p> <p>Extracurricular activities play an important role in character education, especially the character of student creativity. There are several types of extracurricular;and drama or theater is an alternative extracurricular program that can foster student creativity. Drama or theater activities can facilitates students to develop their creativity in work. The students can express themselves through acting, dancing, playing musical instruments, script writing, and craft making. In the context of education, the character education is needed to instill students' creative attitudes. However, the space to create creative ideas for students is still limited. Therefore, the theater extracurricular activities provide space for students to cultivate their creativity. This study aims to reveal implementation, planning, operation, evaluation, support, and educational barriers to the character education of students' creativity by the theater extracurricular. Exposing qualitative approach, this research reveals the phenomenon of student creativity cultivation by means of theater extracurricular activity in primary school level. The data were revealed through observation, interviews, and documentation. Subsequently, the data was analyzed by using descriptive qualitative analysis with three stages: data reduction, data display, and data verification. Based on the interpretation of the results, students' creativity is growth and developed optimally through the theater extracurricular with 4P(personal, push, process, product) strategy and peer tutor method. Still, there is lack of appreciation of the school to the students' work and facilities that need to be updated and equipped.</p> <p><b>Keywords:</b>Character Education, Creativity Growth, Theater Extracurricular</p>
<p><b>Mangaratua M. Simanjong</b> ERCICRTEL1805193</p>	<p><b>Ethics Information system development method for learning that more human oriented</b></p>

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**Abstract**

The policy about teacher professionalism has been applied for last decade in Indonesia. However, science and technology development, changes in society, innovation in teaching and learning theory, and all other changes demand a human friendly information system for learning. The online learning system is developed for students and teachers, than the system needs to put importance to the human aspect. Considering this demand, it is necessary to think about online learning system development method that put more consideration in human aspect. There are many informational system developmental methods available. This article describes a development method, which more human oriented called ETHICS (Effective Technical and Human Implementation of Computer Based Systems). One that balances the human and technical aspects in developing the informational system.

**Keywords:** informational system, ETHICS, online learning



Arthur McNeill  
ERCICRTEL1805201

**Lexical Knowledge and English as a Medium of Instruction: Some Undergraduate and Postgraduate Differences**

Arthur McNeill

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Bangkok, Thailand

**Abstract**

It has long been recognized that insufficient vocabulary knowledge may represent a serious obstacle to academic success. The importance of a large vocabulary has been highlighted in recent studies which suggest that the number of words required of university students may be higher than previously assumed. For example, Laufer & Ravenhorst-Kalovski (2010) recommend that the optimal threshold is the knowledge of 8,000 word families. Since many students currently enter English-medium university degrees knowing fewer than 3,000 English words, it may be appropriate to ask whether courses in English for Academic Purposes (EAP) attach sufficient priority to vocabulary growth. Unfortunately, the vocabulary goals of many EAP courses are restricted to the acquisition and use of academic (or sub-technical) words. Moreover, vocabulary research in EAP has been largely dominated by the production and evaluation of academic wordlists. This paper advocates a broader approach to vocabulary within EAP and proposes that discipline-specific (technical) vocabulary needs to be included within EAP curricula. It is apparent from studies of academic texts that the role played by technical vocabulary has been significantly under-estimated and may account for around 30% of the vocabulary of the specialized texts of some disciplines (Chung & Nation, 2004). The paper reports empirical work based on undergraduate and postgraduate science students in Hong Kong and concludes that, while postgraduate students are generally able to cope with the technical lexis of their subject, undergraduate students may be seriously challenged by it and benefit from explicit instruction in technical vocabulary.

**Keywords:** language education; higher education; technical vocabulary; medium of instruction

## **LISTENERS**

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- 10th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali
- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- 2nd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok
- 3rd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore

**8th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, Bangkok, Thailand**  
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

- 4th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
- 5th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome
- 6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
- 7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia
- 8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon
- 9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore

