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The effect of cooperative learning strategy on English reading skills of 9th grade students and their attitudes towards it.

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ABSTRACT

This study aimed at finding out the effect of cooperative learning strategy on English reading skills of 9th grade students and their attitudes towards the method. For the purpose of achieving this aim, two groups were selected as the sample of the study (control and experimental groups). The experimental group was taught for two months by using Cooperative Learning Strategy for two months. The control group was taught by using the traditional method. Two instruments were used (the reading comprehension test (pre-posttest) and the questionnaire of attitudes towards cooperative learning). Results indicated that the students obtained higher reading comprehension scores than the control groups' scores at.05 level of significance. It was also concluded that most students have positive attitudes towards the cooperative learning. Also, there is no significant differences in the scores of the experimental group according to their gender.



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Nurse educators' perspective of clinical instructor's credibility

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ABSTRACT

As the clinical instructor is completely directing, supervising as well as controlling the clinical teaching that preparing highly qualified and competent nurse graduates, how then credible is clinical instructors?? Historically it seems that clinical instructors' role have received substantial attention. In recent times of ambiguity in education, nurse researchers believed that the multifaceted role of nurse educators should be re-examined. Clinical instructors' credibility is one of the many multifaceted roles of the clinical nurse educators (instructors) and it has usually been debated within the literature. Furthermore the concept of clinical credibility is ill defined. The main purpose of this study is to explore educational experience of nurse educators concerning the notion of clinical credibility. A descriptive design was employed using questionnaires to collect data. Respondents comprised 134 practical and theoretical nurse educators from 19 different nursing schools globally who completed an online questionnaire. The results showed that competence, up to date knowledge, clinical as well as

teaching skills, expertise in clinical setting, evidenced based practice and interpersonal communication of instructors are the most important characteristics of credible clinical instructors. The second most important features were found to be hands on care, personality, role modeling and punctuality. These results may assist clinical instructor to maintain their clinical credibility.

Srwa Rasul has completed her MSc in Adult Nursing at the age of 27 years from Hawler Medical University/ Iraqi Kurdistan Region. She is Assistant lecturer at Hawler Medical University. She is currently PhD student at De Montfort University /Leicester/UK



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The Use of Facebook as a Dynamic Teaching Tool: Case of EP and RIS Courses in Taibah University (Medinah, SA)

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ABSTRACT

In this paper we will debate about facebook as a to to undertake a dynamic teaching activity. One of the phenomenon we are observing at the department of information science in Taibah University (Medinah, SA) is the monotony during the Learning session. This leads to a situation that student feel boring and don't focus on the learning and knowledge but only on marks. To broke this trend we are using facebook as a complementary learning environment. Thus we created for each course a closed group in a facebook and we invite added students to use the group to share for each lesson an abstract of the lesson given in a classroom and put additional content (youtube items) and ask questions and send homework to the teacher. What we establish is the fact that Students are more and more enthusiast and active in the classroom. The point is to involve the student in the learning activity through a dynamic communication environment . social networks seem a preferred communication media for the current generation. So Teachers must take benefit from this.



Murtala Sale

The Place Of Instructional Materials In Quality Education At Primary School Level In Katsina State, Nigeria

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ABSTRACT

The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the

<p>GIC16024060</p>	<p>learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials in primary schools in Katsina State, Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in Katsina State for effective teaching and learning process.</p>
 <p>Katrina Osborn GIC16024061</p>	<p>Beyond Geography</p> <p>Katrina Osborn Sultan Qaboos University, Muscat e-mail: sqkatrina1@gmail.com</p> <p>ABSTRACT</p> <p>The intention behind this paper is to introduce some of the advantages of online teaching to those interested parties, i.e. members of the educational professions and potential students, who may have little or no knowledge of the possibilities offered by the rapidly advancing technology. In many cases there is active resistance on the part of certain sections of the teaching community to any involvement with computer technology. This paper is by no means advocating the replacement of the traditional classroom. Rather, it aims to point out a solution to some problems and especially, as the title would suggest, the overcoming of geographical restraints. The expression “online teaching” is used rather than the more general online learning or distance learning because the focus is being placed on synchronous (real-time) courses with a teacher that attempt to come close to the classroom experience and in particular their application to language acquisition.</p> <p>Keywords: online teaching, synchronous, language</p>
<p>Dr. Fakhriya Al-Yahyai GIC16024062</p>	<p>Artistic and Aesthetic values of Islamic miniature Art in Arabic and Persian Schools</p> <p>Dr. Fakhriya Al-Yahyai Art Education Department, Sultan Qaboos University e-mail: fakhriya@sq.edu.om</p> <p>ABSTRACT</p> <p>Miniatures are known for their historical role as explanatory drawings for medical and literary manuscripts. However, the Muslim artist had initially recourse to this Art to speak about his reality including the daily</p>

	<p>life aspects and his spiritual world. Despite the richness of Islamic miniature paintings and the prevalence of this Art practice by Muslim artists throughout several periods and eras, both the public and scientific interest are still very limited. This current research aims to determine the artistic and aesthetic values of the miniature paintings in both Arabic and Persian schools. The goal is to contribute in appreciating miniature paintings, revitalize the interest and develop their aesthetic and artistic aspects. Through this research we also discuss and analyze the differences between Arabic and Persian schools through selected models from both of them.</p> <p>Keywords: Islamic miniature Art, Arabic and Persian Schools, aesthetic values of the miniature paintings.</p>
 <p>Dr. Mishari Almusa GIC16024063</p>	<p>Towards Digital Rhetoric: Theory and Application of it- Twitter as an Example</p> <p>Dr. Mishari Almusa Kuwait University e-mail: mesharialmosa@gmail.com</p> <p>ABSTRACT</p> <p>In his attempts to convince, a person who talks cannot succeed unless he employs the rhetoric whose bases are established by Aristotle who divides the means of rhetoric into three: ethos, pathos, and logos. Any person uses some or all of those three means to influence someone to do what he wants. This study expands the horizons of rhetoric and examines it in a new way that has not been studied. The study examines the digital rhetoric in the new social media, taking Twitter as an example, and discovers three new digital means of rhetoric.</p> <p>Keywords: digital rhetoric, twitter, Aristotle.</p>
 <p>Dr. Anna V. Awopetu GIC16024064</p>	<p>Music Activities as A Stimulating Tool in Effective Early Years Education of a Whole Child</p> <p>Dr. Anna V. Awopetu Department of Early Childhood Care and Education, School of Education, College of Education, Ikere Ekiti, Ekiti State, Nigeria e-mail: annawopetu@gmail.com</p> <p>ABSTRACT</p> <p>Early childhood learning has been identified as an important element in the puzzle of human development. Early childhood institutions in Nigeria traditionally have two extremes in care and learning approaches: “care-only” oriented and settings that are school-oriented with subject-matter approach. In both cases something of central importance is overlooked: the individual child, with his or her own greatness, strengths and potentials, and most importantly with his/her needs.</p> <p>The aim of this paper is to discuss the importance of music activities in early childhood education with the emphases on holistic approach. It would provide some evidences of the benefits of using music in child’s</p>

	<p>early learning, especially in development of language, mathematical and social skills. The study will contribute new knowledge to the under-researched area of early childhood education in Nigerian context. Keywords: Early childhood, early learning, holistic approach, music activities, language skills, mathematical skills, social and communication skills, Nigeria.</p>
 <p>Dr. Fakhriya Al-Yahyai GIC16024065</p>	<p>Artistic and Aesthetic values of Islamic miniature Art in Arabic and Persian Schools</p> <p>Dr. Fakhriya Al-Yahyai Art Education Department, College of Education, Sultan Qaboos University (SQU) e-mail: fakhriya@squ.edu.om</p> <p>ABSTRACT</p> <p>Miniatures are known for their historical role as explanatory drawings for medical and literary manuscripts. However, the Muslim artist had initially recourse to this Art to speak about his reality including the daily life aspects and his spiritual world. Despite the richness of Islamic miniature paintings and the prevalence of this Art practice by Muslim artists throughout several periods and eras, both the public and scientific interest are still very limited. This current research aims to determine the artistic and aesthetic values of the miniature paintings in both Arabic and Persian schools. The goal is to contribute in appreciating miniature paintings, revitalize the interest and develop their aesthetic and artistic aspects. Through this research we also discuss and analyze the differences between Arabic and Persian schools through selected models from both of them.</p> <p>Keywords: Islamic miniature Art, Arabic and Persian Schools, aesthetic values of the miniature paintings.</p>
 <p>Sarsenova Anar Madibekovna GIC16024066</p>	<p>Foreign language education within the multicultural society of Kazakhstan</p> <p>Issabekova S.Z. Eurasian National University after L.N. Gumilyev, Astana, Kazakhstan Sarsenova A.M. Eurasian National University after L.N. Gumilyev, Astana, Kazakhstan e-mail: anaraakc@mail.ru</p> <p>ABSTRACT</p> <p>The article is dedicated to foreign language education within the multicultural society of Kazakhstan. The global society has accepted Kazakhstan as a country with successful trade economy and the importance of providing harmony co-existence for the ethno-representatives shows the country's policy in multicultural education as a</p>

	<p>tool and approach of the whole educational system of the country. Education in the 21st century in Kazakhstan is known as a process of mixing different ethnics and cultures, as a result of it requires the interaction and dialogue, understanding, respect of other people's cultural identity. The sharp growth of national self-consciousness, intendance to ethnical and ethno-cultural self-identification stipulate for the huge interest of representatives living in multinational society not only for their own national culture, but also for cultures which are similar and diverse. There are further enhancements of processes in foreign language education, subsequent realization of arrangements in state project "trilingual education: Kazakh, Russian and English" in all levels of national educational system.</p> <p>Key words: education in foreign languages, multi-cultural education, tolerance, ethnical and ethno-cultural self-identification.</p>
 <p>Pinar Vatansever GIC16024067</p>	<p>Task-Based Language Teaching in Second Language Learning</p> <p>Pinar Vatansever Faculty of Education, Yeditepe University Talar Kaloustian Faculty of Education, Yeditepe University e-mail: pinar06.ozkan@gmail.com</p> <p>ABSTRACT</p> <p>Task-Based Language Teaching (TBLT) is a method of teaching language that aims to create real-life contexts in which learners must engage in meaningful communication to complete a given task. While the effectiveness of this approach has been supported by numerous studies (Ellis, 2003; Vilches, 2003; Ogilvie and Dunn, 2010) few studies have looked at young learners learning a foreign language in school (Butler and Zeng, 2013). Thus, the current study aimed to investigate the efficacy of TBLT with Turkish L1 kindergarten students learning English as an L2 at a private school in Istanbul. In keeping with Calvert and Sheen's (2015) task model, three phases – pre-task, main task and post-task – constituted the design of this experimental study. Findings revealed that the experimental group, which was taught using TBLT, performed better on the post-test than did the control group, which was taught using the school's non-TBLT based syllabus. The significant difference between these groups, particularly in terms of lexical gains, supports the literature that favors TBLT as an effective language teaching method, and this study is a call for increased TBLT use among young learners.</p> <p>Key words: TBLT, young learners, education, language teaching Area of focus: Early Education, K-12 Education, Language Education</p>
	<p>Academic Competence and Teaching Performance of Practicum Students in a Teacher Education Program</p> <p>Bill Glenny Wullur Faculty of Education, Universitas Klabat Airmadidi - Manado</p>

 <p>Bill Glenny Wullur GIC16024068</p>	<p>e-mail: bill_wullur@unklab.ac.id</p> <p>ABSTRACT</p> <p>This research aimed to find relationship between academic competence and teaching performance of practicum students in a teacher education program. A standardized 5-scale scoring rubric was used by raters to elicit scores of teaching performance. Respondent were 238 students who finished their practicum in the last 8 semesters since 2012. Data treatment included mean score, Pearson correlation, t-test and ANOVA at $\alpha .05$ significant level. Finding included a very high level of teaching performance, a high academic competence, and a weak positive correlation between the two variables. The teaching performance scores increased every semester year, and were higher on lab-schools than regular schools. Among the raters' roles, examiner gave lower teaching performance scores than the principal, mentor teacher and advisor. Recommendation included introducing performance-based task for basic educational courses, and a better understanding of rating standards for evaluators.</p> <p>Keyword: Academic competence, teaching performance, practicum</p>
 <p>Katrina M Osborn. GIC16024069</p>	<p>Beyond Geography</p> <p>Katrina M Osborn. squkatrinal@gmail.com Sultan Qaboos University, Muscat, Sultanate of Oman.</p> <p>Abstract</p> <p>The intention behind this paper is to introduce some of the advantages of online teaching to those interested parties, i.e. members of the educational professions and potential students, who may have little or no knowledge of the possibilities offered by the rapidly advancing technology. In many cases there is active resistance on the part of certain sections of the teaching community to any involvement with computer technology. This paper is by no means advocating the replacement of the traditional classroom. Rather, it aims to point out a solution to some problems and especially, as the title would suggest, the overcoming of geographical restraints. The expression "online teaching" is used rather than the more general online learning or distance learning because the focus is being placed on synchronous (real-time) courses with a teacher that attempt to come close to the classroom experience and in particular their application to language acquisition.</p> <p>Keywords: online teaching, synchronous, language</p>
	<p>Sociocultural Factors on Learning English</p> <p>Sarsenova Anar Madibekovna Eurasian National University after L.N.Gumilyov, Faculty of Philology e-mail: anaraakc@mail.ru Aitbayeva Aigul Seitzhapparovna Eurasian National University after L.N.Gumilyov, Faculty of Philology,</p>

 <p>Sarsenova Anar Madibekovna GIC16024070</p>	<p>Teacher, MA in Humanities e-mail: aigul.aitbayeva@gmail.com</p> <p>ABSTRACT</p> <p>The article questions the interaction between language and culture learning. The purpose of the paper is to evaluate the importance of sociocultural factors on learning English as a foreign language. Thus, learners of English need to establish a wider view of the language, considering the features of the culture it is utilized. The major objective of a sociocultural approach is to prepare learners for intercultural communication and dialogue between cultures. The sociocultural strategies might be seen as one of the most efficient ways for learners to achieve sociocultural competence within English language communicative competence.</p> <p>Key words: sociocultural factors, English, cultural competence, fluency.</p>
<p>Dr. Mishari Almusa GIC1591065 GIC16024071</p>	<p>Towards Digital Rhetoric: Theory and Application of it- Twitter as an Example</p> <p>Dr. Mishari Almusa Kuwait University, Kuwait e-mail: mesharialmosa@gmail.com</p> <p>ABSTRACT</p> <p>In his attempts to convince, a person who talks cannot succeed unless he employs the rhetoric whose bases are established by Aristotle who divides the means of rhetoric into three: ethos, pathos, and logos. Any person uses some or all of those three means to influence someone to do what he wants. This study expands the horizons of rhetoric and examines it in a new way that has not been studied. The study examines the digital rhetoric in the new social media, taking Twitter as an example, and discovers three new digital means of rhetoric.</p> <p>Keywords: digital rhetoric, twitter, Aristotle.</p>
<p>Dr. Wissem Abdelmoula GIC16024072</p>	<p>Technological development and its relation to plastic arts</p> <p>Dr. Wissem Abdelmoula Art Education Department, Sultan Qaboos University wissem@squ.edu.om</p> <p>Abstract</p> <p>The values of plastic arts in university curriculum lies in the diversity of work tools , perhaps the most important of which being the qualitative change that relies basically on technological development. The beginning of this change goes back to the end of the 1960s and the early 1970s. One of its most significant aspects is perhaps its pedagogical orientation, which seeks to involve students in the different stages in the process of knowledge building in order to ensure they take part in the various</p>

educational activities. Given that they are the axis of the educational process, the main objective therefore lies in making efforts to expose the educational and teaching processes to the ongoing novelty of the educational field and to achieve a continuous reaction chiefly based on continuous renewal and the updating of technological changes and their development implications. Today we come upon the exercise of plastic arts with the contributions of modern art, which are generous in forming the components of a plastic arts language different from that of the traditional and beautiful self and its concept. Taking the important changes in the field of plastic arts and its research activities and its interpretations in parallel to technological development as departure point entices us to believe in the necessity of being aware of the intellectual and technical specificities on which the teaching of plastic arts curriculums are based; thus, craving for a formation that takes into consideration at the same time the logic of the subject (plastic arts today) and the logic of the learner (students' specificities and needs) and the university system. I will try through this work to make suggestions of what these different programmes may achieve in the possible scientific and professional horizons in accordance with expectations and what they may present to graduates within the context of a general development. A good example is partnership with foreign university institutions and what the department of plastic arts can present in the context of these subjects and the relevant specialities in terms of formation open to modern technology by concentrating on these subjects: computer sciences, applied computer sciences, infography, digital photography, video and internet.

Keywords: teaching plastic arts, technology, development



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Pre-service Teachers' Perceptions towards Virtual Learning using TeachLive

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Abstract

Using virtual environments and multimedia methods are now part of several educational preparation programs such as surgical medical programs, flight simulators, and military combat training situations. On the other hand, it is believed by researchers these technologies became a part of the educator preparation programs and meeting the needs of the new academic settings (Dieker et al., 2012). TeachLive is one of these virtual education simulation technologies, originally designed for teacher education simulation with student avatars. The TeachLive™ is a mixed-reality teaching environment supporting teacher practice in classroom management, pedagogy and content. It was developed at the University of Central Florida, USA and it is currently being implemented across more than 40 campuses in the United States and growing to include multiple school districts and international partners. Each partner utilizes the TeachLive™ in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders. In addition, Teach Live is also implemented and used at Emirates College for Advanced Education

(ECAE) in Abu Dhabi, UAE. ECAE is a teacher education college that graduates teachers who will teach Math, Science & English in English Language. All students at ECAE should practice all teaching activities before their graduation through the Practicum Program, which is field experiences at schools. Because TeachLive™ Lab provides pre-service and in-service teachers the opportunity to learn new skills and to craft their practice without placing “real” students at risk during the learning process, ECAE implemented TeachLive with some of the pre-service teachers (who are the sample of this study) to practice classroom management activities and some pedagogical strategies before they go to schools without the risk of being in real situations. The researcher trained them on using this technology. Then each one of the students in the sample practiced two sessions, each session took 10 minutes, using TeachLive. The researcher analyzed the perceptions of those students about TeachLive and its benefits to the teacher. The results revealed that all students in the sample welcomed this simulation technology and they expressed their positive perceptions towards using TeachLive not only in classroom management, but also in pedagogical and content aspects.



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Impact assessment and involvement of students in Community Service Learning course at NUST

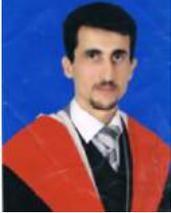
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Abstract

The National University of Sciences and Technology (NUST) was chartered and established in 1993. The university is a multi-school and co-educational institute. The various fields that are offered at NUST ranges from engineering, medical and biosciences, management sciences, social sciences, information technology, arts and architecture. NUST has been always in the front to work for community engagement, having institutionalized one of the student-led clubs of the university. NUST Community Service Club (NCSC) was institutionalized in 2010 officially in order to encourage NUST students towards spirit of volunteerism and to work for the community. On the directives of the Rector NUST, a Community Service Learning course (CSL-401) was introduced in NUST curriculum in spring semester 2013. The course, which was initially voluntary for Undergraduate and Postgraduate students, has now made compulsory course for all the final year undergraduate students and MS students may also attend it on voluntary basis. CSL-401 which is a non GPA course has approximately 600 final year UG students every semester. The aim of this course is to impart general awareness & knowledge along with social guidance to develop NUST students into socially active citizens in line with NUST Community Service strategy of having a discernible positive impact on society through active citizenry. The course is designed in a way to make students aware of various areas of community service and of relevant ongoing philanthropic activities in the community, develop a sense of responsibility, compassion and empathy towards the community and contribute to have a discernible impact on the community. The

	<p>students are given various learning seminars and training workshops, along with various field activities. For successful completion of the course, the students have to attend 6 workshops (18hrs) and give 30 hours of community service (field work). The present study is designed to analyze the impact of CSL-401 on the students. The study will investigate in depth the following outcomes of the course: by participating in the course the students has become aware and knowledgeable of various areas and facets of community service or not. The students have a better understanding and a sense of responsibility towards various needs and problems of the community. The students have developed compassion and empathy towards the community, have contributed towards the community, have created a significant positive impact on the community, have developed/improved some skills specially related to first aid and disaster preparedness. The study will give a complete over view that after attending this course and even after graduating community service will remain a priority in an individual's life or not. Survey technique will be used for this research study. The tool used for collecting the data will be a questionnaire comprises of 20 questions (focusing on impact of the community service learning course). The sample selected for this study will be previous and current CSL-401 course participants. The data collected through questionnaire will be analyzed with the help of SPSS (statistical package for social scientists). As CSL-401 is a newly incorporated course in NUST's curriculum and still in the developing phase, the findings of the study will be of great help for introducing betterment in the course. Higher Education Commission of Pakistan under the "Active citizen Program" launched in collocation with British Council Pakistan, is in process of in calculating Community engagement as a core compulsory course in all the universities curriculum. The findings of the study will be of a source of help and guidance for other institutions involved in community service and civic engagement.</p>
 <p>Dr.Syarip Hidayat GIC16024077</p>	<p>The Model of Islamic Values Integration in Education (a Study of Islamic Values Integration in Senior High School of Al-Muttaqin, Indonesia</p> <p>Dr.Syarip Hidayat Department of Primary Education, Faculti of Education, Indonesia university of Education hidayat_upi@hotmail.com</p> <p>Abstract</p> <p>Various forms of negative impacts contained in the modernization and globalization present serious challenges for education. Moral decadence among the younger generation in the form of negative behaviors, especially among students, such as the use of drugs, sexual promiscuity, and fight, are the impacts of the presence of the civilization program of modernization and globalization. Social reality that is loaded with negative values requires all parties involved in education to reform patterns of education. Innovative, creative, and transformative become the standard of consideration for any efforts to redesign the pattern of education. One form of the intended redesigning is by integrating Islamic values, as a teaching resource loaded with values, in the implementation of education.</p>

	<p>This integration pattern potentially equips students with the values that can fortify them from negative influences that supplement the presence of modern and global civilization. The educational social reality is assessed through a process of research with descriptive method and qualitative approach. Islamic Senior High School of Al-Muttaqin, Tasikmalaya, was the research area. The focus of the study in this research include (1) The values of Islam which is integrated in the implementation of education; (2) The integration form of Islamic values in the implementation of education; (3) Constraints faced when integrating Islamic values in the implementation of education; and (4) Efforts to overcome obstacles in the implementation of the integration of Islamic values in the education process. After conducting the process of reading, interpretation, and critical reflection on facts and data of research, there are several conclusion. (1) The values that are integrated in the implementation of education are the values of practical-applicative, where everyone potentially maintains the glory value of a student as a servant of God, such as perseverance, discipline, honesty, patience, togetherness, and cleanliness. (2) The integration of Islamic values is applied in the implementation of integrative education in the form of Islamic education throughout the scope of education. (3) Obstacles encountered in the integration process are more dominant in the forms of trouble to unify understanding of the relation of Islamic values with practical importance of education. (4) Efforts to overcome the constraints of the integration are done with persuasive approach and examples. Based on the research conclusions, there are several recommendations in the form of integrative educational development that is innovative and creative. These recommendations are delivered referring to the desire to reinforce the pattern of integrative education in an environment that has been provided in Islamic Senior High School of Al-Muttaqin, Tasikmalaya.</p> <p>Kata Kunci: Islam Values, Integrative Instructional.</p>
 <p>Ulziimaa D. GIC16024078</p>	<p>Result of experiment on improvement of student learning and study achievement through upgrading of student independent assignment outcome</p> <p>Ulziimaa D. Department of General knowledge, University of Pharmaceutical Sciences, Mongolia lucky78tumen@yahoo.com ulziimaa@monos.mn</p> <p>Abstract</p> <p>Background: Student independent assignment is creative and independent process carried out by students under indirect control of teacher to deepen understanding of lessons taught in the classroom taking students' interest and capabilities. Goal: The main goal is to seek opportunities to improve practical skills and advance students' creative and independent abilities, and to assist them to improve their study results through English learning and training. Objective- To assign independent tasks in recent and contemporary approaches, to advance their knowledge and skills, to develop students' interest and capacities Result: This research was</p>

	<p>conducted among 80 sophomores of pharmacology department of Mongolian University of Pharmaceutical Sciences who are studying professional English. On the basis of questionnaire results, positive changes were made in teaching and learning processes like increase of self-confidence and passion of students, improvement of relationship between teachers and students as a result of Three by One method assessing the student's ability of answering, translating words and sentences, grammar and language skills at the same time in accordance with 'How to improve and assess independent assignments effectively' subject. The assessment method is not only effective but also makes it less difficult for the teacher to assess students' assignments. Discussion of result: Questions of the research are not deep and it is not possible to comparative analysis of context and technique of student independent assignment on the basis of this questionnaire. It has more practical significance to conduct research and develop recommendation and guidance on organizing student independent assignment management on the basis of technology, resolving independent assignment through case study, using forms of intellectual attacks on wider range. I consider this report as a first attempt of research work, therefore I support to publish it.</p>
 <p>Dr. Mohammad Akram Alzubi GIC16024080</p>	<p>The Extent of Applying Democratization in EFL Environment in Jordan</p> <p>Dr. Mohammad Akram Alzubi Department of English, Ajloun University College, University of Al-Balqa' dralzubi1978@bau.edu.jo zubi1978@yahoo.com</p> <p>Abstract</p> <p>Educational institutions have several goals; one of them to prepare the young to assume a contributing place in society. They cultrate the young towards the values, beliefs, and skills. One of the main goals of the comprehensive reform of the education system in Jordan is to contribute to the democratic development of the country, so questions are raised about how this process might be mediated by schools and universities. The study has been investigated to discover if the English instructors adopt the democracy techniques in their classes. This paper presents a classroom management model that use and teaches English by having English teachers use the democratic process to create their English learning environments. The researcher prepared a questionnaire about the extent of applying democratization in EFL environment at universities. The sample was chosen from Al-Balqa Applied University. To establish the validity for the questionnaire, the method of content validity was used by giving it to a jury of specialists. On the basis of the results of the present study, the researcher proposed a number of recommendations and suggestions for future research.</p> <p>Keywords: Democratization, EFL Environment.</p>



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**Obstacles Facing Graduate Students in the Use of Technology in Teaching
from their Perspective**

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Abstract

This study aimed to know the obstacles of Technology usage in the teaching from the point of view of the Graduate studies students, study sample consisted from the master students in the higher studies faculty in the Balqa Applied University- Princes Alia University College, the number was (64) male and female students from the educational psychology major and giftedness and excellence major enrolling in Princes Alia university College. To achieve the study goals, the researcher develops a questionnaire after referring to the literature review and educational literature, and introducing it to a group of arbitrators to test the instrument's validity. The questionnaire in its final form consisted of (20) items, and after undertaking the statistical analysis, study results revealed the presence of a set of obstacles regarding the technology usage in teaching from the point of view of the Graduate Students, the most important the instable and inconsistent sites and links that connect between the electronic sites, also the results showed the absence of differences with statistically significance at significance level ($\alpha=0.05$) attribute to gender and major. The study recommended conducting lectures and workshops for information enlightenment inside Princes Alia college about the importance of technology usage in the scientific research and communication in education, and encouraging the graduate studies students to use the technology in teaching.

Key words : Obstacles, the teaching, Graduate Studies Students.



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An Insight into Slovenian Boarding Schools

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Abstract

This paper presents the Slovenian boarding schools model as part of the secondary education system and the research results of a study examining the satisfaction levels of the residents, living within the boarding schools across the country, with the emphasis on accommodation, food, educational activities and interpersonal relationships. The study involved 727 students from all Slovenian boarding schools, and the findings have been discussed and presented at the round table of the School Student Organisation of Slovenia in cooperation with the Directorate for Secondary and Higher Education and the Community of boarding schools with a purpose to the improving and enriching the quality of life in Slovenian boarding schools.

Keywords: Slovenia, education system, boarding schools, accommodation,

food, educational activities, quality of living



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subdimenstions of classroom management inELT

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Abstract

Classroom management skills are a major factor on how much your students learn and how satisfied you are with your role as a teacher. It has significant influence on students' learning (Wang, Heartel, & Walberg, 1993), and is regarded as the primary source of teacher stress and burnout (Friedman, 2006). These findings underscore the importance of this construct in general education specifically in English language teaching. Gebhart (2006) points out the goal of classroom management in ELT to create a classroom atmosphere conducive to interacting in English in meaningful ways in order to provide students with progress. Despite this importance, it has received scant attention until recent years. Classroom management has been defined broadly and scholars concur that it is an umbrella term. Considering the significance of this construct, this vastness, compounds the difficulty of comprehensive studying of this construct. In this study, it is hoped to provide an extension of understanding of classroom management phenomenon for teachers and teacher trainers. Thus through a mixed-method design, the present study intends to study and define different aspects of ELT-based classroom management by employing quantitative and qualitative methods. To this aim, in qualitative phase, interviews were done with 16 ELT teachers and experts, and the results were subjected to content analysis. The results of the content analysis were 23 main categories which covered three major themes. They were further compared with the available literature on classroom management to check for their conceptual relevance. In the quantitative phase of the study the 23-item questionnaire, based on the findings of the qualitative phase were administered. The results of the 267 completed and usable questionnaires were fed into exploratory factor analysis to identify the underlying structure of these categories. This broad term consists of three distinct but related components. This overarching construct, encompassing language management, structure management and behavior management can be used to measure classroom management in ELT. The results showed that language management is the most significant factor influencing classroom management in ELT, and has been ignored in the available instruments, which are widely used in ELT field studies. The results of this study have important implications for English Language teacher education and invite EFL teacher educators to put more emphasis on classroom management dimensions in pre-service and in-service training programs.

Key words: Classroom management, ELT teacher, Language management, structure management, behavior management



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How To Encourage Students About Their Knowledge

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Abstract

This work is undertaken aimed at driving our pupils and teens forward in learning environment by guiding them how to develop themselves individually. Because of info pollution and lack of self-confidence, they have difficulties to express themselves about whether they know something or not. It consists of two parts which are interrelated in terms of problem and solution. The discussed problem criticized that students are not encouraged enough to say “I don’t know” when they are not familiar with a topic or when they are asked to answer something which is supposed to be known. Often teachers are only satisfied when they hear a confirmation after they ask to students about taught subject, however; if the aim is to teach something, so “I don’t know” would be the first attempt to step in learning process. In this way we will not have ignored any students. Not only should we teach them how to realize what they know and they don’t know and how important to express this, but also we need to show them that they are expected not to hide or feel unconfident to say “I know”. Therefore we as teacher candidates or teachers are in charge of giving them chance to find out their capacity and behave according to this.

The second part is about how to deal with this issue in a methodological way. At this time a method developed by Jean-Pol Martin called “Learning by Teaching” is beneficial. It helps to solve our time’s problem about not being aware of one’s own potential. The suggested technic is proposed to use in learning environments by giving students changes to handle teaching which is based on repeating something to some others with the aim of convincing them. The motto is “If a person can teach something to somebody then it means that he can be sure that he knows it.” Something not known by that person cannot be taught. It is a symbolic way of teaching that doesn’t have a purpose of acquisition for the learner, because successful teaching requires methodological skills which doesn’t have to happen to the ones who just know the asked subject. A survey including questions about how easier to express one’s opinions about something when they are aimed to teach it will be given to ELT students at Abant İzzet Baysal University. In addition to survey, 2 volunteer groups to be examined whether they are better to say “I know” when they know something and to say “I don’t know” when it comes to a subject that they are not really good at after having an experience of teaching in asked subjects. As a result of the study, obtained answers and comments will be compared with the evaluation of the practical process with those 2 groups and we would gain a practical way to make easier our students’ personal development in concern with educational criteria.

Key words: Learning by teaching, Learning strategies, Self-esteem, Student development, Confidence oriented studying



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Graduate And Postgraduate Students' Expectations And Satisfaction About Higher Education

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Abstract

Educational literature revealed a fact that students' entered in the higher education with diverse expectation and most of the time they find the culture and environment of the higher education very dynamic which is beyond their expectations. Sometimes this situation leads them to satisfaction and vice versa therefore the purpose of the study was to identify expectations and satisfactions of students about higher education. The study was conducted at university of Sargodha, a public university in Punjab established at 2002. The researcher selected 11 departments through stratified random sampling from seven faculties of university of Sargodha. A questionnaire after extensive review of related literature was developed for data collection. The tool was tested for validity and reliability before administration to the respondents. The expectations and satisfaction of students about higher education were analyzed by collecting data about six major services at the higher education institution i.e. faculty, administrative and advisory services, campus climate, campus life, support services and career programs. Findings of the study showed that both male and female respondents had no difference of opinion about the services (under study), at higher education institution. Overall students showed satisfaction with their experience at the university and especially about campus life. However majority of the students had more expectations and less satisfaction for behavior of faculty, career programs and administrative staff at the campus.

Key words: students' expectations, students' satisfaction, higher education



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Educational texts in "Al Jazeera Website - Learning

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Abstract

Arabic language teaching programs have benefited from modern electronic programs in the teaching of foreign languages, and trying to keep up with the recent technology outputs on education. Several Websites of teaching Arabic have appeared most important of which is Al Jazeera Net because it is based on an institutional association rather than individual efforts. However, these efforts have not scrutinize the level of audio and written texts, so this research seeks to profile the level of texts chosen by "Al Jazeera Net - learning", evaluating their effectiveness, and set up some indicators to measure their suitability for assigned levels.

	<p>To achieve these goals, this research used descriptive and analytical approach that combines theoretical study and the actual application of these texts. Dr. Mukhtar Ahmed has indicated in his research that “Al Jazeera website –learning is a model”. This view to some extent is proper, but needs more verification.</p>
 <p>Ayah Tharwat Mohamed El-Sayed EL-Sakran GICW16022056</p>	<p>An EAP Writing Course: Insights from the teachers and learners</p> <p>Ayah Tharwat Mohamed El-Sayed EL-Sakran Academic Writing Instructor, Department of Writing Studies ,United Arab Emirates aya.tharwat@hotmail.com</p> <p>Abstract</p> <p>This paper reports on a study which explored teacher and learner perceptions of an academic writing course at a university in the United Arab Emirates. Using a combination of quantitative and qualitative research methods, data points to a number of positive reflections but it also suggests a number of mismatches between academic writing course content and the needs of the learners particularly in certain faculty disciplines. It is argued that such mismatches are of potential significance to a range of contexts beyond this study. The study concludes with pedagogical suggestions for bridging such mismatches.</p>
<p>Nawaf Alreshidi GICLEAP1602057</p>	<p>Investigating Problem-Based Learning in Saudi Arabian Mathematics Education</p> <p>Nawaf Alreshidi University of Glasgow The UK</p> <p>Abstract</p> <p>The aim of this study is to investigate the effectiveness of problem-based learning (PBL) on students’ mathematical performance. This includes students’ achievement in application of mathematics knowledge and students’ attitudes towards mathematics for third grade students in Saudi Arabia. This study goes deeper to examine the interaction of a PBL teaching strategy, with different type of training teachers: trained face to face and self-directed learning teachers, on students’ performance (achievement in application of mathematics knowledge and attitudes towards mathematics). It also examines the interaction between different ability levels of students (high and low levels) with a PBL teaching strategy (different type of training teachers) on students’ performance. Mixed methods are used to analyse the quasi-experimental study data. Mixed ANOVA models are used to analyse quantitative data, while a semi-structured interview with teachers, and author’s observations are used to enrich understanding of PBL and mathematical performance. The results show that the PBL teaching strategy significantly improves students’ achievement in knowledge application, and is better than the traditional teaching methods. This improvement, however, occurred only with the trained face to face teacher’s group. Additionally, there is</p>

	<p>robust evidence that using a PBL teaching strategy could improve significantly students' attitudes toward mathematics, more than traditional teaching methods. However, no significant difference in mathematical achievement between high and low achieving students was found. The results were not expected for high achieving students and this is also discussed. Keywords: knowledge application, PBL, problem solving, attitudes towards mathematics, CPD and different student levels.</p>
<p>Ymeri Mejreme GICLEAP1602058</p>	<p>The impact of gender and second language proficiency on Willingness to Communicate in the upper secondary schools of Gjilan town-Kosovo</p> <p>Ymeri Mejreme Department of English language, cultures -Tetovo/FYROM, Kosovo mejremeymeri@gmail.com</p> <p>ABSTRACT</p> <p>Second language willingness to communicate (WTC) has lately become an important concept in second language learning and communication. Earlier research on willingness to communicate (WTC) has shown that there are a lot of factors that influence the willingness of the learners to communicate and among those factors there are mentioned also the factor of gender and the language proficiency. The objectives of the study were to identify the factors that influence willingness to communicate and to find out if the gender and language proficiency have any effect on willingness to communicate. In addition, by this study there is intended to provide information to teachers in order to help their students feel more confident in expressing themselves. This study included a questionnaire with upper-secondary school students. In order to measure students' willingness to communicate there was administered a modified version of the Likert-type questionnaire developed by MacIntyre et al. (2001). A total of 300 hundred upper-secondary schools students participated in the study. Results from the study do not show that the gender of the students plays a noteworthy role on their willingness to communicate respectively based on the results female students are just a little bit more willing to communicate compared to male students. On the other side the proficiency of the students has a notable effect on the willingness of the students to communicate respectively proficient students are much more willing to communicate than the non-proficient students. Keywords: willingness to communicate, gender , second language proficiency, upper- secondary school students,</p>
<p>Altachimeg Tsogbadrakh GICLEAP1602059</p>	<p>To the issue of youth positive character formation</p> <p>Altachimeg Tsogbadrakh a doctoral student , works in the Department of Humanity Science of Social Science school, at the National University of Mongolia a_chimee@yahoo.com</p> <p>Abstract</p> <p>The ambitious goal in the current training is procurement of labor force with good personality which meets to the need and demand of society. We</p>

	<p>take on character and train at ability, said one CEO of Mongolian big Company. To satisfy of the person-oriented modern community we have to attend not just to the good education of the people, also we must direct our main attention to the formation of a well-behaved man. That is why the formation training is so essential. Teaching your student to be a more well- rounded and compassionate human being may seem like the basis for a really intense after family special. Teachers should embrace with their students. If you could conduct formation training well and right, your student would obtain knowledge successfully at the same time. In order to organize effective training, we should establish factors which can affect the formation determine of the youth.</p> <p>Key words: character education ,values , positive character formation, formal schooling, academic subjects, human relationship, being a good man, successful school, and studying environment.</p>
<p>Dr. Ebtisam Aqeel GICLEAP1602060</p>	<p>the perceptions of student teachers on Mobile Learning</p> <p>Dr. Ebtisam Aqeel Associate professor at the Curriculum & Instruction department College of Basic Education The Public Authority for applied Education and Training(PAAET) School of Information Systems and Computing and Mathematics Brunel University aebtisam@hotmail.com dr.ebtisam@gmail.com</p> <p>Abstract</p> <p>The purpose of this study is to find out the perceptions of student teachers on Mobile Learning (M-L). This study has been carried out at the Public Authority for Applied Education and Training (PAAET) in the State of Kuwait, College of Basic Education, during the First 2014 semester. Participants in this study consisted of 140student teachers. In the research, a survey was carried out to learn the perceptions of studentteacherson (M-L).The perceived attributes of an innovation (Relative advantage, Compatibility, Image, Ease of use, Results demonstrability, Visibility, and Trialability,) were identified as key predictors that explain the implementation. Seven factors were measured to determine the level of (M-L)implementation by student teachers, and to verify their perceptions toward the (M-L) attributes. Quantitative data were used to draw conclusions about the influential factors associated with implementation of the innovation. 140 participants of student teachers where analyzed using Quantitative research approaches. A number of significant outcomes were resulted. An analysis of the statistical results indicated that the perceived innovation attributes by the student teachers surveyed had a direct significant effect on their intention to use (M-L).Also, the impacts of demographic characteristics that follow from the results are discussed.</p> <p>Keywords:Mobile Learning (M-L), Implementation, Student teachers</p>



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Incorporating CALL in promoting learner autonomy- A study conducted in the Republic of Kosova

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Abstract

The aim of this paper is to highlight the role of computer assisted language in promoting learner autonomy. This study was conducted in three secondary schools in the Republic of Kosova in Gjilan city. The significance of this study is to raise teachers and learners' awareness in promoting learner autonomy in their teaching and learning process. The participants of this study were 300 students who participated by completing the questionnaire which consisted of 27 questions. Learners identified their beliefs and attitudes towards the use of CALL in promoting learner autonomy. Computer Assisted Language Learning (CALL) appears to be very helpful in fostering learner autonomy, since it includes different useful components of autonomy. It allows learners to take control and responsibility for their own task by selecting their preferred materials, and assessing their own development. However, although it seems that the term learner autonomy is a new concept in this city the findings indicate that participants use computers a lot for educational purposes and are positive regarding to the use of them in promoting learner autonomy. It is concluded that learners consider CALL as a great facilitator in language learning but in order to get its maximum effectiveness the findings show that learners need their teachers support. They claim that the role of the teacher is very important in guiding them to the best ways on how to use CALL in order to become autonomous learners.

Key words: Learner autonomy, Computer Assisted language learning

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

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» 6th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 October 2016, Hong Kong

- » 5th International Conference on Learning, Education and Pedagogy (LEAP), 30-31 August 2016, Istanbul
- » 4th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 July 2016, Kuala Lumpur
- » 3rd International Conference on Learning, Education and Pedagogy (LEAP), 28-29 June 2016, Singapore
- » 8th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 Dec 2016, Dubai
- » 10th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 Feb 2017, Dubai
- » 9th International Conference on Learning, Education and Pedagogy (LEAP), 27-28 Dec 2016 Bangkok, Thailand
- » 11th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 Sept, 2016, London