Conference Proceedings

2018 – International Conference on Research in Teaching, Education & Learning, 17-18 July, Athens

17-18 July 2018

Conference Venue

The American College of Greece, Athens, Greece

Email: tera@eurasiaresearch.org

https://eurasiaresearch.org

https://teraweb.org/

Table of Content:

Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

TERA has now grown to 4528 followers and 2817 members from 45 countries.

Membership in our scholarly association ADTEL is completely free of cost.

List of members: https://teraweb.org/membership/list-of-members/

Membership Application form link: https://teraweb.org/membership/

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: https://teraweb.org/conference/proceedings/

Facebook is a very popular free social networking website that allows us to keep in touch with friends, family and colleagues.

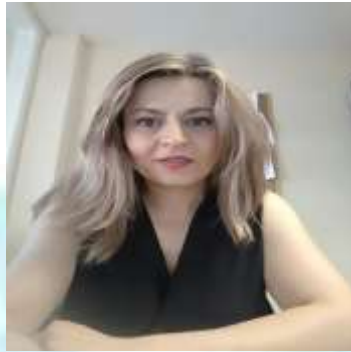We hope to have an everlasting and long term friendly relation with you in the future.

In this context we would like to share our social media web links:
https://www.facebook.com/adtelweb/

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

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

KEYNOTE SPEAKER

Vasiliki Kakosimou

Head officer of Regional Asylum Office (RAO) of Piraeus, Athens

Greek Asylum Service

Vasiliki Kakosimou is the head officer of the Regional Asylum Office in Piraeus- Attica, dealing with cases of international protection from Afghanistan and Bangladesh. Former case worker in RAO Attica for international protection cases from sub-saharian countries and Europe. PhD candidate in asylum management. Master degree in public management. Graduated from National School of Public Administration (ENA). Legal studies' background. Published journal and conference papers. Many paper presentations in international conferences. Moto: "Instead of trying to find the meaning of life, try to have a life of meaning". Research interests: refugee law, asylum management, new public service, etc

Topic: Right to asylum

Examining The Burnout Levels of EIght Grade Students

Ihsan Demirezen
Department of Education, Educational Management,University of Uluda?,Bursa, Turkey

Ihsan Demirezen
ERCICRTEL1801052

Abstract
In this study; It is aimed to examine the burnout levels of eighth graders before and after the exam. - What is the burnout level of the eighth graders before the 1st MINISTRY EXAM exam? - What is the burnout level of the eighth grade students after the 1.MINISTRY EXAM exam? - What is the relationship between pre-and post-burnout levels of first-year students? - What is the effect of gender on the burnout levels of the eighth grade students before and after the 1st MINISTRY EXAM? - Is there a school-class effect on eighth grade students' burnout levels before and after 1st MINISTRY EXAM? - Is there any effect of the students' average grade of achievement grade 6 and 7 on the burnout levels of the eighth grade students before and after 1st MINISTRY EXAM? - Is there any effect of the school's Guidance Service on the burnout levels of the eighth grade students before and after the 1st MINISTRY EXAM? - Does the eighth grade students have an effect on the burnout levels before and after the 1st MINISTRY EXAM, the study center, the weekly course etc.? - Is there any effect of the social activity studies that the eighth grade pupils participated in before and after 1.MINISTRY EXAM burnout In this study, Descriptive Statistical Methods will be used in the analysis of the data as it is aimed to determine the burnout levels of the 8th grade students before and after 1.MINISTRY EXAM Exam. Private universities and state secondary schools in Bursa Province and Nilufer Province in the sample will be formed.

Is Education An Industry?

Prof. Syed Zafar Abbas
Education & English Language & Literature Department, Aliz Educational Institutions, Lahore, Pakistan.

Prof. Syed Zafar Abbas
ERCICRTEL1801053

Abstract
Almost in the world, business professionals entered in the field of Education. They made it Industry especially in Pakistan. That's why the Education level has gone down and not only badly damaged the educational system but they are destroying the future of the coming generations. They are not pay any heed to it but just busy in earning money. Most of the Institutions are now issuing degrees without attending classes. So this is dire need to handle and crush it with iron hands.

Khalid Elbadwi
ERCICRTEL1801054

The Oral Error Correction

Khalid Elbadwi
English Language Department, Collage of Arts & Education (Turabah branch),Taif University,Taif, Sudi Arabia

Abstract
This study focuses on the oral error correction techniques applied by teachers when a student commits errors during speaking or reading English. It also examined whether teachers' ways of error correction affected students' participation in oral activities. A semi-structured interviews was utilized for the data collection. The semi- structured interviews were audio-recorded and the tapes were then transcribed, translated and encoded for analysis. Findings showed that students were affected positively or negatively by the teacher's

	error corrections. They also draw the attention for importance of the scientific ways of correcting errors. This study concludes with the idea that English teacher should get involved in such self-observation studies in order to realize their current practices in the classroom. The data yielded a number of interesting findings which showed that there were differences and similarities between male and female teachers in the ways of correcting students' oral errors. At the end of this thesis, recommendations and suggestions were given.
Ya-Chen Su **ERCICRTEL1801056**	**EFL High School Teachers' Perception of Intercultural Learning and their Intercultural Sensitivity** **Ya-Chen Su** **Department of Applied English,Southern Taiwan University of Science and Technology,Tainan, Taiwan** **Abstract** English language is being used as the medium of communication in a wide variety of international and intercultural settings. This implies that English language teaching should help students develop linguistic skills to communicate and enhance intercultural understanding, which has placed a new demand on teachers. The purposes of the study are to develop an understanding of Taiwanese English language teachers' (1) perception of intercultural learning; (2) levels of intercultural sensitivity and its relation to their willingness to teach intercultural dimensions; and (3) difficulties they face in incorporating intercultural learning into their teaching practices. Data were collected by teacher questionnaire surveys and interviews. Fifty EFL high school teachers in Tainan City participated in this study, 25 of which agreed to participate in interviews and be observed in their classrooms. Results found that these teachers have a high level of intercultural sensitivity and willingness to achieve intercultural learning objectives. But in reality, teachers rely heavily on textbooks for their teaching and devote most of their time to language teaching rather than cultural teaching.
Gokhan Ozaslan **ERCICRTEL1801059**	**Preservice Teachers' Shared Meanings of the High-Stakes High School Entrance Examination** **Gokhan Ozaslan, PhD** **Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education** **Department of Educational Sciences** **Meram Campus, 42090 Konya/TURKEY** **Abstract** The aim of this phenomenological study is to reveal the shared meaning of the high stakes high school entrance examination as derived from the articulated beliefs of a number of Turkish preservice teachers. In the fall semester of the 2017-2018 academic year, 10 undergraduate students from a faculty of education located in a central Anatolian city were interviewed about both their previous experiences of the examination in question and about their perceptions of the current situation at the time of the interviews. Findings from semi-structured interviews revealed a consensus that the high stakes high school entrance examination that they took when they were 8th graders was a serious source of stress and unhappiness for the participants and limited their time for extracurricular activities. The striking finding of the present study is that although the participants expressed their concerns about this testing system and suggested remedial measures for the current situation, none of them mentioned a need for the total abolishment of the entrance examination and giving the students an unconditional equal educational opportunity as an alternative to the current student placement system. A

	practical implication of the findings might be that the courses of "philosophy of education" and "comparative education" should be included in all the departments' curricula. Keywords: High stakes examinations, phenomenology, preservice teachers, Turkey
Sarah Tytler ERCICRTEL1801060	**Write Time, Write Place, Write Tools: How Digital Creative Writing Engages Students of All Disciplines** **Sarah Tytler** **School of Critical Studies, Creative Writing, University of Glasgow,University of Glasgow,Glasgow, Scotland, United Kingdom** **Abstract** Digital creative media offer a free, open alternative to publication, which creates an environment in which students can make their voices heard; our research introduces effective ways to introduce these tools into any classroom, of any discipline, as well as how to best guide the conversations resulting from students interacting with each other's writing. Twitter and online blogging sites such as Wordpress or Tumblr can provide students with a platform for both creative exploration and critical analysis. These digital platforms provide educators with adaptable, flexible tools to increase student engagement, which in turn improves retention rates, and encourages an innovative approach to practising research and writing. Our presentation recommends best practices for incorporating digital creative media and creative writing assignments into any classroom, which adds new dimensions to student research and rhetorical analysis and helps them make inspiring connections between the world and their writing and research processes. As blended learning tools, these provide access to and promote engagement with marginalized voices in student populations. We demonstrate how incorporating multimodality into classrooms--be they distance-learning, international, higher-education, adult-education classrooms, or a combination--improves student involvement, increases retention rates, and encourages active learning processes. Key Words: cross-discipline; digital creative writing; digital pedagogy multimodality; teaching methods
Mohammed Usman Sani ERCICRTEL1801061	**IMPROVING THE QUALITY OF LIFE OF THE PHYSICALLY CHALLENGED PERSONS THROUGH SPORTS PARTICIPATION** **Mohammed Usman Sani (PhD)** **Department of Science Education Human Kinetics and Health Education Unit Faculty of Education Federal University Dutsinma, Katsina State Nigeria** **Abstract** Good health-related fitness and participating in sporting activities are important to health promotion and feeling well. Regular participation in sporting activity not only help prevent illness and disease of the physically challenged, but also help them look good, feel good and improve their quality. This paper therefore discusses on the values of sports, causes of disability, disability sport and its benefit, the rise in physical inactivity, the health benefits of sport and physical activities, improving the quality of life of the physically challenged through sports participation and concluded that the physically challenged must be encouraged to participate in various sports because they need to keep fit to achieve good quality of life. It also recommended that all physically challenged should be encouraged to participate in one form of sports or the other in order to enhance their health and well-being.

Keywords: Participation, Physically Challenged, Quality, Sports

Aileen Chai **ERCICRTEL1801062**	**Design Thinking: How Adolescent Co-Researchers Design Media Literacy Lessons to Solve Adolescent Irresponsible Online Behaviour** **Aileen Chai** **Learning Sciences and Technologies** **National Institute of Education, Nanyang Technological University** **50 Nanyang Technology University** **Abstract** Today's adolescents have grown up in a digital world and are accustomed to socializing and learning online. They are constantly bombarded with information and social perils such as shaming, cyberbullying or egged into performing risky actions. Adolescents are at a precarious developmental stage of their lives. They are prone to make suboptimal decisions because they are compelled to overlook negative consequences to enjoy the immediate benefit— the dopamine reward. To date, media literacy interventions in schools have been successful in dispensing knowledge but seem to have less effect improving adolescent online behaviour. Therefore, it is critical to design media literacy lessons that can influence adolescent online behaviour in a positive way. Since the issue at hand is of adolescents and it can be difficult for adults to discard adult filters when trying to solve the mentioned problem, this research study engaged seven Singaporean adolescents as co-researchers. This present study focused on first understanding why some adolescents behave in an undesirable manner online. With that understanding, adult and student co-researchers formulate possible strategies to guide adolescents to be responsible online. At phase one, seven student co-researchers (13 to 15 years old) with an adult researcher will formulate solutions through design thinking approach. They will explore possible answers through coding of self-reflection and discussion amongst student co-researchers, and peer interviews and social media artefacts. They will proceed to design a series of Character and Citizenship Education (CCE) lessons for their peers. At phase two, the student co-researchers will test their solutions during CCE lessons on three classes from varied socio-economic backgrounds. From the classroom discussion and pre-post tests from the intervention group, and also the results from the comparison data of control and intervention groups, the CCE lessons will be revised further. Key findings will be highlighted during the conference sharing. Keywords: design thinking, children as co-researchers, media literacy, adolescents, social media
Nana Chavchanidze **ERCICRTEL1801064**	**Pupil's Attitudes towards Education and Working Perspectives after Primary Education in Georgia** **Nana Chavchanidze** **Ivane Javakhishvili Tbilisi State University** **Student of Master's Degree program in Applied Social Psychology** **Abstract** The aim of the study is to explore the 9th and 12th graders attitudes towards education and employment perspectives after primary education, as well as to explore factors influencing their career choice. The research was carried out with 389 students, 2 focus groups with 17 pupils and 9 interviews with school management and one expert. The analysis shows that the pupil's attitudes are positive both towards high and vocational education, but more positive is their attitudes towards high education. Accordingly, a majority of pupils (85%) are

going to receive high education, while only 7% is interested in vocational education. A big part of the pupils don't have information about vocational institutions, or vocational education.

48% of pupils think their future work will match their profession, 31% does not know where to work after finishing the desired / named faculty. The largest majority of students made their career choice independently despite the fact that they had no information about the labor market, or their access to career consultation was limited. Thus, students' career choice was not well –informed, or realistic.

In schools there are no profession orientation systems in general education schools. Pupils would like to get more information about professions from schools (52%), presentations about universities and vocational institutions, (34%) tours in the universities and vocational education institutions (20%), or have access to relevant literature (11%).

There is a connection between father's profession and pupil's dream profession. Though there is no connection between pupil's future profession and profession of parents. The main factors for the selection of higher education are information about occupational employment, mother's profession, interest and the prestige of the profession.

Key words: Career Choice, High Education, Vocational Education, Profession Orientation

---

Fernanda Cruvinel
ERCICRTEL1801066

Degree In Distance Physical Education: Ideological Trends

Fernanda Cruvinel
Center for Teaching and Research Applied to Education,University Federal of Goias,Goiania, Brazil

Raquel De Almeida Moraes
Center for Teaching and Research Applied to Education,University Federal of Goias,Goiania, Brazil

Abstract
In this research, we investigated the ideological tendencies of undergraduate courses of distance education in Physical Education in the state of Goiás-Brazil. With historical-dialectical materialism as a guiding methodological principle, research was structured on three interrelated fronts: analysis of the historical aspects of higher education in physical education; discussion on the association of education with the ideology of human capital and an empirical study on the ideological tendencies of distance learning courses offered by University Federal Goiás and University North of Parana. For data collection, the techniques of bibliographic, documentary and field research (semi-structured interview) were used. As a conclusion, it was realized that formation in private higher education institution is primarily focused on employability with minimal concern with human training for the emancipation of the subject. In the public higher education institution, the discourse does not have explicitly this direction in the scope of the formation proposal, but it was perceived that the Open University of Brazil policy, by precarious teaching performance, among other structural issues, hinders a formative action more committed to an emancipatory education, outside the parameters of capital. With this research, we have been able to point out and reveal that the ideological tendencies of Physical Education teacher education are signalized for the labor market: liquid, flexible, where ephemeral fitness or sport practices are expanded to search for beauty, youth and quality of life, relegating to school the minimum of concern with human formation for emancipation. This instrumental reason is evidenced quite strongly in the private higher education institution and less prominent in the public higher

education institution, due to the confrontation of internal factors in relation to pedagogical issues, but the inability to act in the constitution of the Open University of Brazil policy. With this, we have that the problem is not the distance modality itself, but that under the domain of capital, the distance education becomes a very lucrative business thus compromising the quality of education.

Keywords: Ideology. Distance education. Physical Education.

Jianping Gao ERCICRTEL1801070	**Model of teaching in MOOC time**

Haixia Qiu
School of Science, Tianjin University, Tianjin

Feihui Li
School of Science, Tianjin University, Tianjin

Jianping Gao
School of Science, Tianjin Commercial University, Tianjin

Abstract
Massive open online courses (MOOCs) are a recent and widely developed distance education. MOOC is an online course aimed at unlimited participation and open access via the web. MOOCs improve access to Higher Education. They are regarded by many as an important tool to widen access to higher education for millions of people, including those outside the universities. They Provides an affordable alternative to formal education. In the past two years, our university encourages professors to give lessons via MOOC. Our department has launched three courses: principle chemistry, inorganic chemistry and physical chemistry. All the three courses can be enrolled via a MOOC web offered by a provider. Another two courses will be soon launched. In addition to traditional course materials such as filmed lectures, readings, and problem sets, the MOOCs provide interactive student forums to support community interactions among students and professors. At present, all these MOOCs are under trial run. Some problems are founded and need solved.

Natthapong Chanyoo ERCICRTEL1801071	**Cohesive Devices and Academic Writing Quality of Thai Undergraduate Students**

Natthapong Chanyoo
The Graduate Program of Applied Linguistics, Faculty of Liberal Arts, Mahidol University, Thailand

Abstract
The current study aims to investigate (1) common cohesive devices used in the writing development of Thai undergraduate students majoring in English, (2) the frequency of cohesive devices used in the writing of Thai undergraduate students majoring in English, and (3) the relationship between the number and types of cohesive devices and the quality of the writing as rated by writing experts. Thirty junior students majoring in English contributed thirty academic essays as sample texts in the study, with a total number of 16,856 words. Halliday & Hasan's (1976) taxonomy of cohesion was used as an analytical framework of cohesive devices, while a writing assessment rubric developed by Hogue & Oshima (2007) was used to determine students' writing quality. The findings revealed four types of cohesive devices frequently used by Thai undergraduate students including reiteration, reference, conjunction, and ellipsis. A one-way ANOVA revealed significant difference numbers of cohesive devices used in the students' writing. In addition, students' writing

scores positively correlated with the total number of words used in the writing task, the total number of cohesive devices used, and the number of references. [184 words]

Keywords: Cohesion, cohesive devices, academic writing, Thai English students

Nader Ayish
ERCICRTEL1801072

Student Perceptions of Responsibility for Their Own Learning and for Supporting Peers' Learning in a Project-based Learning Environment

Nader Ayish
Department of English and Communication,Khalifa University of Science and Technology,Abu Dhabi, UAE

Abstract
While a common refrain among some educators is that many young adults lack personal responsibility for learning, little empirical research exists that examines how tertiary students perceive or operationalize this construct. This research investigated how 124 freshman engineering students perceive responsibility in terms of what responsibility means, its benefits, and the factors that contribute to their own and peers' learning. Students were surveyed in two project-based learning Communication courses. The survey sought to identify a) students' perception of responsibility for their own learning and for supporting the learning of their peers, b) particular aspects of the courses that contribute to students' development of responsibility, and c) the effect responsible behavior has on their own and peers' learning. Results indicate that most students: 1) believe that they have more responsibility for their own learning than the need to support their peers' learning; 2) can identify particular tasks and assignments that require them to be responsible for their learning; and 3) can recognize the benefits of being responsible for their own learning and for supporting their peers' learning, but do not always operationalize this understanding. Results are discussed and recommendations are made as to how to develop students' personal responsibility in team-based courses.
Index Terms—freshman, gender, peers, personal responsibility, project-based learning (PBL)

Jihene Sdiri
ERCICRTEL1801073

Multi-Objective Assembly Line Solving With Programming

Jihene Sdiri
University of Tunis El Manar, National School of Engineers of Tunis, mechanical engineering department , BP 37, Belvedere, 1002 Tunis, Tunisia

Abstract
This work addresses the assembly line balancing type I problem (SALBP-1). The aim is to minimize the number of stations given by the lower bound of the number of stations and to minimize the total cost stations under the constraints of a given the cycle time and the precedence of the tasks. On the one hand, we consider the SALBP-1 with determinist tasks times; this model is based on the method of the lower bound of the number of stations and the determination of the earliest possible workstation for task and the latest possible workstation for task. Moreover, we make a compares between this multi-criteria model to model without cost parameter. Therefore, we notice the importance of this parameter, such as minimizing the number of stations is performed.
Keywords:
Assembly line balancing problem determinist, earliest possible workstation for task, latest possible workstation for task, lower bound, optimization of the number of stations is performed.

Tagans Yohanna **ERCICRTEL1801077**	**Effects Of Cooperative Strategy, Class Size And School Location On Students'** **Achievement In Basic Science In Akwanga Nasarawa State** **Tagans Yohanna** **Department Of Integrated Science** **Federal College Of Education (Technical) Potiskum Yobe State Nigeria** **Abstract** This study investigated the effects of cooperative strategy class size and school location on students achievement in Basic Science in AkwangaNasarawa State. A true experimental research design was used for this study. The study also employed the use of proportionate stratified sampling technique to draw 256 students of JSSII basic science, from 14 junior secondary schools in Akwanga educational zones. The sample was drawn from urban and rural dichotomy and gender wise to ensure uniformity. One instrument consisting of Basic Science Achievement Test (BSAT) were administered to students' to ascertain the effects of cooperative strategy class size and school location and the achievement of basic science students'. The Basic Science Achievement Test (BSAT) consisted of 20 multiple choice questions drawn from two basic science concepts. The questions were adopted from placement examinations in basic science from 2010-2014, of Nasarawa State Ministry of Education. T-test of independent sample was used to test the Null hypotheses at 0.05 level of significance. The result indicated that there was significant difference in the mean scores of students' exposed to cooperative strategy than those exposed to lecture method. There was no significance in the mean scores of the male and female students exposed to cooperative strategy; there was a significant difference on the school location on students' achievement in basic science in favor of urban schools. And there was no significant difference on the class size in urban and rural school the study therefore recommended that teachers should employ cooperative strategy method so as to help or assist students' to improve their achievement in basic science, Curriculum planners should examine the effectiveness of cooperative strategy and consider its suitability for the teaching of basic science concepts since it has the potential of bringing about meaningful learning and improved students' achievement, Professionals and research organizations like the science teachers association of Nigeria (STAN) and the Nigerian Educational and research Development Council (NERDC) that carry out seminars, workshops and conferences should incorporate cooperative strategy in their curricula at the lower basic secondary level. **Key words: cooperative strategy, class size, school location, achievement.**
Eche Nwali Paul **ERCICRTEL1801078**	**The Negative Impact Of Large Class In The Academic Performance Of** **Students In Higher Institutions Of Learning In Nigeria** **Eche Nwali Paul** **Department Of Fine And Applied Arts** **Ebonyi State College Of Education Ikwo, Nigeria** **Abstract** The paper viewed education as the bedrock for Soc-economic development and sustainability of any given nation. It x-rayed the policy and programmes usually put in by most governments just to make its citizenry get a good education and be comfortable, but things like poverty, the large class problem usually hinders these efforts. It is on this ground that this paper pointed out some challenges facing large class and solution to it since we cannot avoid it because of the large population of Nigeria. The paper stated that attentions were not properly given to students, students' works were not well marked or

	supervised, distractions during teaching and learning, limited space in a classroom, no enough textbooks or other instructional materials available for all students in a large class etc are some of the challenges observed in large classes in Nigeria. Solutions to these ugly situations, recommendations and conclusion provided at the end.
Prof. Dr. Hamdy Nour Eldien Mansour ERCICRTEL1801080	**The impact of suggested training program to improve Muscles power training plyometric exercises on offensive block for volleyball Youngers.** **Prof. Dr. Hamdy Nour Eldien Mansour** **Department of Sports Games, Dean of Faculty of Physical Education,Fayoum University,Fayoum, Egypt** **Abstract** The research aims to design some plyometric exercises on performance of offensive block for volleyball Youngers. Was used the experiment of method that suit the research by using experimental of two groups. The sample chosen purposely from volleyball Youngers in Qaroun club Fayoum government 14-16 years, included 20 players divided randomly into the equal groups experimental and control group each included 10 players. The results showed that the suggested plyometric exercises and playing the training program improved men load o exercises n the performance level of offensive block shill on volleyball and some of physical athletes. The research recommends the necessary of playing suggested plyometric exercises in training program with care modify high according to age. Important of using complex plyometric exercises to raise the level of offensive block skill and physical athletes on volleyball Youngers. Key Words: Training program- Plyometric exercises- volleyball
Dr. Yonca ÖZKAN ERCICRTEL1801082	**English Language Teachers' Views Of Native/Nonnative English Speaking Teachers** **Dr. Yonca ÖZKAN** **Cukurova University, TURKEY** **Abstract** The debate of World Englishes and English as a lingua franca (ELF) lead to some reconfigurations in such related issues as ELF in ELT and critical teacher education models relevant to the current position of English language. Considering the current position of English around the world, language education based on the assumption that learners of English will only communicate with native English speakers will not serve the needs of language learners. Thus, it seems not applicable anymore to present English language learners one single standardized model of English. Instead, it becomes significant to offer them a non-standardized English language by presenting them a broad array of Englishes from different cultural and linguistic backgrounds since the knowledge of English cannot be constrained to one single variety. This study tries to shed light on native and nonnative English speaking teachers' differences in teaching context from the point of nonnative English speaking teachers. Collecting data form open-ended questionnaire and semi-structured interviews, the study tries to elicit it a clear picture of what nonnative English speaking teachers think about themselves and their counterparts at their own institution. The results showed that a great majority of the teachers insisted on using inner-circle countries and their cultures in their current context. However, some did challenge the notions of nativeness and native speakerism, which could make this study authentic. This study also has got some crucial implications for material developers, curriculum designers, and language teachers.

	Keywords: English language teaching, native and nonnative English speaking teachers, English as a lingua franca, culture.
Robert Moussetis ERCICRTEL1801083	**The Mediating Role of Engagement on the Relationship Between Curiosity and Student Success** **Veselina Vracheva** **Assistant Professor of Strategic Management and Leadership** **Robert Moussetis** **Professor of International Business and Strategic Management** **Abstract** Considering the global changes in higher education, students are focusing on skills and knowledge to facilitate employability. Hence, value based education takes center stage. Consequently, the higher education is transitioning to entice students with engaging and curiosity based approaches to education while enrollment rates continue to increase, globally. This paper explores the relationship of perceptual and epistemic curiosity to student success along with the mediating role of engagement. It will explore the considerable body of research on engagement and student performance or curiosity; however, it will also delve into the relatively non-existing research on the relationship of curiosity and performance.
 Davut Uysal **ERCICRTEL1801123**	**The Impact of Organizational Cynicism on Organizational Commitment: An Applied Research on Language Instructors in Turkey** **Davut Uysal, Lecturer** **Anadolu University, School of Foreign Languages, Eskişehir** **Abstract** This study investigates the effects of organizational cynicism on organizational commitment. There are some studies in the literature regarding organizational cynicism. However, the number of studies on cynicism is very limited in Turkey, but the present study attempts to find out if there is a significant relationship between organizational cynicism and organizational commitment. This study was conducted at School of Foreign Language-Anadolu University in Turkey from 2016/5 through 2016/7. This study is one of the few empirical works so far in the field of organizational cynicism and its effect on organizational commitment in Turkey. This survey-type study is a descriptive one with regards to method employed in data collection. The author of the study investigated the attitudes of English language instructors with regards to organizational cynicism and organizational commitment. Ultimately, it explains the effects of organizational cynicism on organizational commitment. One hundred and sixty-seven questionnaires were distributed and one hundred thirty six usable questionnaires were returned, a response rate of 81%. The findings revealed a significant relationship between cynicism and their commitment to their organisation. The present study provides a number of valuable recommendations for managers and higher education organisations with regards to effective management practices. Keywords: Organizational cynicism, organizational commitment, Turkey, English language instructors, management.
Dr Snjezana Bilic ERCICRTEL1801124	**Exploring narratives of belonging and engagement: students of refugee backgrounds in Australian higher education** **Dr Snjezana Bilic** **UniSA College, University of South Australia**

Abstract

Students of Middle Eastern and African refugee backgrounds are a new reality in an increasingly diversified Australian classrooms. Yet, research on culturally and linguistically diverse (CALD) students of refugee backgrounds in higher education (HE) is scarce and student experiences in the transitional pathway programs is undocumented.

A handful of studies report that students of refugee backgrounds face many barriers to education (Pugh, Every and Hattam 2012:125). They experience external and internal obstacles. With regards to external obstacles, it is reported that despite being in a safe environment, these students still face racial discrimination and social exclusion (Luke, 2005; Onsando and Billett, 2009; Lawson, 2014). Students reported also encountering pedagogical practices that did not recognise their socio-cultural backgrounds and refugee life experiences. These factors can pose significant barriers to social inclusion and educational outcomes for students with refugee experience. So an exploration into what this cohort of students finds to be socially inclusive learning environment at a university level is essential. In terms of personal constraints, many have experienced trauma, relocation shock and challenges to their identity while transitioning to the new society. Yet, there is no research that documents in detail the constraints students of refugee backgrounds face in terms of cultural or familial obligations they have to negotiate when attending university. Understanding both personal and external constraints they face is central in our aim to engage this group of students further and for them to benefit more from their educational experiences.

This paper reports on a study of experiences of students from refugee backgrounds studying at UNISA College to transition into university. It examines both external and internal obstacles students face and it looks at how students from refugee backgrounds negotiate university pathways program. The study also examines if students from refugee backgrounds feel sense of belonging at university and the significance of this to their academic and social development. Finally, this paper explores how these understandings can be used to improve student engagement, academic integration and outcomes of students from refugee backgrounds.

Pei-Ling Yang
ERCICRTEL1801125

EFL College Learners' Language Anxiety and English Picture Book Reading

Pei-Ling Yang
Oriental Institute of Technology,,Taiwan

Abstract

The purpose of the study, based on the concepts of Vygotsky's Sociocultural theory and Krashen's Input Hypothesis, is to find out the effect of English picture books on EFL college low-achievers' language anxiety. English picture books and have been claimed to raise EFL learners' learning motivation and to promote independent learning and thinking. However, there is little research focusing on the effect of English picture books on tertiary learners. The study involves 25 participants; the study time is one-semester long. The instruments for the study are a set of learners' background questionnaire, perceptions of and attitudes towards English picture books and anxiety questionnaires. Each participant is required to read English picture books during class and after reading, they need to write down feedbacks or thoughts. On-site teacher observation and post-interviews will also be conducted after the study. The findings will possibly show some differences of the language learning anxiety. This study results may provide evidence that English picture books play an influencing role enhancing EFL learners' language anxiety and attitudes towards English learning.

Keywords: Sociocultural Theory, Input Hypothesis, EFL learners, English picture books, language anxiety

Mounia Nedjari **ERCICRTEL1801126**	**Project Work as an Assessment Device: Preparing the adult learner for the challenges of the 21st century.** **Mounia Nedjari** **English Language Education,Tlemcen University,Algeria** **Abstract** **This research work has adopted an investigative study to understand the specific sorts of secondary school EFL teachers practices to the project work as an assessment pedagogy to language learning .With this goal in mind, we needed to incorporate both EFL teachers and learners' attitudes and beliefs that have nuts-and -bolts concerns into the process of alternative assessment which is project geared. Data about the addressed issue were compiled quantitatively through questionnaires, also qualitatively by using classroom observations to seek live data from live teaching situations. Unfortunately, the findings seem to paint a bleak picture of the prospects for project work as an alternative assessment tool in the Algerian EFL classroom as the results reveal that traditional testing methods are still given more prominence; the main cause in that is apparent to be the inadequate teacher support and provision. Indeed, the results helped in shaping remedial suggestions to afford more opportunities to the practice of alternative assessment.**
Saeed Ahmed Kasi **ERCICRTEL1801128**	**Evaluating The Degree Of Effectiveness Of Multimedia In Medical Science And Engineering.** **Saeed Ahmed Kasi** **Global Development Institute (Gdi), The University Of Manchester** **Chief Operating Officer, Balochistan Education Endowment Fund** **Fulbright Scholar/ Alumni, Maxwell School, Su, New York.** **British Chevening Scholar 2015/16.** **Abstract** **The Past Decade Witnessed A Significant Growth In The Use Of Multimedia In Various Educational Institutions, Corporate Sectors, Trainings And Seminars. Today, It Has Become An Important Part Of Higher Education In Medical Science, Engineering , Management Sciences And Other Field Of Studies.. With The Advent Of Computer Based Innovation, This Mode Of Learning Has Highly Flourished Across The Globe. This Paper Explores The Degree Of Effectiveness Of Multimedia In Medical Science And Engineering. The Results Of This Study Shows That The Multimedia Application In The Aforesaid Disciplines Seems Much More Effective If It Is Blended With The Traditional Mode Of Instructions. The Cognitive Loads Of Learning, Specifically The Intrinsic Load And The Extraneous Load Which Multimedia Exerts On The Students Of These Disciplines Suggest That This Media Should Be Blended With The Traditional Mode Of Instructions For Optimum Outcomes In Terms Of Learning. The Study Also Suggests Certain Technical Measures To Make The Multimedia Application More Effective For The Medical Science And Engineering Studies. This Research Provides Theoretical And Practical Guidelines To Academics Of The Medical Science And Engineering Disciplines.** **Key Words: Multimedia; Extraneous Load; Intrinsic Load; Interactive Multimedia Technology; Cognitive Theory Of Learning;**
Azra Shalbaf **ERCICRTEL1801134**	**The study student's academic burnout according to predictors core self-evaluation and Achievement goal orientation**

Azra Shalbaf
The Faculty of Psychology & Education,The University of Tehran,Iran,
Tehran

Abstract
This research was done with the purpose of the study of core self-evaluation and achievement goal orientation in predicting academic burn out in students of Tehran city. The method of research is cross-correlation. The statistical population consisted of all high school students in 2015-2016. Sample of 200 students were selected using multistage cluster sampling. Analyzed 170 questionnaires, after discarding the incompletes. Data were collected by Breso school-burnout inventory (2007), achievement goals questionnaire (2001) and core self-evaluations scale (2003). Data were analyzed by correlation, independent t-tests and regression. The Results showed that there was negative relationship between academic burnout and core self-evaluation, goal mastery-oriented, performance-oriented and performance-avoidance but there was no associated with mastery-avoidance. Also the results of multiple regression showed that core self-evaluation and mastery-oriented negatively affect academic burnout. And the total, 36% of the variance of academic burnout was explained by two variable. Eventually the results showed that there was no significant difference among of three variables in the two groups of female and male students. But there was significant difference in emotional exhaustion of academic burnout in the two groups, and male had higher emotional exhaustion.
Keywords: academic burnout, core self-evaluation, achievement goal orientation

Yuying Zhu **ERCICRTEL1801135**	**A Comparative Research on the Development Level of Left-behind and Non-left-behind Children in Rural Areas of Henan Province** **Yuying Zhu** **Department of English School of Education Science,Nanjing Normal University,Nangjing, China** **Abstract** Left-behind children in rural areas are vulnerable groups with the course of our country's urbanization. Left-behind young children in rural area separate from their parents in their early childhood, vicegerent guardian's care are less sensitive and careful than children's parents, they give less concern to children's verbal development, this make the verbal problem of the left-behind children to be ubiquitous problem. This study chooses four kindergartens from the east the middle and the west of the Henan Province, explore the verbal development differences between the left-behind young children and the non-left-behind young rural children through the MSCA scales and self-made questionnaires. The study shows that there is no significant difference between the left-behind young children and the non-left-behind young rural children in the verbal development, though the marks in primary class and middle class the non-left-behind young rural children is higher, but the top class in the kindergarten is not. what's more, the emergent reading and the economy have significant influence in young children's verbal ability. Keywords—Left-behind and non-left-behind children in rural areas, regional difference, verbal development
Azra Shalbaf **ERCICRTEL1801138**	**Design Patterns of Communication Behavior in Educational Organizations** **Azra Shalbaf** **The Faculty of Psychology & Education Institute of Psychology &**

Education, The University of Tehran, Tehran, Iran

Abstract

Ethics in educational organizations is a preventive measure for unethical deeds in the environment of educational organizations. Specification and compilation of ethical responsibilities of organizations dealing with educational organizations with respect to their own rights in particular and others rights in general is really needed in the widespread and free domain of communications. This paper is an analytical study on efficiency and effectiveness of ethics and designing a model of communicative behavior, to indicate how ethics prevent unethical behavior in multiple domains in educational organizations,

in according to the knowledge of psychology and education, This article defines the precise meaning of ethics while analyzing it and comprehensively distinguishes the boundaries between internal and external environments of organization with an approach to ideals, values and commitment of the organization for conceptualizing educational organizations ethics. To define comprehensive ethical codes in the ethics of educational organizations and stating accountability of organization for unethical behaviors calls for such a conceptualization. The codification of ethical affairs would be useless without such a conceptualization. Therefore, education ethics are defined through ethical responsibilities of an organization with respect to its internal (environment managers, advisors, professors, staff, etc.) and external environment (publishers, decision-makers, authorities, government, universe, humanity and etc.) and behavioral communicative models based on respect to others rights.

Key Words: Educational Organizations, Communication Behavior, Ethics

The Implementation Of Lesson Plan In Teaching English For Chemical Engineering Class

Nunung Susilowati
English Department, Unnes

Nunung Susilowati
ERCICRTEL1801140

Abstract

The use of lesson plan in the teaching process is important. A lesson plan is a step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is important to classify the learning outcomes and objective for the class. It is important because it helps the teacher in achieving the goal of the lesson that day. As it is important, the teacher should make a good lesson plan. The aim of this sudy is to find out how the lecture implements the lesson plan that she has made before in the teaching process. The researcher make an observation of the teaching process in the classroom and also collect the lesson plan that the teacher's has made to collect the data. After analyzing the datas, it was found that the teacher did not apply the lesson plan fully in the learning process. The teacher used a text in the learning process, but she did not use the text that should be in the context of chemical enginering, not a general text. The lesson plan also did not fulfill the criterions of a good lesson plan. Regarding the results, it could be concluded that the lecture did not implement the lesson plan fuly and the lesson plan is not good enough. It is better for the teacher to use a text and also the lesson material that in the context of chemical engineering, not a general one.

Keyword : Lesson Plan, Chemical Engineering, Implementation
Themes: An Analysis of the Implementation of the lesson plan that is used in the Learning process in the Chemical Engineering Class

Cadence Kaumoana
ERCICRTEL1801143

Entrepreneurial Mindset as a Tool to enhance Engagement and Achievement in Education

Cadence Kaumoana
Group Manager – Outcomes
NorthTec, Whangarei, New Zealand

Abstract
Harnessing the Entrepreneurial Mindset in education can have significant impacts not just on educational outcomes but on ambitions and aspirations beyond education systems.
The Entrepreneurial Mindset encompasses elements of the Growth Mindset (Dweck, 2013) with entrepreneurial traits to develop tools of resilience and the ability to recognise and utilise opportunities to achieve an entrepreneurial goal.
The achievement of goals, including educational goals, are entrepreneurially inclined with a framework consisting of strategy, analysis, action, momentum and realisation. Combined with practises of the Growth Mindset such as resilience, self-development, perseverance and determination, a powerful framework for success becomes apparent. When the Entrepreneurial Mindset is explicitly taught the effects on attitude, effort and engagement are extremely positive. This presentation breaks down the Entrepreneurial Mindset framework and the impacts it has had on student educational engagement and achievement.
Keywords: Entrepreneurial Mindset, Education, Achievement

Lamprini Chartofylaka
ERCICRTEL1801145

Ict's Perspectives In Context-Driven Learning Initiatives: Using A Collaboration Platform For Research In Primary Education

Lamprini Chartofylaka
Centre De Recherches Et De Ressources En Education Et Formation (Crref), Université Des Antilles, Guadeloupe, France

Marc Fraser
Département Science Et Technologie, Université Téluq, Montréal, Québec, Canada &
Centre De Recherche Interdisciplinaire Sur Le Bien-Être, La Santé, La Société Et L'environnement (Cinbiose), Université Du Québec À Montréal, Montréal, Québec, Canada

Alain Stockless
Département De Didactique, Université Du Québec À Montréal, Montréal, Québec, Canada

Valery Psyché
Département Éducation, Université Téluq, Montréal, Québec, Canada

Thomas Forissier
Centre De Recherches Et De Ressources En Education Et Formation (Crref), Université Des Antilles, Guadeloupe, France

Abstract
In the 21st century, creating better learning environments for students implies the integration of information and communication technologies (ICT) in didactic practices. As a matter of fact, the development of online tools such as Edmodo offers several opportunities for collaboration between classrooms around the globe. In this respect, the multi-iteration study "TEEC - Educational Technologies for Teaching in Context" makes use of computer-mediated environments, synchronous and asynchronous, within a didactic

model of context-based learning approach between Guadeloupe and Quebec. Our project focus on students' investigations on scientific objects of study in diverse disciplines and in different educational levels. For two experimentations in elementary schools, focusing on sustainable development and linguistics, Edmodo platform was implemented as the asynchronous tool for communication among our participants aged 9-12 years old. This paper elucidates the opportunities and the challenges on adapting Edmodo as a supporting tool for sharing in context-driven learning initiatives. The Design-Based Research (DBR) methodology is used for studying and validating our science learning didactic approach. Hence, DBR principles are also applied to the assessment of Edmodo as an asynchronous platform within our two successive iterations in primary education. In accordance with the global learning objectives of the project, data collected, principally through group notes (messages, documents) in Edmodo, aims to identify patterns on students' participation, engagement and interaction in an asynchronous mode. Additionally, our article is nurtured by observation notes concerning the introduction process and the implementation stage of Edmodo to our participants. Our ultimate objective is to provide insights on the use of Edmodo as an asynchronous digital workspace for collaboration and sharing in context-dependent learning situations in elementary education.
Keywords : learning, didactic, context, asynchronous, Edmodo

Effect Of Blogging On Essay Writing Performance Of Iranian Students

Hajar Kashani
Young Researchers And Elites Club/Islamic Azad University-Tehran North Branch, Tehran, Iran

Hajar Kashani
ERCICRTEL1801147

Abstract

The purpose of this study was to determine the effect of blogging on the essay writing performance of Iranian graduate students. The writing performance was measured in terms of content, organization, language use, vocabulary, and mechanics. A quantitative experimental design was used to assess the effect of blogging on the Iranian graduate students' essay writing performance compared to the control group who did not receive the treatment (blogging) and used conventional pen-and-paper tool for essay writing. The instrument to assess the participants' writing performance in their pre and posttest was the TOEFL writing test. Results of the pretest and posttest of each group showed that both groups improved in their overall writing performance from pretest to posttest. Posttest results which compared both groups revealed that only in terms of content the blogging group outperformed the pen-and-paper group. Results of the study showed that essay writing can enhance the university students' writing performance by using both conventional and technology-based tools. The study also suggests using blogging as a communicative tool of writing to the ESL/EFL teachers in order to lower the students' anxiety level compared to the pen-and-paper tool and increase their motivation in writing.
Keywords: Essay Writing, Iranian Graduate Students, Writing Performance,Blogging, Pen-And-Paper

Suksan Suppasetseree
ERCICRTEL1801148

Enhancing Thai EFL University Students' Reading Comprehension through a Flipped Cooperative Classroom

Thanaset Chavanklang
School of Foreign Languages, Suranaree University of Technology, Nakhon Ratchasima, Thailand

Suksan Suppasetseree

School of Foreign Languages, Suranaree University of Technology, Nakhon Ratchasima, Thailand

Abstract

Reading skills are important not only for academic achievement but also for professional development. However, some Thai EFL university students have been found to have relatively low reading comprehension ability, even with those majoring in English. Major causes include lack of reading strategies, improper instructional method, and large class size. Although providing reading strategies has commonly been used to improve reading comprehension, it is usually effective when providing suitable environments for learning and practicing. Therefore, an alternative instructional method needs to be used in order to provide enhancing learning environments for the maximum learning outcomes. In this study, a Flipped Cooperative Classroom Model (FCCM) is introduced. With this instructional approach, course inputs are learned through online before classroom, and the classroom time is used for more individual practice and group activities. Moreover, both online and classroom learning modes are supported by cooperative activities which help improve reading ability through the group learning process. The objective of this study was to investigate the effectiveness of the FCCM model. The study was implemented with a group of Thai EFL university English-majored students at Nakhon Ratchasima Rajabhat Univesity, through a Reading Comprehension course. The effectiveness of the model was assessed by comparing reading comprehension between the experimental group, learning through the FCCM instructions, and the control group, who learned with conventional classroom. Opinions of students learning with the FCCM method was also investigated. The results showed significant improvement in reading comprehension of the experimental group in comparison to the other group, as well as positive opinions about learning experience and the FCCM.

Keywords : Reading Comprehension, Flipped Classroom. Cooperative Learning

The Benefit of Nurturing Nature in Context of the Indian Education System

Rahil Mahmood
Head Start Educational Academy, Bangalore

Rahil Mahmood
ERCICRTEL1801151

Abstract

This study aims at exploring the impact of STEM education (specifically engineering) in the Indian education system. Discussed are the benefits of nurturing the unique 'nature' of an individual rather than forcing them to adopt a certain set of skills or pursue studies in a field that they may not have a natural inclination towards. The paper examines how the Indian education system has produced several engineers over the years who, as a result of being influenced by certain societal biases, have been unable to acquire a variety of jobs in the international market. In order to justify this claim about the advantage of nurturing the unique nature of an individual, a survey was conducted to determine the factors that drive people towards certain jobs. Three groups of people were included: high school students, professionals in various non-engineering fields, and professional engineers/engineering students in college. Each group was asked a variety of questions on their job/major and the role their parents/family members played in influencing their choices. The results revealed that 90.6% of students had parents who wanted them to pursue STEM subjects merely for the sake of "job security in the future" and "societal pressure." At the same time, less than 10.7% of those surveyed confirmed that their parents had urged them to pursue subjects under the Humanities, either at school or college level. Of the professional

engineers, 70.2% stated their calling didn't lie in engineering and therefore planned on switching fields in the future. With the help of data from the surveys conducted, this study aims at promoting the idea that Indian society could benefit to a large extent by allowing students to discover and nurture their unique 'nature.'

Keywords: Nature and nurture, Indian education system, STEM education, societal/familial pressure, job satisfaction.

Educational Scenarios For The Next Two Decades In Elementary, Secondary, And Higher Education Curricula In Turkey

Metin Asci
Educational sciences,Celal bayar university,Manisa, Turkey

Metin Asci
ERCICRTEL1801152

Abstract
Due to the planned character of educational practices, it is of importance that countries work out detailed plans for such practices beforehand and assign the preparatory work for these plans to special commissions. The particular profile of individual that every country needs and aims to train in accordance with its own general objectives and philosophy is revealed through its educational programs. Thus, the present study created scenarios regarding the elementary, secondary and higher education curricula to be implemented in Turkey in the next two decades by considering the changes and trends around the world. These scenarios were constructed from the data obtained from interviews with 30 instructors employed in Ankara, Hacettepe, and Middle East Technical Universities (Scenario Group). The obtained data were subjected to content analysis by the researchers (Scenario Team) and scenarios were shaped around the three identified categories (elementary, secondary and higher education curricula).

Eun-Sook Park
ERCICRTEL1801153

A Study on the Development of Flipped-MOOC Model in University

Eun-Sook Park
General Studies,Kosin University,Busan, South Korea

Abstract
This research has explored the trend of MOOC inland and outland and analyzed the present condition and types of MOOC in University, and found out the strategy of MOOC, and make a MOOC educational model and flipped-MOOC model could be used in the class. For this, the following task has implemented, 1) exploring the trend and management of MOOC inland and outland and the present condition of MOOC in University through the literature and case study, 2) developing MOOC educational model for building MOOC in University and effective management, 3) making Flipped-MOOC model based on flipped learning in MOOC environment, and applied into the course and find out the strong and weak point and suggested the alternative for effective management of Flipped-MOOC course. As the result, this research found out various usage direction and method to enforce the life long education and educational competitiveness according to the change and improvement of educational method and quality enhancement as a part of University. And this research suggested the practical task and management strategy for developing and using MOOC in the educational filed. The task for establishing educational goal is suggested as well for the effective development and successful management of MOOC.

A Comparative Study Between Turkey And Zambia Teacher Education System

Brian Mumba
Department Of Measurement And Evaluation In Education
Faculty Of Education Mersin University Turkey

Brian Mumba
ERCICRTEL1801154

Abstract
Teacher education, remain and continue to be the most important element in any education system in the world. There is a common saying that "the success of an education system largely depends on the quality of the teachers who plan and practice teaching and learning processes". The main objective of the study is to compare teacher training policy and practice in Zambia to Turkey's system. The study was qualitatively designed. The study is divided into four sections. The first section, describe the general characteristics of the education system in Turkey and Zambia. In the second section, the study focused on education background in both countries with a focus on teacher education. The third section describes teacher education in both countries. Last but not the least, the last section, give a review based on the similarities, differences and problems in the teacher education practices in Turkey and Zambia. Based on the literature reviewed, it can be said that, in spite of some similarities in the teacher education system and practices, the Turkish teacher training system has richness in terms of its features. Zambia can learn from Turkey especially in the area of regulation of training institutions, admission into the teaching program and selection into the teaching service. The problem of unemployment continues to face the countries as there is a high number of new graduates waiting to be recruited into the system as teachers.

Anaerobic And Aerobic, Stroke Rates Influences Of Male And Female Swimmers

Prof. Dr. Usama Ashmawi
Professor of swimming training and head of the theories and applications of Aquatic sports department, Faculty of physical education, Port-Said University, Egypt.

Dr. Mohamed El-Rashedy
Ph.D. At theories and applications of Aquatic sports department, Faculty of physical education, Port-Said University, Egypt.

Dr. Dalia Shlima
Ph.D. At theories and applications of Aquatic sports department, Faculty of physical education, Port-Said University, Egypt.

Prof. Dr. Usama Ashmawi
ERCICRTEL1801063

Abstract
Aims was to analyze the influence of gender on the relationship between stroke rates corresponding to aerobic (AE) and Anaerobic of 30 min (AN30) in swimmers. Twenty-two males (GM1) and fourteen female (GF) swimmers were studied. A subset of males (GM2) was matched to the GF by their velocity for a 30 min swim (An30). The Aerobic (AE) was determined through the slope of the linear regression line between the distances (200 and 400 m) and participant's respective times. AE was significantly higher than AN30 in males (GM1 - 1.25 and 1.16 and GM2 - 1.21 and 1.12 m·s-1) and females (GF - 1.15 and 1.11 m·s-1). There was no significant difference between AE and AN30 in males (GM1 - 34.16 and 31.32 and GM2 - 33.67 and 32.46 cycle·s-1, respectively) and females (GF - 35.18 and 34.67 cycle·s-1, respectively). There was a significant correlation between AE and AN30 (GM1 - r = 0.88, GF - r =

	0.93 and GM2 - r = 0.90) and between AE and AN30 (GM1 - r = 0.88, GF - r = 0.80 and GM2 - r = 0.88). Thus, the relationship between AE and AN30 is not influenced by gender, in swimmers with similar and different aerobic capacity levels. Key words: Swimming, aerobic, anaerobic, gender
Prof.Dr. Ehab Shehata **ERCICRTEL1801065**	**Effect Of Integrating Shoulder, Core Exercises On Muscular Power And Overhead Strokes Accuracy For Badminton Players** **Prof.Dr. Ehab Shehata** **Professor of racket games at the Theories and applications of collective sports and racket games department, faculty of physical education, Port-Said university, Egypt.** **Assit. Prof. Dr. Mohamed Elshinawy** **Assistant . Prof. Dr. at the Theories and applications of collective sports and racket games department, faculty of physical education, Port-Said university, Egypt.** **Abstract** The current study examined the effects of a six-week integrating shoulder and core exercises on muscular power and overhead strokes accuracy for Badminton players. Twenty four Badminton players were recruited to participate in this study. Their mean age was (17.35+2.01years). Mean weight was (67.55+5.69kg), and height was |(173.36+4.88cm) the participants were randomly divided in to a(control group and an intervention group integrating shoulder and core exercises for at least 30 min ,3times\ wk. During a six week both groups (control and intervention) Followed an overhead strokes training 3 times\ wk., muscular power and overhead strokes evaluated in all subjects in the beginning of the protocol, after the intervention group was completed a six-week integrating shoulder and core exercises. The present study showed that there was significant within the intervention group between (pre- post-test) ,the post test was significantly higher than the (pre- test) in muscular power and overhead strokes accuracy for Badminton players . The core and shoulder exercises is commonly used as an efficient method to maintain and/or improve muscular power in arms and legs for badminton players. The core and shoulder exercises used as an efficient method to improve clear and smash accuracy strokes for badminton players. Key words: Integrating shoulder and core exercises , Muscular power overhead strokes. badminton
Essa Alfahel **ERCICRTEL1801075**	**Students' motivation of to learn science in Arab schools in Israel** **Essa Alfahel** **Kaye Academic College of Education** **Achva Academic College of Education** **Wajeeh Daher** **Al-Qasemi Academic College of Education** **Abstract** The present study intends to examine the level of motivation to study scientific subjects of students in different stages of Arab Schools (elementary, middle and high schools) in Israel. The study included a convenience sample of 838 students from four districts: South, Central, Haifa and the North. We used a motivation questionnaire developed by Glynn, Brickman, Armstrong and Taasoobshirazi (2011) and which contained 25 statements examining five motivation dimensions: internal motivation, self-efficacy, self-determination,

	career motivation, and achievement motivation. For testing the hypotheses, the SPSS package was used to calculate the averages, standard deviations, t values, and F values. The following findings were obtained: The level of motivation to study scientific subjects is high among students in all types of schools (elementary, middle and high school); significant differences were found in motivation level to study scientific subjects between the three types of schools, with the highest level of motivation among elementary school students; the level of motivation to study scientific subjects is higher among girls than among boys in all types of schools (elementary, middle and high school); The level of motivation to study scientific subjects is higher among students with a higher level of achievement than students with a medium or low level of achievement; the level of motivation of students in high schools who study with female teachers is higher than the level of motivation of students who study with male teachers. We will discuss the findings and draw appropriate conclusions. The research results point at the importance of finding ways to motivate high school students to learn science, as well as finding ways to encourage females to become science teachers. Keywords: Students' motivation, science learning, motivation to learn science, Arab schools
Alan Cross **ERCICRTEL1801079**	**Linking Primary Science and Maths Through Reasoning** **Alison Borthwick and Alan Cross** **Alan Cross** **Manchester Institute of Education,University of Manchester,Manchester** **Abstract** Linking primary science and mathematics education is for many practitioners an obvious link, one which feels natural but one we found when we asked teachers was not made as explicitly as it might. In this paper we focus on how these two subjects can and we feel should be connected and shows what it is to work scientifically and mathematically. Mathematics is regarded by many people 'to be a body of established knowledge and procedures – facts and rules' (Ahmed, 1987). While there are elements of this within learning mathematics, using science reveals how mathematics contributes to real life situations enhancing and enriching the learning of both subjects. In what we might call our scientific world, there are no areas where mathematics is not present! This paper considers these links with a particular focus on reasoning. These links are considered as are the views and opinions of teachers.
Laureano Jiménez Esteller **ERCICRTEL1801121**	**Development of new engineering programs using dual education principles in Cambodia, China, India and Russia** **Laureano Jiménez Esteller** **Department of Chemical Engineering, Universitat Rovira i Virgili, Tarragona, Spain.** **Alba Molas Cardona** **Department of Chemical Engineering, Universitat Rovira i Virgili, Tarragona, Spain.** **Dieter Thomas Boer** **Department of Mechanical Engineering, Universitat Rovira i Virgili, Tarragona, Spain.** **Abstract** We can find several synonyms to refer to dual education (apprenticeship, work-based learning, on-the-job training, blended education…). The objective

of this work is to develop dual learning programs in higher education that combine work-based learning in a company and class-based learning in the same course.

The advantages of this educational system are that trainees benefit from coworkers, hard and soft skills are developed simultaneously, facilitates school-to-work transition and companies improved workers retention. The main disadvantages are that companies have to follow HEI regulations, more student effort is required and it is an elitist approach.

In the TEEDE project (Towards Excellence in Engineering Curricula for Dual Education, www.teede.eu), dual programs are developed (Table 1). The regional needs analysis involving stakeholders (i.e., university, companies, HE regulator…) has been done. Each partner is developing programs (new or modify an existing B.Sc., M.Sc. or PhD). In the implementation, each partner has to decide if the program has to be offered as a parallel track to a school-based scheme.

Prof. Dr. Jan C. Schubert ERCICRTEL1801139	**Working with experiments in the Geography classroom – influence on students' motivational and self-related characteristics.**

Prof. Dr. Jan C. Schubert
University of Erlangen-Nuremberg, Germany

Abstract
Working with scientific methods like experiments in the Geography classroom seems to be very rare in Germany (Hemmer, Hemmer 2010). On the other hand, research in students' interests shows that experiments are seen as the most interesting method in the Geography classroom (Hemmer, Hemmer 2010, p. 93). The question arises if students still evaluate experiments as interesting and thus as a motivating factor when they actually receive instruction in the classroom which includes scientific methods in general and experiments in particular. Against this background, a teaching unit (six lessons) was designed, then tested in several classes and improved after every completion based on teachers' and students' evaluations. The unit focusses on soil as an important factor for agriculture. Students could analyze soil with scientific methods regarding its composition, its water retention potential and the influence of soil compaction. Before the instruction took place, the students (eleven-year-olds, N = 54, German grammar school "Gymnasium") were asked to fill out a questionnaire regarding the past three topics in their Geography lessons. The questionnaire consisted of 47 items on motivational and self-related characteristics which had to be rated on a four-level Likert-like scale. After the instruction, the students were asked to fill out the same questionnaire again, this time considering the teaching unit about soil and agricultural issues.

The reliability of the scales was satisfying with Cronbach's alpha between .64 and .89. The data was analyzed using descriptive as well as inferential statistics. The results show significantly higher motivational and self-related characteristics for the teaching unit in comparison to the other geography lessons, e. g. the difference between the mean values of situational interest is .60 between pre- and post-test. T-test (t(42) = 6.03, p < .001) shows a significant difference with a high effect size of d = .93. In addition, the self-perceived competence is more positive for the teaching unit compared to the other geography lessons (meanpre = 2.97, meanpost = 3.25, t(42) = 3.30, p = .002, d = .50). Same is true for topic-specific self-efficacy (meanpre = 2.92, meanpost = 3.23, t(42) = 4.06,   p < .001, d = .52) and self-concept regarding geography (meanpre = 3.02, meanpost = 3.22, t(42) = 3.56, p = .001, d = .31). In contrast, the topic-specific interest regarding the teaching unit's topic "agriculture and soil" does not differ from the three previous topics in the

	Geography lessons. The results underline the potential of working with scientific methods like experiments for students' motivation in the Geography classroom. Further research will be conducted using an enhanced research design which includes an experimental-control-group design and a comparison of content-related knowledge of the students. Keywords: Geography classroom, scientific methods, student experiments, students' motivation
Leyla Angélica Sandoval Hamón **ERCICRTEL1801157**	**Problem-based learning (PBL): A methodology for Business Organization studies.** **Leyla Angélica Sandoval Hamón** **Department Business Organization, Universidad Autónoma de Madrid, Madrid, Spain, angelica.sandoval@uam.es** **Abstract (Font-14, Bold)** **The methodologies for the teaching-learning process have been in the spotlight to encourage the students to acquire knowledge, challenges and more complete and useful skills for their career development. So, the alternative methodologies like learning based on problems give the student the opportunity to get closer to real-life problems and propose solutions. The aim of this study is to describe the experience of carrying out the PBL method on the topic of Business Organization (2016 -2017). The challenge with this study started with the change in design, through to the development and the evaluation of the study. The results of the study include: 1. The students have been able to have a more active role (teamwork, debates, activities planning, time management, etc.) and were committed throughout the study. 2. Through the PBL, the study led to a more thorough exploration of some topics (including critical and practical thinking) and relate them to other multidisciplinary studies. 3. The teacher has a more defined orientation and supervision function that is supported in part by the reformulation of the evaluation. 4. This type of methodology opens up more possibilities for interaction between students, professors and actual business professionals. In conclusion, the PBL has allowed students to access both the theoretical side and the practical side of the study through real-life situations. This step has provided optimal results not only in terms of academic performance but also in terms of the degree of satisfaction demonstrated in the study's assessment surveys.** **Keywords Higher Education, PBL, Business Organization.**
Raheela Chandni **ERCICRTEL1801156**	**To establish the extent that cyber bullying has a negative impact on the learning environment in schools where students are aged 13-18 in the United Kingdom and to find possible ways to counteract this problem.'** **Raheela Chandni** **Education, Childhood Education,Governement College for Women Pind Dadan khan district, Jhelum, Pakistan** **Introduction and Background** **In my own personal development I have seen how education can be the key determining factor in an individual's life. It is for this reason that I have a commitment to the importance of the value of education. In this proposal I want to put forward a course of study, research and analysis that I feel will lead to the betterment of children's lives and the tackling of problems that can lead to things going wrong at a crucial stage of development. To this end, I want to focus on those issues that can undermine a student's progress, especially if they come from disadvantaged backgrounds. I am particularly**

keen in developing ways of countering cyber bullying that can disrupt the education of students, even of the brightest of students, who may therefore be prevented from attaining the qualifications that their natural ability might seem to suggest they should obtain.

This is often a question of culture – but it is not something that can be easily defined. Individuals who meet in schools can come from a variety of different social, economic and religious backgrounds. They may have different values or expectations. In a school situation, it is quite possible for these factors to influence the educational experience. When I write about culture, I don't mean something which can be as narrowly understood as something that can be simply related to questions of ethnicity – though that may be part of the picture. I am rather interested in the set of cultural values that belong to groups – and which may be also linked to educational expectations, and may harbour oppressive viewpoints. In an ideal world – perhaps - all students would, at least whilst at school, be able to take the values are issued under the authority of the school – thus making it a matter of learning some core values that will enable them to progress smoothly through the courses of study that are available in the particular school. In reality this is probably impossible – and in many cases may not be desirable, as these values may contain oppressive attitudes. It also must be noted that the wrong sort of core values – ones that are not based on sound educational principles, but on more narrowly defined cultural expectations will also harm a student's progress. None-the-less, I believe that the study of culture is part of the set of issues that need to be addressed in order to provide a basis for opportunity for all children.

These issues of culture seem to me to be closely related to what I will call the learning environment. Obviously, the circumstances in which the child experiences their education have a huge role to play and can be seen to be a determining factor in deciding the eventual outcome of the process in which education is carried out. Therefore, any disturbances can make a significant impact. If a child is bullied, or at least made to feel intimidated, then the chances are greatly increased that the education process will not produce a satisfactory outcome – and would be contrary to any pedagogic theory in which the educational process would be founded on developing the child into a fully-rounded human being. In my research, I will attempt to investigate the learning environment in order to better understand how it impacts on individual students. I will also look at the relationship between the learning environment and school crime, including physical violence, intimidation and theft. My purpose will be to account for the dynamics that construct the learning environment and how this can be changed by interventions made by those working in the education sector. It will also account for the levels of different kinds of crime, and how each of these can influence the learning environment. One area I particularly want to concentrate on is methods which might be able to counteract a negative environment. I would like to develop an analysis that will look into whether psychological counselling can have a positive impact and also whether it is possible that strategies of personality building can have a significant role to play in helping schools achieve better academic results.

The Netflix series 13 Reasons Why (2017) has put the question of bullying, cyber bullying and suicide into the public arena in a sensational way. It has also perhaps opened up new areas of debate. There is also a danger that such programmes can have a negative effect on vulnerable students – and the US National Association of School psychologists have expressed some concerns about the impact of the programme, and issued recommendations to educators as a response (June, 2017). As someone with a focus on Humanitarian education and wary of the impact of oppressive educational

structures, I am concerned that rather than enabling educators to bring hidden issues out into the open a 'knee-jerk' response will in fact re-establish traditional viewpoints. These are areas that I would like to investigate in my study.

Research Area: It will be seen from what I have written above that my interest is to bring together an understanding of the impact of culture – especially in relation to educational expectation – an understanding of the learning environment, and an understanding of the impact of crime. My belief is that by attending to these areas it may be possible to draw up strategies that can positively influence educational outcomes. If this is to be achieved, it would seem to me that welfare support is likely to have a significant role to play. I see that students who may be considered to be disruptive need to be tackled in such a way as to reduce the amount of disruption that they can generate within the learning environment – where often this disruption is caused by a relatively small number of individuals and can yet have a major impact on many others. I have mentioned the role that can be played by effective welfare. I am aware that in the past local education authorities were often given the duty – that could be one of enforcement – in conjunction with the police to deal with criminal activity in schools. In today's society, where the role of the authority has been downgraded, and the role of the individual school has seen its responsibility towards its own students increase, it needs to be assessed how these matters can be most effectively addressed. So the question of the implementation of strategies to deal with crime in schools needs to be related to the models of educational practise that are encountered in the current arrangement of educational services and the backup that they can access.

In formulating a research question I first need to define the area of my study more precisely. My research will be focused on state schools in the United Kingdom, and I am particularly interested in the experience of students aged 13 to 18. In many cases 13 is the period when students leave middle schools – in a three tier system – and begin secondary education. It is a point when there is a distinct change in the school experience as students start to work towards those qualifications which will define their subsequent careers and life expectations. It is also a period which is complicated by puberty – and gender and sexuality can be factors in abuse. These factors must be taken into account in my work.

Although, in general terms I am interested in crime in relation to school. In the case of my research I want to – as I have already indicated – to place my emphasis on the effect of bullying. Bullying has been the subject of interest by education professionals for some time – and there have been campaigns aimed at encouraging children to report this crime. Not all of the work which has been undertaken is necessarily relevant the experience of children and young adults in the United Kingdom. I would want to make use of information gathered in other cultures that relates to these issues, as much of the available work done in this area has been undertaken outside the United Kingdom – but the focus of my study must be on the United Kingdom. As has also been reported, bullying has become part of the phenomenon of the social media. This area needs thorough investigation as it provides a distinct threat to the learning environment. So I do want to focus my time in my research on the effects of cyber crime. This is a subject that is of course difficult to measure. However, there cannot be any doubt that it represents a significant challenge to those hoping to foster an effective learning environment within the school campus. It can also be even more serious in its consequences with instances of suicide being reported. However, the purpose of my study would be to look at ways in which the school can find ways of counteracting these negative influences. To summarize, my intention is to make an investigation into the

effects of cyber bullying on children aged 13 to 18 at UK state schools, and then to make recommendations on ways that this can be combated in order to improve the learning environment.

Methodology: My methodology will be based on pedagogical practices that are concerned with developing the human individual to the best that they can attain, not only in conventional academic success but also and just as importantly freedom from oppressive educational practices.

I envisage having two principal parts to my research – (1) to make a critical analysis of the current research into bullying and where relevant into the impact of cyber bullying; and (2) to make an investigation into the current problem. To achieve the second part of this, I will undertake liaison with people working in the education sector – head teachers, school welfare officers, and teachers – as well as a sample group of students. My aim would be to draw up an integrated picture of the situation.

One of the things that I would want to implement is to devise a questionnaire that may be used to provide documentary evidence. The intention would be that the form could be completed online and in anonymity. The precise questions would need to be carefully devised in order to encourage children to contribute accurate and useful data. It will need to be determined how large and what focus is given to the sample. It probably will need to be limited to a specific region or location. There would also be a need to determine how levels of physical bullying compare with cyber bullying. Records of discussions with educational experts will need to be structured in order that they may be used to provide statistical data.

Keywords: UK Education policy, race and community education equality issues, new technologies for teaching and learning, educational counselling and psychology, learning objectives, the impact of social media, cyber bullying, suicide.

Dr. Wijayasiri Vitharana **ERCICRTEL1801161**	**Soft skills Enhances through Dance Education**

Dr. Wijayasiri Vitharana
Senior Lecturer, University of Sri Jayewardenepura –Sri Lanka

Abstract
Sri Lanka is one of the amplifying countries having a lot of manpower prosperity but it is not being duly availed. The immature succession is having appropriate aptitude and a valuable percentage of adolescent are getting good job opportunities also. But the species which is on the average level is just having the dream of getting an employment. Employers advance to hire and enhance those groups of persons who are resourceful, ethical and self-directed with good soft skills. Hard skills and experience are not enough for the ingress and escalation in the corporate world. Inspire of such great significance of soft skills many institutions are reluctant to include soft skills training in the curriculum. Soft Skills are behavioral competencies. Also known as Interpersonal Skills, or people skills, they include proficiencies such as communication skills, conflict resolution and negotiation, personal effectiveness, creative problem solving, strategic thinking, team building, influencing skills and selling skills, to name a few.

The purpose of this paper is to examine how dance supports enhance soft skills within the classroom and across the dance education. This topic has the potential to further the prevalence of dance in public education, and can guide educators in the way they choose to instruct dance whether as its own subject or as an integrative method.

In order to achieve the goal of the study, the survey research designed within the framework of qualitative approach was used in a sample of 25 dancing teachers, hundred secondary students, and seven principals from 25 Sinhala

medium schools. Questionnaires, study privileged student's own accounts of their experiences, through interview and videotapes of their choreography. All major data sources come directly from the student and teachers. Classroom observations were the major data collection instruments. Further, reports, handouts and curriculum related to the programme were also studied. Dance education has the ability and flexibility to support student learning in an onward model. Dance curriculum allows for exploration and awareness of social justice issues, it encourages and enhances critical and creative thinking, and it encourages student self-dependence as well as soft skills. Keywords: Soft skills, Dance Education, aptitude

LISTENERS

Suna Ulus **English Teaching, Faculty of Education, Bogazi University,Istanbul, Turkey** **ERCICRTEL1801051**
Saikou Touray **Internal Audit Directorate,Ministry of Finance and Economic Affairs,Banjul, The Gambia** **ERCICRTEL1801055**
Prof. Dr. Jasim Al-Tameemi **Mathematical Education, College of Education,Diyala University,Muqdadia , Iraq** **ERCICRTEL1801057**
Yussif Suleman Issah **Arts and History, Gaziosmanpa?a University, Turkey,Gaziosmanpa?a University, Turkey,Tokat, Turkey** **ERCICRTEL1801058**
Charles Kwadwo Tweneboah **Department of languages, English Language Section,Maria Montessori School,Kumasi, Ghana** **ERCICRTEL1801067**
Saira Ahmad **Education,LACAS,Lahore, Pakistan** **ERCICRTEL1801069**
Mustapha Sougda **Ibn Zohr Univeristy,University in Agadir,Morocco** **ERCICRTEL1801074**
Maxwell Duncan **Department of Industrial Art, Faculty of Art,Kwame Nkrumah University of Science and Technology,Kumasi, Ghana** **ERCICRTEL1801084**
Kiyeye Ntumba Laurentine **Sciences Sociales,Matrix Real Ong,Rdcongo** **ERCICRTEL1801085**
Kavena Natazi Destin **Sciences Sociales,Matrix Real Ong,Rdcongo** **ERCICRTEL1801086**
Lombi Munkula Miroger **Sciences sociales,Matrix Real,Rd Congo** **ERCICRTEL1801090**
Mpongo Promedi **Sciences sociales,Matrix Real ong,Rdcongo** **ERCICRTEL1801097**
Mbiyavanga Kunseviko Florence

Sciences sociales,Matrix Real ong,Rdcongo **ERCICRTEL1801098**
Itumba matanda Erdeyn **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801099**
Itumba Poma Richdhy **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801100**
Itumba Ipaso Christini **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801101**
Kayiba Matanda Tina **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801102**
Itumba Matanda Erdeyn **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801103**
Mwango Losase Archange **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801105**
Mukiabi Aciweyi Claude **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801108**
Sila Angelos **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801109**
Sila Mwango Sidney **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801110**
Sila Itumba Gina **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801111**
Mwango itumba bukand **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801112**
Kalombo Mukeina Cheritte **Sciences sociales et humanitaire,Matrix Real Ong,Rdcongo** **ERCICRTEL1801113**
Mananga Matsuela Eriel **Sciences sociales et humanitaires,Matrix Real ong,Rdcongo** **ERCICRTEL1801114**
Itumba Matanda Erdeyn **Sciences sociales et humanitaires,Matrix Real ong,Rdcongo** **ERCICRTEL1801115**
Nkanu Mawazo Therese **Sciences Sociales Et Humanitaires,Matrix Real Ong,Rdcongo** **ERCICRTEL1801116**
Malombo M'vula Sarah **Sciences sociales et humanitaires,Matrix Real ong,Rdcongo** **ERCICRTEL1801117**
Bokeli Francy **Sciences Sociales Et Humanitaires,Matrix Real Ong,Rdcongo** **ERCICRTEL1801118**
Munkiabi Aciweyi Claude **Sciences Sociales Et Humanitaires,Matrix Real Ong,Rdcongo**

ERCICRTEL1801119
Ayoola Emmanuel Akinniyi **Language and Linguistics,University of Ibadan,Ibadan Oyo state, Nigeria** **ERCICRTEL1801120**
Phoba meno Marie Claire **Sciences sociales et himanitaires,Matrix real ong,Rdcongo** **ERCICRTEL1801129**
Mbala Rajou **Sciences sociales et humanitaires,Matrix real ong,Rdcongo** **ERCICRTEL1801130**
Itumba onime Fely **Sciences sociales et humanitaires,Matrix real ong,Rdcongo** **ERCICRTEL1801133**
Laaouissid Boubakr **Faculty of Law,Ibn Zohr University,Agadir, Morocco** **ERCICRTEL1801136**
Ali Ezzagui **Faculty of Law,Ibn Zohr University,Agadir, Morocco** **ERCICRTEL1801137**
Mark Owusu Yeboah **Fundani High School,Eastern Cape Department of Education,Cathcart, South Africa** **ERCICRTEL1801144**
Emad Radha **English Language,Charmo University,Kirkuk, Iraq** **ERCICRTEL1801146**
Obeng Yeboah Prince **Mathematicians and English Teacher,Atwedie M/A Junior high school,kumasi-Ghana** **ERCICRTEL1801155**
Prince Obeng-Yeboah **Ghana Education Service,Atwedie M/A JHS,Juaso-A/A, Ashanti , Ghana** **ERCICRTEL1801158**
Yussif Suleman Issah **Social Science,Gazi Osmanpasa University,Turkey** **ERCICRTEL1801159**
Matuba Ndudi Lydia **Sciences Sociales,Matrix Real Ong,Rdcongo** **ERCICRTEL1801087**
Poma Longo jean carlos **Sciences Sociales,Matrix Real Ong,Rdcongo** **ERCICRTEL1801088**
Mbu Kiele Arnold **Sciences sociales,Matrix real,Maroc Rabat** **ERCICRTEL1801089**
Therese Nkanu **Sciences Sociales,Matrix Real,Maroc Rabat** **ERCICRTEL1801091**
Marianne Mj Mawazo Mafuta **Sciences Sociales,Matrix Real,Maroc Rabat** **ERCICRTEL1801092**
Rachel Musinga Makengo **Sciences sociales,Matrix Real,Maroc Rabat** **ERCICRTEL1801093**
Guylain Mpongo **Sciences sociales,Matrix Real,Maroc Rabat** **ERCICRTEL1801094**

Didier Masau Mimbole **Sciences socales,Matrix real,Rd Congo** **ERCICRTEL1801095**
Mbala Mafuta Angelique **Sciences sociales,Matrix Real ong,Rdcongo** **ERCICRTEL1801096**
Mwango Bukandi Sylvie **Sciences sociales humanitaires,Matrix real,Rdcongo** **ERCICRTEL1801104**
Matou Kanga Yengo **Sciences sociales humanitaires,Matrix Real ong,Maroc Rabat** **ERCICRTEL1801106**
Mpongo Kercie Promedie **Sciences sociales humanitaires,Matrix Real ong,Maroc Rabat** **ERCICRTEL1801107**
Alphonsine Yebolia Lifenge **Sciences sociales et humanitaires,Matrix Real ong,Rdcongo** **ERCICRTEL1801127**
Mafuta William **Sciences sociales et humanitaires,Matrix real ong,Rdcongo** **ERCICRTEL1801131**
Yaw Mensah Smith **Eastern Cape Department of Education,Gushiphela Senior Secondary School,King Williams Town, South Africa** **ERCICRTEL1801081**
Prince Obeng-Yeboah **Ghana Education Service,Atwedie M/A JHS,Juaso-A/A, Ashanti , Ghana** **ERCICRTEL1801158**
Sharifa Harun **Department of English, Gazi University, Ankara, Turkey** **ERCICRTEL1801160**
Sudarma Harischandra **Department of Teacher Education, National Institute of Education, Sri Lanka** **ERCICRTEL1801162**

Upcoming Conferences

https://eurasiaresearch.org/tera

- ➢ ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Aug, Barcelona

- ➢ 2nd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 26-27 Sept, Budapest

- ➢ 3rd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 01-02 Oct, Dubai

- 4th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 10-11 Oct, Malaysia

- 5th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore

- 6th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta

- 7th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius

- 8th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok

- 9th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai

- 10th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali

- ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai