

**CONFERENCE PROCEEDINGS**



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Conference Venue

Nanyang Technological University, Nanyang Executive Centre,  
Singapore

## **PLENARY SPEAKER**



**Francisco Saez de Adana**  
**Lecturer, University of Alcala, Madrid, Spain**

Francisco Saez de Adana is Professor at the University of Alcala in Spain. He is Deputy Director of the Franklin Institute of American Studies of the same university. His topic of interest is the comic as a medium of expression. In this field he has published more than fifteen journal articles and book chapters and has participated in several international conferences. He has given courses and seminars about that topic in different universities in the United States, Italy, Argentina, France and Spain. In the last years he has started a new line of research related with the use of comics as an educational tool. In this field he is working in two projects, one related with the use of comics as a tool for future preservice teachers and the other related with the use of comics for teaching subjects related with technology.

## **PLENARY SPEAKER**



**Anne Darcy-Warmington  
Curtin College, Perth, Australia**

I have always had a passion for communicating ideas so after obtaining an honours degree in Mathematics and Statistics and then, a gap year, I took the path of becoming a qualified mathematics teacher in England.

I have taught at Curtin University, Western Australia, for many years in the capacity as a lecturer, unit creator and in recent times as a tutor only. My new role at Curtin College as unit controller of two newly created Stage One units, Essential Mathematics and Technical Mathematics, has given me a unique opportunity to provide both students and tutors with a varied learning environment and new approach to the learning and teaching topics.

I have created class activities, lecture material and assessments based on my knowledge of Bloom's Taxonomy, the SOLO taxonomy and Gardner's Theory of Multiple intelligences to provide all students a chance to show their understanding in some form other than a timed written test. My motto each day for myself and my students is to have a go as you may be surprised what you actually know!




**The Prevalence of emotional violence practiced by the teachers of the tenth grade students in the governorate of al karak.**

**Dr.Fatima Abedalraheem ALnawayseh  
Counseling Psychology,Mutah Univesity,Jordan Alkarak**

**Abstract**

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| <p><b>Dr.Fatima Abedalraheem<br/>ALnawayseh<br/>GICICPLR1804051</b></p> | <p>The study aimed at identifying the extent of the phenomenon of emotional violence practiced by the teachers towards the tenth grade students in the schools of Karak governorate from the directorates of (Kasbah al-Karak, the southern valleys, the palace and the southern shrine). Where the study population of all the students of the tenth basic in the public schools of the Directorate of Education in the province. The sample of the study was chosen from the society in a quarterly manner. The sample was composed of (200) students in the tenth grade in the academic year 2016/2017</p> <p>The study tool, which consisted of 28 parts, was developed in four dimensions: after intimacy, after randomization, after verbal interaction, and after conflict. The statistical averages and standard deviations of the performance of the sample were calculated on the four dimensions of the study instrument, as well as the use of the t-test to determine the significance of the differences in the average of the two groups. The analysis of the single variance was used to determine the level of violence practiced by the teachers according to the variable years The teacher's service was also used to test the direction of differences in the dimension of intimacy and conflict.</p> <p>The results of the study showed that there is violence practiced by teachers in schools towards the students in all dimensions of the scale. The results of the study also showed that there are statistically significant differences between the level of emotional violence that affects males and the level that is exposed to females and for males. The results of the study also showed that there were statistically significant differences in the level of violence directed towards students by the teacher due to the number of years of teacher service in both dimension (intimacy and conflict), while there were no statistically significant differences between the years of service in both dimension (verbal and random interaction).</p> <p>The results of the study showed that the average performance of the sample on the teacher service years (1-5) is the highest after intimacy and that the years of teacher service (11-15) is the highest after the conflict. The results of the study did not differ in the averages between the years of service (6-10) and (11-15) after intimacy. There were also no statistically significant differences in the averages between the average sample performance for service years (1-5) and (6-10) after the conflict.</p> <p>The study recommended that strong measures be taken against teachers who practice violence against students, and that teachers should be given training courses on how to communicate positively with students.</p> |
| <p><b>Dhan Webster, Yutoc<br/>GICICPLR1804052</b></p>                   | <p style="text-align: center;"><b>Perception On Report Cards As Motivators Among Selected Students Of The Polytechnic University Of The Philippines Laboratory High School A.Y. 2017-2018</b></p> <p style="text-align: center;"><b>Daabay, Jean Claire</b><br/>College of Education, DESED, Polytechnic University of the Philippines, Manila City, Philippines</p> <p style="text-align: center;"><b>Lagasca, Justin Jonathan</b><br/>College of Education, DESED, Polytechnic University of the Philippines, Manila City, Philippines</p> <p style="text-align: center;"><b>Yutoc, Dhan Webster</b><br/>College of Education, DESED, Polytechnic University of the Philippines, Manila City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>This study entitled “Perception on Report Cards as Motivators among Students</b></p>   |

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|  | <p>from the Polytechnic University of the Philippines – Laboratory High School A.Y. 2017-2019” focuses on the level of agreement that the respondents had towards the effects of report cards as motivators. Report cards has been introduced since the late 1800s and it has been adapted here in the Philippines as per the directive of the Department of Education Memorandum No. 160 Series of 2016. Students have said to have different perception on report cards as motivators so the proponents quantified the level perception of the majority of the academe. As results shows, generally students see that report cards are motivators when it comes to students’ academic performance.</p>  |
| <p><b>Sakina Ahmad</b><br/><b>GICICPLR1804055</b></p>  | <p><b>Social Media Addiction: Perceived Social Support as Contributing Factor</b></p> <p><b>Nabila G.A.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Sabila B.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Sakina A.A.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Giffari A.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Ellysabeth D.A.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Adinda P.L.</b><br/>Fakultas Psikologi, Universitas Indonesia, Depok, Indonesia</p> <p><b>Abstract</b><br/>Former research has examined the role of perceived social support in affecting internet addiction; however, less information is available regarding social media uses and social support appraisal in adolescence. This study examined 108 undergraduate students’ perceived social support using multidimensional scale of perceived social support (<math>\alpha = .858</math>) and its association with the tendency to be addicted to social media. The addiction to social media scored by using Bergen Facebook addiction scale that has been generalized to the general social media (<math>\alpha = .893</math>). The result that was obtained from independent sample t-test using Pearson correlation shows that there is no strong relationship between perceived social support and social media addiction (<math>r = .115</math>; <math>n = 108</math>; <math>p &gt; 0,01</math>, two-tailed). Other factor such as intrapsychic conflict might have more influences for predicting social media addiction. Suggestions are made for future studies.<br/><b>Keywords:</b> perceived social support; social media; social media addiction; adolescent</p> |
|  <p><b>Andrew Namu</b><br/><b>GICICPLR1804056</b></p> | <p><b>The Dismal Status of French as a Second Foreign Language in a Multicultural Nigerian Society</b></p> <p><b>Andrew Namu</b><br/>French Language Studies, College Od Education, Akwanga, Nigeria</p> <p><b>Abstract</b><br/>Nigeria is a multicultural society with over 400 language and dialectical and of course cultural differences. Whereas English Language has gained an easy entrance into Nigeria in spite of these cultural differences, this situation cannot</p>   |


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|  | <p>be totally divorced from the language policy in Nigeria and the past colonial experience of the country where English was placed at vantage position compared to French language in all spheres of life in Nigeria. English has been the language of the ‘Discoverers’ Colonizers and ‘Civilizers’ of the Nigerian nation thus it has automatically become the language of the office, the school, the inter regional markets/businesses, the governance etc. It is then natural for and binding on every Nigerian to learn it since it is the gateway to every white collar job and every successful business. But French in Nigeria is a language being learned by only a few individuals and it is learned majorly in the Colleges of Education and the Universities. Research has also shown that some of these learners have special interest, while some, especially in the colleges of Education are circumstantial learners who somehow found themselves as a last option. French Language in Nigeria is of course the 2nd major foreign language after English and its popularity in is very far beyond expectation even though the country is envired by francophone countries of Benin, Niger, Cameroun and Chad. In 1996, French was declared 2nd official language of Nigeria by the Head of state, General Sani Abacha due to its influence in the Nigeria society even though the declaration was not more than a simple political statement considering its handling by both that administration and subsequent ones. The questions that gave birth to this research are: Why is the status of French language so dismal in Nigeria in spite all the advantages it stands to gain with the appreciable knowledge of the language? Why have successive governments of Nigeria shown a very lukewarm attitude to its citizens learning of French? 100 questionnaires are raised and distributed within Nasarawa, Plateau and Benue states in order to substantiate the research work.<br/>Key words: Multicultural, cultural differences, colonizers, Civilizers, Foreign language</p> |
| <p>Nafiu Abdullahi<br/>GICICPLR1804057</p>       | <p>The Role Of Literary Artists In Curbing The Menace Of Xenophobia: A Study Of New The South African Society</p> <p>Nafiu Abdullahi<br/>Department of Languages, Faculty of Humanities, Sule Lamido University, Kafin Hausa, Jigawa State, Nigeria</p> <p>Abstract</p> <p>This paper is an analytical study which traces the remote and immediate causes of xenophobia in South African society, by looking at apartheid as a form of racism that gave rise to it. Therefore, some selected poems of Dennis Brutus and Oswald Mtshali are analysed and used to portray the violent nature of apartheid, which has triggered a violent reaction on the African immigrants years after the dismantling of the nefarious law and the eventual end of the system. The sociological and dialectical theories are employed in this study to serve as a guide and to put it into better perspective. The finding of this research shows that apartheid is one of the reasons that triggered the black South Africans into attacking the African immigrants. It is objectively to conclude that apartheid has damaged the psyche of the black South Africans, which causes them to fear the unknown. The study also looks at the reason behind the transfer of aggression by the perpetrators of xenophobia on their victims who are mostly their fellow Africans looking for their means of survival. It is therefore found that the perpetrators of xenophobic attacks are afraid that their means of livelihood are hijacked by the immigrants, thus they unleash violence on their victims.</p>  |
| <p>Fatima Muhammad Shitu<br/>GICICPLR1804058</p> | <p>Effect of Keyword strategy on Lexico- semantic acquisition, retention and comprehension</p>  |

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|   | <p style="text-align: center;"><b>Fatima Muhammad Shitu.</b><br/><b>Department of English, Federal College of Education Kano, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study, which was motivated by the need to devise a means of enhancing and improving lexical semantic acquisition and vocabulary development at the ESL level investigates the effect of Keyword strategy on lexico- semantic acquisition, retention and comprehension. The aim of the study is to find out whether by using the keyword strategy, the subjects' lexico - semantic acquisition, retention and comprehension of the MAP lexical field items will be enhanced. The objectives of the study include among others to find out the differences in performance between groups on test of lexico semantic acquisition, retention and comprehension at the pretests and posttests levels. Using 100 hundred subjects as samples for the study, a glossary of fifty lexical items each with their equivalent Keyword clues for the Medical, Agriculture and Photography (MAP) lexical fields was created by the subjects. The subjects are divided into five groups consisting of twenty students each. The data for the study is collected using the survey and the test. The survey is designed to elicit information on the extent of awareness and use of lexical acquisition strategies, while the tests were designed to measure the acquisition, retention and comprehension respectively. The tests comprise of Word Acquisition Recognition and Retention test (WARRT) and Cloze Comprehension Passage Test (CCPT). For data collation, the descriptive and inferential statistics were used to determine the significant level of differences in performances. The findings from the study shows significant differences in performance between the pre tests and the post tests which imply that the use of the Keyword has been able to improve lexico – semantic acquisition, retention and comprehension.</p> <p><b>Keywords:</b> lexico -semantic, acquisition, retention, comprehension</p> |
|  <p style="text-align: center;"><b>Chironjib Bora</b><br/><b>GICICPLR1804060</b></p> | <p style="text-align: center;"><b>Chironjib Bora</b><br/><b>PHD Research Scholar</b><br/><b>Department of Folklore Research, Gauhati University, Assam (India)</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In simple words an endangered language is a language that is almost on the verge of extinction or is so rarely used that it could be hardly heard. Such languages may be either falling out of use or being replaced by some another language that is perhaps more convenient. One of the most amazing facts about languages is that there are more than 6000 languages spoken in the world. However, at the same time, it is disappointing to note that languages are dying every day. It is estimated that about one half of these 6000 languages may be extinct by the end of this century. Our country is not an exception to this scenario as according to a recent survey carried out by a Vadodara based research centre, India has lost around 20 per cent of its languages in the past five decades. Nearly 400 of India's 850 odd languages face the threat of extinction. Amongst the hundreds of endangered languages, my paper proposes to address are the main issues of language contact and language shift with regard to the Tai Ahom language and the causes for its current status and the possible measures to be undertaken to prevent it from getting included in the list of extinct languages.</p> <p><b>Key Words:</b> Tai-Ahom Language, Assamese Language, Endangered Language, Language.</p>  |
| <p style="text-align: center;"><b>Carmela Jane Unabia</b></p>   | <p style="text-align: center;"><b>Exploring The Laking Yaya Experiences: A Qualitative Analysis Of Domestic</b></p>  |

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| <p>GICICPLR1804063</p>                    | <p style="text-align: center;"><b>Child Care In Metro Manila, Philippines</b></p> <p style="text-align: center;"><b>Carmela Jane Unabia</b><br/>Department of Psychology, Miriam College, Quezon City, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This qualitative study explored and analyzed the experiences of laking yayas, or children who grew up with their yaya which discovered the dynamics of the yaya-alaga relationship, as well as identified the specific roles of the yaya as the alaga's primary caregiver, and the yaya's influence on their alaga's socioemotional development. Through a rigorous thematic analysis via triangulation, the data were gathered through Dyadic Interviews, Focus Group Discussions (FGD), and Narrative Self-reports. Participants were gathered through purposive sampling: six yaya-alaga pairs for Dyadic Interview, nine laking yayas for FGD, and 12 laking yayas for Narrative Self-report. The findings showed that the laking yayas regarded their yayas as part of the family, specifically as a mother. Furthermore, it was evident that the yayas reciprocate similar feelings towards their alagas, they treat them as their own children. With regards to influences, being dependent and independent were common among the laking yaya participants. Moreover, the yaya-alaga relationship has contributed to the socioemotional development of the alaga in terms of handling problems and dealing with their daily lives as young adults. In addition, proximity and strong attachment play as integral factors of the robust yaya-alaga relationship.</p> <p><b>Keywords:</b> child caregiving, yaya, alaga, laking yaya, socioemotional development</p>   |
| <p>Amina Abubakar<br/>GICICPLR1804064</p> | <p style="text-align: center;"><b>The effect of Form-Focused Instruction on Teaching English Grammar to Level One Students in FCE Kano</b></p> <p style="text-align: center;"><b>Amina Abubakar</b><br/>Department of English, Faculty of Secondary Education, Federal College of Education, Kano, Kano, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study sets out to investigate the effects of form-focused instruction (FFI) on teaching English grammar to level 1 students in FCE Kano. The design of the study uses a pre and posttest with 50 participants at level 1 and comprises of two experimental groups. The study administers pre-test on grammatical patterns to assess the participants' knowledge on the patterns in the passages at the beginning of the course. Then teaches them through implicit and explicit Form-focused instruction (FFI) developed by R. Ellis (2004) and Spada and Lightbown (2008). Each group comprises of 25 participants. The implicit FFI group receives grammatical pattern instruction through indirect instruction, which focus on the use of grammatical patterns in the contexts and reading passages discussion. The explicit FFI group receives instructions on how to use the structural patterns and immediate feedback coming from the peers and the teachers in the classroom. The treatment covers 10 sessions and ended in a posttest stage to evaluate the course effectiveness. The study will analyze the data through Independent Samples t-test and results will show if there is a significant difference between the two groups or not. In other words, the study will find out if the explicit FFI group outperformed the implicit FFI one. Implications of the study for teachers who practice English grammar could be deduced from the investigation.</p> <p><b>Keywords:</b> Form-Focused Instruction (FFI), English Grammar, Implicit, Explicit</p> |



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| <p><b>Rickey Lu</b><br/>GICICPLR1804065</p>           | <p><b>Code-Switching in Educational Contexts</b></p> <p><b>Rickey Lu</b><br/>Assistant Lecturer, English Language Teaching Unit, The Chinese University of Hong Kong, Hong Kong</p> <p><b>Abstract</b><br/>In this paper, past research on code-switching in educational environments is explored. A brief overview of seminal works on the topic covering a wide variety of different contexts and cultures are highlighted, with special attention paid to the pragmatic strategies being utilized. Finally, the implications of code-switching in classroom settings are discussed, which may shed further insight onto the pedagogical practices of teachers of all subjects and disciplines as a whole.</p> <p><b>Keywords:</b> linguistics, sociolinguistics, codeswitching, education, pedagogy</p>   |
| <p><b>Elaine Angeli Mecos</b><br/>GICICPLR1804066</p> | <p><b>Depression, Identity Theft and Narcissism in the Online World</b></p> <p><b>Chynna Manzano</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>David Deslippe</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Elaine Angeli Mecos</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Jashen Joshua Tatunay</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Jercy Flores</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Henry Lazo</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Rempy Singh</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Yuri Lubiano</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Bongie Velasco</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan, La Union, Philippines</p> <p><b>Fernando P. Oringo</b><br/>Student Researchers, Lorma Basic Education Schools, Urbiztondo, San Juan,</p> |

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|   | <p style="text-align: center;">La Union, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This paper aims to aid people’s identity information and prevent it from getting used in a bad way by people who are interested in identity theft. Almost everyone who is connected in the internet can become a victim of identity theft, ranging from kids with phones or grandparents with accounts. The causes of Depression in the social media community are determined by looking for clues hidden in their posts such as sadness or suicidal quotes. Narcissistic people tend to rise without being concerned about other feelings which can also lead to depression. The researchers conducted online interview with Filipino teen celebrities and asked about their subjective experiences on narcissism, identity theft and online depression. Research showed that their various perception of the participants when it comes to dealing with depression and how social media plays a significant role towards the emotional development of teenagers nowadays. Teen celebrities are also victims of identity theft, but they tend to manage on how to deal with it and the moment they enter in the world of entertainment industry, they are already given proper orientation. Depression on the other hand, is the result of improper management of social media accounts due to its wide scope in terms of audience as well as its accessibility.<br/><b>Keywords: social media; narcissism; identity theft, depression and millennial</b></p>   |
| <p><b>Pearl Marjorie Bugtai</b><br/><b>GICICPLR1804067</b></p>                      | <p style="text-align: center;"><b>May-December Romance: A Glimpse Into Age Disparity Among Filipino Heterosexual Couples</b></p> <p style="text-align: center;"><b>Pearl Marjorie Bugtai</b><br/><b>Department of Psychology, Miriam College, Quezon City, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study focuses on May-December relationships, which refer to partners with a wide age gap. The aim was to understand the challenges encountered within this kind of romantic partnership, how they have coped with the difficulties that they had to put up with, and how they were able to establish an enduring relationship. The couples interviewed for this study have been together for ten to forty-three years. Thematic analysis was utilized to examine the insights and experiences of the participants. The challenges revealed from this study were: unhelpful comments of people around them, trust issues—since the partner is much younger, acceptance issues especially from the family, issues with children from first marriage, and adjustments in a lot of things brought about by age disparity—the partner sometimes coming from another generation and having a different set of values. Moreover, the study also revealed that what helped them through the years was their decision to not give up on their relationships, trying not to mind the opinions of other people, and their determination to remain good to those who tried to resist the relationship, resulting to an eventual acceptance in the long run.<br/><b>Keywords: May-December relationship, long-lasting/enduring relationship, challenges and coping</b></p> |
|  | <p style="text-align: center;"><b>The Oral Error Correction</b></p> <p style="text-align: center;"><b>Dr. Khalid Hamednalla Albadawi</b><br/><b>Taif University, College of Arts and Education (Turabah Branch), Saudi Arabia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study focuses on the oral error correction techniques applied by teachers when a student commits errors during oral activities whether speaking or</p>   |

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| <p><b>Khalid Elbadwi</b><br/>GICICPLR1804068</p>   | <p>reading. It also examined whether teachers' ways of error correction affected students' participation in oral activities. An observation was utilized for the data collection. 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.<br/><b>Keywords: Mistake, Techniques, Fluency.</b></p>   |
|  <p><b>Armand James Vallejo</b><br/>GICICPLR1804069</p> | <p><b>The Higher Order Thinking Skills of Students on Visayan Poems</b></p> <p><b>Armand James Vallejo</b><br/>Department of Teacher Education, University of Mindanao, Tagum College, Philippines</p> <p><b>Abstract</b></p> <p>This explanatory sequential research dissected the higher order thinking skills of English major students. This project focuses on the identification and understanding of the students' weakness in analyzing, comprehending, and understanding the Visayan poems. The researcher crafted the researcher-made test and identified the level of the higher order thinking skills of the students. Both generation and explanation skills of the students were found to be on satisfactory levels while selection skill is considered as the major problem in which students had a difficulty in answering the test on Visayan poems. Using this finding, the researcher conducted a semi-structured interview for further investigation. In the interview, it was found that students have difficulty in answering the test questions. This difficulty specifically includes: (1) distinguishing the open-ended type of test such as uncertainty in identifying the meaning per stanza like ability in categorizing the connotative meaning (2) ability in recognizing the denotative meaning, (3) difficulty in identifying the meaning of the symbols, (4) unclear understanding of the implication of the poem (5) identifying the meaning thru figurative language, (6) inability to translate the Visayan words and phrases, and (7) inappropriateness used of words or diction. It is therefore, recommended that extensive review of the curriculum is much needed to address the emerging problem.<br/><b>Keywords: Higher order thinking skills, sex, poem, Visayan, Philippines</b></p> |
| <p><b>Duyen Thi Mai Pham</b><br/>GICICPLR1804070</p>   | <p><b>The Perceptions Of English Teachers At Cantho University Of Automated Essay Scoring (Aes)</b></p> <p><b>Duyen Thi Mai Pham</b><br/>Department of English Language Education, School of Foreign Languages, Can Tho University, Can Tho, Viet Nam</p> <p><b>Abstract</b></p> <p>Writing seems to be a rather difficult language skills for foreign language learners, especially Vietnamese learners, and writing assessment plays a crucial role in the writing learning and teaching process. Among different types of writing assessment such as portfolio, timed-essay, rubric, and multiple choice test, Automated Essay Scoring (AES) shows to be an effective tool to help teachers deal with the problems of time-consuming in grading essays for learners. The aim of this study was to explore the perceptions of English teachers at Can Tho University of AES. The data for this study were collected</p>  |

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|   | <p>through questionnaires and interview of 10 English teachers at Can Tho University analyzed quantitatively and qualitatively. The overall findings of the study showed that the teacher participants are not familiar to AES, but they have a strong desire to learn about it. From the findings of this study, useful suggestions were proposed for English teachers, teacher educators, educational local leaders, policy makers, and community so that the use of AES in teaching and learning writing would be encouraged and become more effective.<br/>Key words: Writing, Writing assessment, Essay Automated Scoring and teachers' perceptions.</p>   |
| <p><b>Judit Vegh</b><br/><b>GICICPLR1804072</b></p>           | <p><b>Transnational Families In Kuala Lumpur<br/>Education And Use Of Languages</b></p> <p><b>Judit Vegh</b><br/>Doctoral School of Psychology, Institute of Intercultural Psychology and Education, Eötvös Loránd University, Budapest, Hungary</p> <p><b>Lan Anh Nguyen Luu</b><br/>Doctoral School of Psychology, Institute of Intercultural Psychology and Education, Eötvös Loránd University, Budapest, Hungary</p> <p><b>Abstract</b><br/>Modern forms of communication and foreign learning opportunities are becoming widely available, multinational and transnational corporations are spreading and the migration is growing. These phenomena generate a large increase in the number of transnational families crossing boundaries of cultures and countries. At the same time, relatively few studies examine the intercultural adaptation of transnational spouses and their children, even though, on a daily basis the spouses are more directly connected to the local environment. There is a need for additional researches examining their living conditions, the characteristics of their integration, the peculiarities of their lifestyle and their everyday patterns. This study explores transnational families in Kuala Lumpur especially focusing on the education and on the use of languages as important strategic steps in both local integration and subsequent family plans.<br/>Keywords: Transnational families, education, use of languages, acculturation</p> |
| <p><b>Dr. Suman Kothakonda</b><br/><b>GICICPLR1804073</b></p> | <p><b>A Telugu-Speaking Adolescent's acquisition of English Negatives and Interrogatives</b></p> <p><b>Dr. Suman Kothakonda</b><br/>Assistant Professor, Department of Linguistics and Contrastive Study of Tribal Languages, Indira Gandhi National Tribal University</p> <p><b>Abstract</b><br/>An attempt has been made to establish and explain the facts of language development, especially in the very young adult. This study investigates how Telugu (ESL) learner acquires English negatives and interrogatives at the adult age. It is well-known that there is a vast difference between child and adult language acquisition. In recent years, the study of how children and adults acquire language, in various stages, has become an interesting, fascinating and challenging field. However, Language input and output would be quite different in child and adult language acquisition and learning. For over several years, many scholars, psychologists and linguists have been investigating how brain represents, controls and processes languages in several stages. This study examines how native language, the adult possessed is, in most cases, fully matured reflects second language learning and its complexity in speaking and understanding it. This paper exclusively examines different aspects of a Telugu</p>   |

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|  | <p>adolescent's acquisition process in relation to English negatives and interrogatives in somewhat greater detail.<br/> <b>Keywords:</b> Language Acquisition, Adult, Negatives, Interrogatives, syntax</p>  |
| <p><b>Fitria Widyarini</b><br/> <b>GICICPLR1804074</b></p> | <p><b>Improving Students' Reading Comprehension Using WebQuest</b></p> <p><b>Fitria Widyarini</b><br/> <b>English Department Graduate Program, Sebelas Maret University, Indonesia</b></p> <p><b>Abstract</b></p> <p>This study is aimed to improve students' achievement in reading comprehension using WebQuest. This study was conducted by using classroom action research. The subject of this research was the ninth grade students of SMP N 5 Surakarta. It was carried out in two cycles including 6 meetings. Based on the research, it is proven that teaching reading in elementary students by using WebQuest simultaneously improves students' reading comprehension. However, it is worth to note that using webQuest is effective and efficient if the activities and materials involves the students. Therefore, it is suggested that teachers should be more creative to use various material resources and create an interesting form of WebQuest in teaching reading to make the students more interested and actively involved in teaching learning process. In addition, WebQuest can also improve the classroom climate including students' participation and motivation in class, which can be seen from the students' attitude in joining all activities during the research.<br/> <b>Keywords:</b> reading comprehension, webquest, creative teaching, ICT-based learning</p>  |
| <p><b>Aulia Fitri</b><br/> <b>GICICPLR1804075</b></p>      | <p><b>Song Lyric Translation: Intensionality And Informativity In "We Love Disney" Album (2015)</b></p> <p><b>Aulia Fitri</b><br/> <b>Linguistics Department, Universitas Indonesia, Depok, Indonesia</b></p> <p><b>Abstract</b></p> <p>This paper aims to address the problem that often occurs in the translation of song lyrics from English to Indonesian. In Indonesia, this area is firstly discussed by the author, that focuses on the translation of song lyrics. However, this area is one of the important parts in Indonesia since English is third language to acquire. The problem that often occurs in this research is that each song lyric translation tends not to be appropriately translated on the aspect of the intensionality and informativity. Data were taken from 12 lyrics of the song in the album "We Love Disney". The song in this album is the result of a translation of the lyrics of the English language sung into the Indonesian language. This study is a comparative study which utilizing a qualitative descriptive approach. The data were taken from source and target text of song lyrics by comparing its informativity and intentionality aspect according to Seven Standard of Textuality by Breugande and Dressler (1981). The research obtains percentage of error amount of translation toward the informativity and intentionality from all songs in the album. Thus, this paper raises the issue of intentionality and informativity in the lyrics of the song "We Love Disney".<br/> <b>Key word:</b> Translation, Song Lyric, Informativity, Intentionality, Textuality</p> |



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**Choice of decision mode and cognitive cross-cultural competency in  
International Peacekeeping Operations: Comparative study of Indonesian and  
French peacekeepers**

**Dr. Eri Radityawara Hidayat  
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**Abstract**

This research was based on a PhD. Dissertation done at the Faculty of Psychology, the University of Indonesia. It tested the robustness of decision mode theory from Weber et al. (2004; 2008), and evaluated the structural relationships of three psychological constructs considered supporting cross-cultural cognitive competency. Research participants consisted of 241 Indonesian and 83 French peacekeepers. Regression results found experiential thinking style as predictor of recognition mode and unpredictability as predictor of rule-based mode, to be universal. For the Indonesian sample, intercultural learning strategy mediated meta cognitive cultural intelligence and experiential thinking style. In addition, experiential thinking style was found to be a predictor of the accuracy of decision mode prediction chosen by individuals from the other culture. For the French sample, rational thinking style was the significant predictor.

**Keywords: Decision mode, intercultural learning strategy, experiential thinking style, rational thinking style, and metacognitive cultural intelligence**

**Dr K. Thomas Baby  
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**Empowering Learners Through Paperless Classrooms**

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**Abstract**

Practical use and application of the learning outcome in the real world of outside the classrooms determine the quality and effectiveness of an educational system. These twin objectives can be achieved through the implementation of paperless classrooms which is essentially a process of self-reflection, research and critical evaluation of one's own current teaching practice in the immediate classroom environment. The teachers are empowered by a critical self-evaluation of their current teaching practice and an analysis of the research data about the learning outcome collected from their immediate classroom environment. Consequently, the learners are also empowered or benefitted from the modified behaviour of the teacher brought about by his/her research findings in order to achieve better learning outcome in the classroom. Paperless classroom is a revolutionary concept advocated by numerous educational experts today. It can be considered as a natural outcome of the digitalization of education and educational resources necessitated by the rapid technological development of our times. Paperless classrooms provide students with an opportunity to promote and develop their electronic skills and help them to improve their engagement and motivation in their learning activities. It prepares them adequately for the practical world outside school. Another important consideration for implementing paperless classroom is the environmental concern. Paperless classrooms are considered to be eco-friendly because they help to conserve nature by saving trees from which paper is made. As teachers migrate gradually into the new zone of educational technology, paperless classrooms will continue to redefine innovative teaching methodologies. Effective use of technology and careful implementation of paperless classrooms can create boundless possibilities for future education.

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|   | <p><b>KEY WORDS:</b> Paperless Classrooms, empower, teachers, learners, teaching practice.</p>   |
| <p><b>Kitchakorn Arunsawat</b><br/><b>GICICPLR1804078</b></p> | <p style="text-align: center;"><b>Effect of Servant Leadership Development Program in Construction Industry</b></p> <p style="text-align: center;"><b>Kitchakorn Arunsawat</b><br/><b>Faculty of Applied Arts</b><br/><b>King Mongkut’s University of Technology North Bangkok Thailand</b></p> <p style="text-align: center;"><b>Dr. Benjawan Boonyaprapun</b><br/><b>Associate Professor Faculty of Applied Arts</b><br/><b>King Mongkut’s University of Technology North Bangkok Thailand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research was a quasi – experiment. The objectives of this research are to 1) study to levels of servant leadership and 2) to compare servant leadership of leaders in construction Industry before and after participating in the servant leadership development program. The first sample group was 552 leaders of Leader two company private industry business The second sample group was 15 leaders who had servant leadership at lower 25th percentile. The instruments for data collection were a questionnaire with the reliability of 0.989 and the servant leadership development program with the index of item-objective congruence of 1.00. Data was analyzed by frequency, percentage, mean, standard deviation and paired-sample t-test.</p> <p>The results showed 1) the servant leadership level of servant leadership in construction Industries was moderate. 2) level of servant leadership after participating the servant leadership development program (<math>\bar{x} = 4.89</math>) was higher than before participating the servant leadership development program (<math>\bar{x} = 2.13</math> with statistical significance at .01 level (<math>p &lt; .01</math>). The results showed that leadership development programs contributed to increase servant leadership. Therefore the organizations should use the program to develop servant leadership of leaders.</p> <p><b>Keywords:</b> Servant Leadership, Servant Leadership Development</p> |
| <p><b>Bagus Detrianto</b><br/><b>YRSICPLR1804051</b></p>      | <p style="text-align: center;"><b>Humorous Effects On Flouting Conversational Maxims Found In Indonesian Drama Comedy: A Study Of Humor In Language</b></p> <p style="text-align: center;"><b>Bagus Detrianto</b><br/><b>Universitas Islam Negeri Maulana Malik Ibrahim Malang</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Humor and language cannot be separated one another, because both of them are in one unity. Due to the fact that humor is one of the important aspects of communication through language in order to make communications more relaxed. Thus, to make the conversation become friendly, people sometimes make jokes one another during the conversations. Therefore, people often break the role of cooperative principles by flouting the maxims. This study aimed to observe and investigate the relation of humorous effects with Grice’s conversational maxims found in drama comedy Bajaj Bajuri Spesial Lebaran edition, which was broadcasted in Trans TV. In addition, the data was obtained from YouTube which was uploaded by MR WISE on April 5th, 2017 with the title “Bajaj Bajuri (Spesial Lebaran, Lebaran Maafkan). After collecting the data, the writer did the analysis based on the theory which proposed by Grice (1975), then the writer analysed the relationship between the humorous effects in this drama comedy and the flouting of conversational maxims. The result showed that there were some flouted maxims, but it did not lead the conversations into the end. In fact, it might make the conversation lively and</p>   |

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|  | friendly, sometimes the flouted maxims also caused the humorous effects.<br>Keyword: humorous effects, cooperative principle, flouting maxims, Indonesia<br>drama comedy, bajaj bajuri |
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## **LISTENERS**

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