

**2019 The 3rd International Conference on Education and E-Learning  
(ICEEL 2019)**

**2019 The 9th International Conference on Languages, Literature and  
Linguistics (ICLLL 2019)**

**University of Barcelona, Spain  
November 05-07, 2019**

**Sponsored by**



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BARCELONA

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## **Welcome Remarks**

**On behalf of organizing Committee, we welcome you to University of Barcelona, Spain to attend 2019 The 3rd International Conference on Education and E-Learning (ICEEL 2019) and 2019 The 9th International Conference on Languages, Literature and Linguistics (ICLLL 2019). We're confident that over the three days you'll get theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, profitable and sustainable communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in Education, E-Learning, Languages, Literature and Linguistics.**

**We hope that your work and that of your institution or company will be enhanced both by what you learn and by those with whom you connect over the next 3 days. Our field is enriched by the dialogue among colleagues from around the world which occurs during presentation sessions as well as informal conversations. We hope this is a memorable, valuable, and enjoyable experience!**

**On behalf of conference chair and all the conference committee, we would like to thank all the authors as well as the program Committee members and reviewers. Their high competence, their enthusiasm, their time and expertise knowledge, enabled us to prepare the high-quality final program and helped to make the conference a successful event. We hope that all participants and other interested readers benefit scientifically from the proceedings and also find it stimulating in this process. Finally, we would like to wish you success in your technical presentations and social networking.**

**Once again, thanks for coming to this conference. We are delegate to higher and better international conference experiences. We will sincerely listen to any suggestion for improvement and we are looking forward to meeting you next time.**

**Local Organizing Chair  
Prof. Mario Barajas  
University of Barcelona, Spain**

## Conference Venue

### **University of Barcelona - Historical Building**

Add.: University of Barcelona - Historical Building  
Gran Via de les Corts Catalanes, 585  
08007 Barcelona, SPAIN

Webpage: <http://www.ub.edu/web/ub/en/index.html>



The University of Barcelona is the principal centre of university research in Spain and has become a European benchmark for research activity, both in terms of the number of research programs it conducts and the excellence these have achieved. The University of Barcelona is a public university located in the city of Barcelona, Catalonia in Spain. With 73 undergraduate programs, 273 graduate programs and 48 doctorate programs to over 63,000 students, UB is considered to be the best university in Spain in the QS World University Rankings of 2018, which ranked the university 156th overall in the world. In the 2016-2017 ranking of University Ranking by Academic Performance, UB is considered the best university in Spain and 45th university in the world. Also, according to the yearly ranking made by US News, it is the 81st-best university in the world, and the best university in Spain.

# Instructions for Presenters

## Onsite Registration

- 1) You can also register at any time during the conference.
- 2) Certificate of Participation will be awarded at the end of your session.
- 3) Your paper ID will be required for the registration.
- 4) The organizer won't provide accommodation, and we suggest you make an early reservation.

## Oral Presentation

- 1) Devices Provided by the Conference Organizer:
- 2) Laptops (with MS-Office & Adobe Reader)
- 3) Projectors & Screens
- 4) Laser Sticks
- 5) **Materials Provided by the Presenters:**
- 6) Power Point or PDF Files (Files should be copied to the conference laptop at the beginning of each session)
- 7) **Duration of each Presentation (Tentatively):**
- 8) Regular Oral Presentation: 15 Minutes of Presentation, including Q&A
- 9) Keynote Speech: 40 Minutes of Presentation, including Q&A

## Poster Presentation

### **Materials Provided by the Conference Organizer:**

The place to put poster

### **Materials Provided by the Presenters:**

Home-made Posters

Maximum poster size is A1

Load Capacity: Holds up to 0.5 kg

## Best Presentation Award

One Best Oral Presentation will be selected from each presentation session, and it will be awarded after each session.

## Dress Code

Please wear formal clothes or national representative clothing.

## Important Note:

**The time slots assigned in the schedule are only tentative.**

## Legal Disclaimer Notice:

To ensure that the meeting is carried out smoothly and efficiently in a safe environment, we make the following disclaimers:

First, the participants must wear the conference name tag to enter the conference areas during the entire conference. Individuals not wearing it will not be denied entry. Participants are not allowed to bring their associates or families into the conference areas. If you wish to bring someone, please inform the conference person in charge in advance to obtain a special name tag for whatever event like presentations, breaks or meals.

Second, participants should confirm that they have good physical, mental and psychological preparation to participate in the event. If the participant is under 18 years old, he or she must be accompanied by his or her legal guardian. The conference organizer and associations will not responsible for their safety.

Third, all legal responsibilities and liabilities arising directly or indirectly from participants' activities during the event shall be borne by the participants themselves.

Fourth, the conference area is public, so participants should take care of their belongings at all times.. All losses related to personal property will not be the responsibility of the event organizers and associations.

## Introductions for Publication

2019 The 3rd International Conference on Education and E-Learning (ICEEL 2019)



All accepted papers for **2019 The 3rd International Conference on Education and E-Learning (ICEEL 2019)** will be published in the the International Conference Proceedings Series by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by EI Compendex and Scopus and submitted to be reviewed by Thomson Reuters Conference

Proceedings Citation Index (ISI Web of Science).

ISBN: 978-1-4503-7225-1

2019 The 9th International Conference on Languages, Literature and Linguistics (ICLLL 2019)



ICLLL 2019 accepted full papers will be published in the following journal:  
International Journal of Languages, Literature and Linguistics (IJLLL)

ISSN: 2382-6282

Frequency: Quarterly

DOI: 10.18178/IJLLL

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest and DOAJ

# Introductions for Speakers

## Keynote Speaker 1



✧ *Prof. Kuan-Chou Chen*  
*Purdue University Northwest, USA*

Kuan-Chou Chen is the Associate Dean for Graduate Program and Research, Thomas M. McDermott Sr. Endowed Chair, Professor in Economic Development, Professor of Management Information Systems. He was the Department Head of Information Systems, Finance, and Business Analytics (2005-2016), as well as Interim Department Head of Department of Graduate Studies in Education (2013-2014) at Purdue University Northwest. He received his Ph.D. from Michigan State University and his MBA from National Cheng-Kung University in Taiwan. He specialized in computer programming, system simulation, project management, decision support systems, data mining, system analysis and design, e-business strategy and application, supply chain management, network design and security, knowledge management, and information economy. Professor Chen has more than 90 scholarly publications, most in peer-reviewed journals. He is an active participant in several professional journals and serves on three paper reviewer boards. Currently he is an Editor-in-Chief of International Journal of e-Education, e-Business, e-Management and e-Learning. His productivity and scholarship have been recognized by his colleagues, being nominated three years in a row for an “Outstanding Scholar Award.” He also the recipient of Teacher of the Year Award (Purdue University Northwest, 2005). ([www.futurelearning.org](http://www.futurelearning.org))

**Speech Title: Using Systems Thinking Approach for Improving Data Analytics Practic**

**Abstract:** In this digitalized world, the amount of data being produced by large business enterprises is tremendously growing at a rate of 40 to 60% per year. The amount of data produced in every minute makes it challenging to store, manage, utilize, and analyze it. Even large business enterprises are struggling to find out the ways to make this huge amount of data useful. Data are useful only as much as the interpretations and conclusions we are able to draw from them. Putting aside concerns about the cleanliness and manageability of the data, the central problem with big data is that with enough of it, a data scientist is more likely to find support for conclusions that should not really exist. Simply storing this huge amount of data is not going to be all that useful and this is the reason why organizations are looking at big data analysis tools that can help them in handling big data to a great extent.

Systems thinking is a process and a methodology of understanding how individual constituents influence each other within a whole system to achieve a desired purpose. In general, systems thinking is using holistic view to focus on the way that a system's constituent parts interrelate and how systems work over time and within the context of larger systems. The systems thinking approach contrasts with traditional analysis, which studies systems by breaking them down into their separate elements. Systems thinking has been applied to the study of medical, environmental, political, economic, human resources, and educational systems, among many others.

In this presentation we will discuss the combining the systems thinking and data analytics approaches in business problem. By combining the systems thinking and data analytics approaches, we will be able to significantly increase our understanding of the business problem and boost our chances of finding and designing effective strategies/policies to tackle them. Using the systems thinking approach, we can develop a holistic view of a business problem and generate causal and effects about the interconnectivity and interdependency of the individual constituents within the system. Using the data analytics approach, we can enhance the critical individual components identified through the systems analysis process to gain a deeper understanding of the unique possessions and functions of each component.

## Keynote Speaker 2



✧ *Prof. Juan Carlos Olabe*  
*Christian Brothers University, USA*

Dr. Olabe and his research group are active participants in the field of learning and teaching technologies applied to online education, including the following areas: a) the design of multimedia content for primary, secondary and college level courses; b) the development of pedagogical methodologies for new digital learning environments; c) the creation and use of technological-based tools applied to teaching and learning; d) the implementation of resources for active pedagogical methodologies; and e) the delivery of Master's, Bachelor's courses and degrees using learning platforms.

During the last two decades, Dr. Olabe and his research group have received the support of the European Union and the National Council for Science and Technology of Latin-American through the funding of a large number of research and development projects.

Dr. Olabe has published several books and multiple articles in international journals, and has collaborated with international journals and committees. He has established working relationships with members of the MIT Lifelong Kindergarten group and with members of the One Laptop per Child project (OLCP) in the US and in multiple countries of Latin America. He has established relationships with governmental educational groups of the Ministries of Education of Peru, the Dominican Republic, and Colombia, as well as the educational networks RENATA of Colombia and CONACyT of Paraguay, and research groups at the University of Alicante, University of Extremadura, University of Salamanca, Luisiada University of Portugal, University of Silesia and LaSalle Bajío University (Mexico).

**Speech Title: Modern Education with a Computational Model of the Mind**

**Abstract:** We are witnessing a great effort on the part of the educational systems of the world in modernizing the curricular content of primary and secondary schools. One example of these educational initiatives is the effort of integrating aspects of engineering and technology with the existing core subjects of sciences and mathematic in K-12 education. These efforts are often labeled as STEM or STEAM (Science, Technology, Engineering, Mathematics, and Arts.) These subjects, studied in an integral form, are considered essential in the education of the citizens of a modern society. A common obstacle encountered in the implementation of these projects or initiatives is the lack of consensus on the specific topics to be included in the curriculum, the pedagogical methodology selected for the classroom, and the means, computer-based or otherwise, to be used by the teachers and the students. Often the lack of consensus among the different constituencies in charge of these projects finds its roots in the different assumptions made by their participants. This conference addresses one of the most acute set of differences present in these projects: the teaching methods used in class, knowing the resources and limitations of the human mind. In the last few decades we have learned much of how the mind works; what tasks are intrinsically easy or difficult for the human mind. Also, with the extensive access to computing power in our society, it is important to determine if a traditional task was studied in school for its practical use or for its value in developing the potential qualities of the mind. In this conference we will use the word computation in its traditional meaning of symbol manipulation. In that sense, all processes of thinking, solving problems, and endeavors of creation are processes of symbol manipulation, or computation. In this conference we present a computational model of the mind in order to provide a standard reference that will help in finding answers to questions such as: when is a task complex, what are the cognitive capabilities and limitations of the mind, what teaching methodologies are optimal, and why.



## Keynote Speaker 3

✧ *Prof. Mario Barajas*  
*University of Barcelona, Spain*



Mario Barajas is Professor at the University of Barcelona (Spain), and founder member of the new Institute of Educational Research of the Faculty of Education. He earned his doctorate degree in Education from the same University, with an specialisation in e-learning. He is Master's Degree in Educational Technology from San Francisco State University in the USA, and holds degrees in Engineering and in Philosophy. Dr. Barajas teaches about Digital Learning Environments at the doctoral program 'Education and Society'. He is a member of different Research Committees and Journals at an international level. His research areas include: a) creative digital education, b) game-based learning, c) STEAM education -Science, Technology, Engineering, Arts and Mathematics; d) impact evaluation of digital education. During the last two decades, Dr. Barajas has coordinated and participated in a large number of competitive projects funded by the European Union. He leads the research group Future Learning ([www.futurelearning.org](http://www.futurelearning.org))

***Speech Title:* Building Digital Creative Capacities in Higher Education: Outcomes of The Docent Project**

***Abstract:*** Creativity is essential for individuals to face the social and economic changes which characterize the XXI Century. In addition, today labour market is strongly linked to employees' abilities to work with digital technologies. Hence, worldwide educational policies call for the development of creative and digital competences in students from all levels.

Nevertheless, educators are not prepared to apply creative teaching strategies, nor to fully exploit the educational affordances of digital technologies. In this context, the challenge of today's universities is to build their capacities to integrate creativity and technologies in teacher education programmes.

This presentation describes the results of the DoCENT project (European Union, Erasmus + Programme, 2017-19), which developed, applied and validated an innovative training model to guide teacher educators in applying digital creative teaching practices. More specifically, I will present the main outcomes of DoCENT, including (a) a European framework of digital creative teaching competences; (b) a training solution including a curriculum, a MOOC and a serious game simulating real teaching scenarios; (c) a set of guidelines and policy recommendations for enhancing digital creativity in teacher education.

## Keynote Speaker 4

✧ *Assoc. Prof. Nailya Nurieva*  
*Bauman Moscow Technical University, Russia*



Nailya Nurieva got a Specialist degree in teaching English and German Languages from Kasan University in Russia. Finalist of RTAP (Russian Teacher's Assistant Program) at the University Wisconsin Milwaukee, US, 1995. She got Phd in Pedagogy in 2000 and Assistant Professor in 2003. Member of TESOL-RUSSIA. Specializing in Education and Linguistics sciences, her principal research interests are connected with the theory of methods of EFL teaching, Intercultural Communication, Syntax, Lexicology, Stylistics, Linguopoetics, English-language Literature, Translation. The latest published peer-reviewed articles are connected with the technology of EFL teaching based on extensive Fiction Literature reading. She is currently Associate Professor at Bauman Moscow Technical University and teaches English for students majoring in Engineering and coordinates students' research works in Linguistics.

***Speech Title: The Author's World Picture in Children's Stories by Roald Dahl as an Aspect of Cognitive Linguistics***

***Abstract:*** This presentation discusses the ways of studying fiction literature works by means of cognitive linguistics. There have been a notable shift lately in analyzing literature works by means of studying nominative field of an author's language to decode the artistic world picture of every writer in regards of the concept being under discussion. Specifically this presentation shows an attempt to analyze the concept Education in children's stories by a well-known British writer, Roald Dahl. It provides the analysis of identifying different forms of the explicit lexical associates of the concept. The study outlines that the key meanings of the author's vision of the concept coincide with those outlined in most dictionaries. It is proposed that a good number of author-identified meanings come from the nuclear elements. They are presented by different categories of meaning in accordance with the conceptual features. The study finds that the artistic world picture by Roald Dahl about concept Education is characterized by the opposition Learning/Ignorance. The axiological component of this artistic world picture highlights the author's humanistic message.

## Keynote Speaker 5

✧ *Prof. Sergey Avrutin*  
*Utrecht University, The Netherlands*



Prof. Dr. Sergey Avrutin received his PhD from the Department of Brain and Cognitive Sciences at MIT with specialization in psycholinguistics. His dissertation focused on the interpretation of referential dependencies by children and individuals with brain damage (aphasia.) After graduating in 1994, he worked as a postdoctoral fellow at the Institute for Research in Cognitive Science at the University of Pennsylvania. From 1995 to 2000, Dr. Avrutin worked at Yale University (Linguistics Department) where he collaborated with the Haskins Laboratory in New Haven and the Yale Medical School. During his tenure at Yale, he was awarded Fullbright Research Scholarship from the US Government. In 2000 Dr. Avrutin was awarded a prestigious PIONIER research grant from the Dutch Academy of Sciences and moved to The Netherlands. He is currently a Professor of Comparative Psycholinguistics at the Department of Language, Literature and Communication at Utrecht University. His current research focuses on the application of Shannon's information theory to language processing and language acquisition.

***Speech Title:* Wave Interference, Entropy and the Speech Production / Comprehension Asymmetry**

***Abstract:*** The effect of inflectional entropy appears to have opposite directions in comprehension and production experiments. While higher entropy facilitates comprehension in a lexical decision task, it appears to impede production in a picture naming task. It is also widely assumed that in child speech comprehension precedes production. To address both of these phenomena, I propose a model of neural processing which is based on wave interference. I argue that higher entropies correspond to more similarities in wave velocities (e.g. more similar wave lengths) and that wave starting points are closer to each other in comprehension (waves are not shifted) than in production (waves are shifted). The resulting wave (e.g. the result of wave superposition) therefore can be either constructive or destructive, and this is what determines the reaction time in behavioral psycholinguistic experiments. With regard to the comprehension / production asymmetry observed in children, I show that entropies are higher in the child's lexicon which leads to a stronger detrimental effect in production but potentially facilitatory effect in comprehension.

# Plenary Speaker I

✧ *Prof. Anja Pfennig*  
*Applied University Berlin, HTW, Germany*



A. Pfennig was born in Büdelsdorf, Germany in 1970. She studied Minerology at the Rheinische Friedrich Wilhelms University Bonn, Germany, where she graduated in 1997. Her Ph.-D. in the field of ceramic moulds for liquid metal casting was earned in 2001 from the Friedrich Alexander University of Erlangen, Germany. She then worked for Siemens Energy in charge of ceramic shields for stationary gas turbines and transferred to Berlin in 2008 where she conducted scientific research on the oxidation of high temperature materials and corrosion behavior of steels used in Carbon Capture Techniques. 2009 she became full professor at the Applied University Berlin, HTW where she currently teaches material science for engineering students. Anja Pfennigs research interest and expertise is in the field of corrosion and corrosion fatigue of materials at high temperature and high pressure simulating geothermal environments. Here she involves students in practical project based lectures. For 6 years her teaching and teaching related research focusses on matters concerning first year students. Diversity, motivation, duration and step-by-step success are important when designing a new course. Inverted classroom scenarios, blended learning concepts, online courses and alternative grading are important research topics with regard to practical and theoretical study results and development of self-confident young engineers. Anja Pfennig successfully produces lecture videos using the peer-to-peer approach and implements these in her first year courses as study source in inverted classroom scenarios. The impact of lecture films on study behavior, continuity and study results is her main interest as lecturer and researcher.

**Speech Title:** *Making of - Successfully Planning and Implementing Peer-to-Peer Lecture Films*

**Abstract:** Lecture videos are more and more implemented in higher education. They are widely used by students providing an audio and visual stimulus. To attract students and become a fully accepted learning material these videos need to be of a certain standard. An important factor to the success of these videos is to involve students directly into the concept and making-of (peer-to-peer approach). The peer-to-peer approach is a successful route to produce lecture videos as means of self-studying teaching material especially for inverted classroom" lecture settings. Students are involved in the film making and directly contribute their learning experience. At HTW Berlin students worked in voluntary semester projects (groups of 1-10 students) worth 5 ECTS with a workload of 180 h. Different film formats have been launched on youTube channel such as: power point, comic, swipe-technique or animation. Averagely 5 minutes of high quality video is produced per student. Less than 5.000 (!) Euro are sufficient to set up a well working film studio, using commercial or non-commercial software for post-production. However, professional equipment is not mandatory to produce successful lecture videos as long as the content supports the course learning outcome. Because these videos need to be of a certain standard to gain students` interest and become a fully accepted learning material certain standards have to be met. To encourage lecturers a short guidance to look at basic needs and requirements of the lecture film production is introduced to just get started. Good lecture videos may successfully be produced with low threshold.





# Conference Agenda


## ✚ Day 1 (November 05, 2019): Onsite Registration & Conference Materials Collection


(Note: November 05, 2019 is only for onsite Registration, but on November 06, 2019, the registration is also open outside the conference room. All the conference rooms is in the 1<sup>st</sup> floor, historical Building.)

University of Barcelona - Historical Building	13:00-17:00	Registration & Conference Materials Collection
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## ✚ Day 2: November 06, 2019 (Morning)


Keynote Speeches Venue: Room Aula Magna (1 <sup>st</sup> floor)		
<b>Opening Remark</b> 09:00-09:05		<b>Prof. Xabier Basogain, University of the Basque Country - Euskal Herriko Unibertsitatea, Spain</b>
<b>Keynote Speech 1</b> 09:05-09:45		<b>Prof. Kuan-Chou Chen</b> Purdue University Northwest, USA <b>Speech Title: Using Systems Thinking Approach for Improving Data Analytics Practic</b>
<b>09:45-10:15</b>	<b>Coffee Break &amp; Group Photo</b> Venue: 1st floor, Arcade Courtyard, historical Building	
<b>Keynote Speaker 2</b> 10:15-10:55		<b>Prof. Juan Carlos Olabe</b> Christian Brothers University, USA <b>Speech Title: Modern Education with a Computational Model of the Mind</b>
<b>Keynote Speech 3</b> 10:55-11:35		<b>Prof. Mario Barajas</b> University of Barcelona, Spain <b>Speech Title: Building Digital Creative Capacities in Higher Education: Outcomes of The Docent Project</b>

<p><b>Keynote Speech 4</b> 11:35-12:15</p>		<p><b>Assoc. Prof. Nailya Nurieva</b> <b>Bauman Moscow Technical University, Russia</b></p> <p><b>Speech Title: The Author's World Picture in Children's Stories by Roald Dahl as an Aspect of Cognitive Linguistics</b></p>
<p>12:15-13:30</p>		<p><b>Lunch</b></p>

 **Day 2: November 06, 2019 (Afternoon)**

<p><b>Keynote Speeches &amp; Plenary Speeches</b></p>		
<p><b>Plenary Speech</b> 13:30-14:10</p>		<p><b>Prof. Anja Pfennig</b> <b>Applied University Berlin, HTW, Germany</b></p> <p><b>Speech Title: Making of - Successfully Planning and Implementing Peer-to-Peer Lecture Films</b></p> <p>Venue: Room Aula Magna(1<sup>st</sup> floor)</p>
<p><b>Keynote Speech</b> 13:30-14:10</p>		<p><b>Prof. Sergey Avrutin</b> <b>Utrecht University, The Netherlands</b></p> <p><b>Speech Title: Wave Interference, Entropy and the Speech Production / Comprehension Asymmetry</b></p> <p>Venue: Room Ramón i Cajal(1st floor)</p>
<p><b>Authors' Presentation</b></p>		
<p><b>Session 1</b> 14:15-15:30</p>	<p><b>Topic: Theory and Practice of Education</b></p> <p>Venue: Room Ramón i Cajal(1st floor)</p>	
<p><b>Session 2</b> 14:15-15:45</p>	<p><b>Topic: E-learning</b></p> <p>Venue: Room Aula Magna(1st floor)</p>	
<p><b>Session 3</b> 14:30-15:45</p>	<p><b>Topic: Teaching Model and Strategy</b></p> <p>Venue: Room Sala Graus Filología(1<sup>st</sup> floor)</p>	
<p>15:30-16:00</p>	<p><b>Coffee Break</b></p>	

<p><b>Session 4</b> <b>16:00-18:15</b></p>	<p><b>Topic: Art and Linguistics</b> Venue: Room Ramón i Cajal(1st floor)</p>
<p><b>Session 5</b> <b>16:00-17:45</b></p>	<p><b>Topic: Information Technology Education</b> Venue: Room Aula Magna(1st floor)</p>
<p><b>Session 6</b> <b>16:00-18:00</b></p>	<p><b>Topic: Cross Culture and Education</b> Venue: Room Sala Graus Filología(1st floor)</p>
<p><b>18:30-20:00</b></p>	<p><b>Dinner-Restaurant</b></p>

 *Day 3: November 07, 2019 - Academic Visit*

Get together at 10:00 am in the front of University of Barcelona - Historical Building, then we will have a visit in the campus.

## Presentations Quick Review

<b>Session 1</b> <b>Theme: Theory and Practice of Education</b> <b>Times: 14:15-15:30</b>   <b>Conference Room: Venue: Room Ramón i Cajal</b> <b>Session Chair: Assoc. Prof. Kalogiannakis Michail, University of Crete, Greece</b>	
BN2011	Assessing computational thinking skills at first stages of schooling <i>Kanaki Kalliopi and Kalogiannakis Michail</i>
BN2022	Development of Computational thinking: Student motivation using Ozobot <i>Martin Žáček and Pavel Smolka</i>
BN2064	Systems, Design and Technologies Anxieties towards use of Self-service Checkout Among University Students <i>Nasir Abdul Jalil and Koay Kian Yeik</i>
BN2004	E-Portfolios In The System Of Retraining And Advanced Training Of Academic Staff: Experience Of The Republic Of Uzbekistan <i>Feruza Machmudovna Zakirova, Feruza Saidova and Golibjon Otamurodov</i>
BN2003	Using Padlet for Project-based Learning in Documentary Filmmaking <i>Ann Rosnida Md Deni and Azrain Arifin</i>
<b>Session 2</b> <b>Theme: E-learning</b> <b>Times: 14:15-15:45</b>   <b>Conference Room: Room Aula Magna</b> <b>Session Chair: Prof. Anja Pfennig, Applied University Berlin, HTW, Germany</b>	
BN2061	Using Digital Media Instruction on The Gamification Apps in Learning as Factors to Evaluate the Learners' Perception <i>Jinghong Low, Abdullah Sarwar and Jing-Hui Kwan</i>
BN2033	Implementation and tech support for Moodle-based MOOC for language learning <i>Jasmin Klindžić, Nikolaj Lazić and Maja Perković</i>
BN2029	Investigating the Effect of Online Collaborative Learning on Students' Learning Outcomes in Higher Education <i>Winnie W. M. Lam, Haoran Xie, Dennis Y. W. Liu and Kevin W. H. Yung</i>
BN2055	Evaluating the Usability of an e-Learning Platform within Higher Education from a Student Perspective <i>Khaled Abuhlfaia and Ed de Quincey</i>
BN2056-A	Use of MOOCs and Distance Learning in Traditionally Taught Course <i>Chou, Chin-Ting(Emily)</i>
BN2050	The Acceptance and Use of Mobile Learning Applications in Higher Education <i>Mark Anthony Camilleri and Adriana Caterina Camilleri</i>
<b>Session 3</b> <b>Theme: Teaching Model and Strategy</b> <b>Times: 14:30-15:45</b>   <b>Conference Room: Room Sala Graus Filología</b> <b>Session Chair: Prof. Estelle Taylor, North-West University, South Africa</b>	
BN2073	<i>Investigating Soft Skills Development at a Higher Education Institution in South Africa</i> <i>Estelle Taylor</i>
BN1004	Research Abstract: From Description To Practice <i>Damian Lucantonio</i>
BN2044	<i>Promoting Student Engagement Using Flipped Classroom in Large Introductory Financial Accounting Class</i> <i>Evelyn Wong Mei Ling, Caroline Yap Yu Li and Ann Rosnida Md Deni</i>
BN2071	Personalized Mathematical Exercises as a teaching strategy to reduce copying in a high school math class <i>Alejandro Miguel Rosas Mendoza, Juan Gabriel Molina Zavaleta And Santiago Andrés Cuenca Villamontes</i>
BN2052	Opportunities and Challenges in Using AI Chatbots in Higher Education <i>Shanshan Yang and Chris Evans</i>



<b>Session 4</b> <b>Theme: Art and Linguistics</b> <b>Times: 16:00-18:15 Conference Room: Room Ramón i Cajal</b> <b>Session Chair: Prof. Sergey Avrutin, Utrecht University, The Netherlands</b>	
BN0049-A	Hooligans, Charismatic Leaders, and Victims: Narratives of Violence in the Interwar Romanian Fiction <i>Stefan Firica</i>
BN0038-A	<i>A Question of Egyptian Identity from Shady Abdelsalam's "ALMummya" to Daoud Abdelsayyed's "Rassayel Al Bahr" : Understanding the modern Egyptian cultural identity</i> <i>Salma Mahmoud Hamdi Mohamed Alsaady</i>
BN0042-A	Bilingual Legal Phraseologism to Online Database Compilation <i>Neyara Macedo Coelho Barbosa and Enilde Faulstich</i>
BN1006-A	A Study of Chinese Character “you” from the Perspective of Functional Syntax <i>Li Lu</i>
BN0024-A	Voicing and friction as phonetically distinctive factors in the fortis-lenis distinction of the Welsh fricatives <i>Michal Baran</i>
BN0043-A	Proposal of a model of analysis of iconicity in the Sign Language <i>Shisleny Machado Lopes Shis and Enilde Fausltich Faulstich</i>
BN0017	An Investigation into the Vietnamese Motion Verb Lexicon from the Cognitive Semantics Perspective <i>Hoang Tuyet Minh</i>
BN0053	A Study of Crashing into Guandong Literature <i>Xinrui Wang</i>
BN0023-A	Critical Discourse Analysis of TV advertisements: A Case Study of Zhonghua Haozi Cheng ( Excelling in a Good Handwriting of Chinese Characters) <i>Minchen Wang</i>
<b>Session 5</b> <b>Theme: Information Technology Education</b> <b>Times: 16:00-17:45 Conference Room: Room Aula Magna</b> <b>Session Chair: Prof. Marcela Castro, Universidad de los Andes, Colombia</b>	
BN2019	Flipped Classroom in Legal Education: Achievements and Challenges of Innovating the <i>Teaching of a Basic Law Course</i> <i>Marcela Castro and Sandra Aguirre</i>
BN2010	Digital transformation: An insight from leaders in mid-rank universities in Indonesia <i>Herri, Arief Prima Johan and Rebi Fara Handika</i>
BN2026-A	Mathematical Question Structure Extraction and Possibilities of Automatic Question Making by Plane Graph <i> Takeshi Matsuda, Michio Sonoda, Masashi Eto, Hironobu Satoh, Tomohiro Hanada, Nobuhiro Kanahama, Daiki Katoh and Hiroki Ishikawa</i>
BN2057	Using Game-based technology to enhance learning for children with learning disabilities: a pilot study <i>Tânia Rocha, Ricardo Nunes, João Barroso and Paulo Martins</i>
BN2070	Immersive technologies in higher education: Applications, challenges, and good practices <i>Laura Calvet, Pierre Bourdin and Ferran Prados</i>
BN2068-A	The Impact of Perceived Lecturers’ Self-Disclosure in Personal and Impersonal Facebook Account On Students’ Emotional Engagement, Students-Lecturer Communication Satisfaction, and Academic Performance <i>Padma Priya Pillai, Ehzar Tamam, Jusong Bulong and Mohd Nizam Othman</i>
BN2018	Citizen Attitude: Potential Impact of Social Media Based Government <i>E. D. Madyatmadja, H. Nindito and D. Pristinella</i>
<b>Session 6</b> <b>Theme: Cross Culture and Education</b> <b>Times: 16:00-18:00 Conference Room: Room Sala Graus Filología</b> <b>Session Chair: Assoc. Prof. Ron Martin, Rikkyo University, Japan</b>	
BN1021-A	Intercultural Communication in the Language Teacher Practicum <i>Ron Martin</i>
BN2039	School Assistant - a new element who supports the inclusive approach in the Czech primary school <i>Dominika Provázková Stolinská and Eva Šmelová</i>

BN0044	Multilingual Education: Possibility or Ideal Dream <i>Shashank Sai Parimi and Hridbijoy Chakraborty</i>
BN0025	Chinese international students in Australian postgraduate programs: A quantitative study of first-year English confidence and school-life satisfaction <i>Jingdi Sun</i>
BN0028-A	Evaluating the Use of Drama Approach-based Educational Practice on Cross-Cultural Understanding and Inter-Lingual Communication <i>Yirong Zhao</i>
BN0046	Statistical Model for the Trend of Prevalent Languages Speakers <i>Peiai Zhang, Yi Xie and Xiaojie Lei</i>
BN2047-A	An Implementation Of Mentorship In Turkish Ministry Of National Education <i>Esra Kaya and Kamuran Aydın</i>
BN0056	Socio-political activism: Content analysis of selected hash tags <i>Ami A Divatia and Prachi M Thaker</i>

# Authors' Presentations

## Session 1

**Topic: Theory and Practice of Education**

**Time: 14:15-15:30**

**Venue: Room Ramón i Cajal**

**Session Chair: Assoc. Prof. Kalogiannakis Michail**

**University of Crete, Greece**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

<p>14:15-14:30 <b>BN2011</b></p>	<p>Assessing Computational Thinking Skills at First Stages of Schooling <b>Kanaki Kalliopi</b> and Kalogiannakis Michail University of Crete, Greece</p> <p><b>Abstract:</b> Computational thinking has already been acknowledged as an important learning objective for all students in compulsory education. Our research interests focus on the assessment of fundamental computational thinking competencies, such as collection, organisation and analysis of data, algorithmic thinking and abstraction. For the needs of our research, we implemented the digital platform PhysGramming, which constitutes the backbone of a relevant assessment tool we have built. PhysGramming is developmentally appropriate for first and second grade primary school students and provides the opportunity to create their own digital games, transforming them from passive consumers to active creators of digital technology. The assessment tool has been applied to 450 students of first and second grade of primary school, in Greece, from February to June 2019. The research was conducted attuned to the ethical guidelines of educational research, within the framework of the physical and natural science courses and evolved around three axes: (a) Checking the validity and the reliability of the results that come out when applying the proposed assessment tool. (b) Designating the levels of computational thinking skills of students at first stages of schooling. (c) Checking the correlation between the levels of computational thinking skills and the comprehension of the lesson's content. In other words, we check whether high learning performance is a necessary and sufficient condition for diagnosing high levels of basic computational thinking skills. In this paper, we shortly describe the assessment tool we propose.</p>
<p>14:30-14:45 <b>BN2022</b></p>	<p>Development of Computational thinking: Student motivation using Ozobot <b>Martin Žáček</b> and Pavel Smolka University of Ostrava, Czech Republic</p> <p><b>Abstract:</b> The authors of the article focus on Computation thinking. The aim of the article is any motivate the student primary and secondary (high) schools using robotic toys: Ozobot EVO. The theoretical part of the thesis consists of a description of the motivation and a description of Computational thinking. The practical part shows the topics on how to work with Ozobots and how to involve them in teaching. The level of thinking of young people is very low, for this reason, we have set ourselves the goal of developing thinking using algorithms.</p>
<p>14:45-15:00 <b>BN2064</b></p>	<p>Systems, Design and Technologies Anxieties towards use of Self-service Checkout Among University Students <b>Nasir Abdul Jalil</b> and Koay Kian Yeik Sunway University, Malaysia</p> <p><b>Abstract:</b> In the era of the rapid advancement of innovation, retailers progressively consider inventive and intuitive automated interfaces, for example, self-service advances (SSTs) in service conveyance. The SST infers that individuals themselves perform tasks without direct assistance from store employees. Among different kinds of SST, retail self-checkouts have developed at a quick pace in the course of recent years. Yet, our understanding on what motivates consumers to use SST in the retail context, particularly in developing countries, is still unexplored. Hence, this paper aims to understand how attitudes, subjective norm, perceived behavioral control, and technologies anxiety influence university understudies' expectation to utilize the self-service checkout framework, predicated on the hypothesis of arranged conduct. A total of 141 responses were collected from university students in Sunway University Malaysia over a two-week timeframe. Data analysis was performed using Smart PLS. The use of partial least squares (PLS) is appropriate to exploratory studies of this type. Overall, the TPB-based model is useful in explaining younger consumers' intention to use the self-checkout system. Findings from this research</p>

	<p>expected will contribute to the literature because little research has discovered what drives younger consumers, especially higher education of university student to use the self-checkout system.</p>
<p>15:00-15:15 <b>BN2004</b></p>	<p>E-Portfolios In The System Of Retraining And Advanced Training Of Academic Staff: Experience Of The Republic Of Uzbekistan Feruza Machmudovna Zakirova, <b>Feruza Saidova</b> and Golibjon Otamurodov Tashkent University of Information Technologies, Uzbekistan</p> <p><b>Abstract:</b> Nowadays E-portfolios are used by pedagogical staff at all levels of the system of lifelong education system and are considered a useful tool for the development of professional competencies in a modern information educational environment. This actualizing the problem of developing an E-portfolio in order to expand its educational opportunities. This article is devoted to a detailed description of initiatives in the development of the principles, structure and functions of E-portfolios of pedagogical staff of the higher education institutions (academic staff) and also their application in the system of retraining and advanced training of national personnel in the Republic of Uzbekistan is analyzed.</p>
<p>15:15-15:30 <b>BN2003</b></p>	<p>Using Padlet for Project-based Learning in Documentary Filmmaking Ann Rosnida Md Deni and <b>Azrain Arifin</b> Sunway University, Malaysia</p> <p><b>Abstract:</b> This paper reports a Creative Arts instructor's exploration with Padlet to support his students' Documentary Filmmaking project for Audio Visual Production (AVP) module. Padlet, a web 2.0 tool, was used as a repository which stored resources related to classroom activities and students' work-in-progress from the drafting to the final products. The study which involved 23 Diploma students employed a mixed-method approach and used a survey questionnaire with Likert-scale questions and focus interviews to collect data. The study found that the use of Padlet was perceived positively by students and that it supported students' project-based work as it improved accessibility to teacher's input and peers' work-in-progress and completed work, despite some negative feedback. Data also showed the need to ease accessibility to content and formative feedback and improve inclusivity. Implications for technological tools, like Padlet, to support project-based learning are provided.</p>
<p>15:30-16:00</p>	<p><b>Coffee Break</b></p>

**Session 2**  
**Topic: E-learning**  
**Time: 14:15-15:45**  
**Venue: Room Aula Magna**  
**Session Chair: Prof. Anja Pfennig**  
**Applied University Berlin, HTW, Germany**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

<p>14:15-14:30 <b>BN2061</b></p>	<p>Using Digital Media Instruction on The Gamification Apps in Learning as Factors to Evaluate the Learners' Perception  <b>Jinghong Low</b>, Abdullah Sarwar and Jing-Hui Kwan                  Multimedia University, Malaysia</p> <p><b>Abstract:</b> This paper explains the usage of digital media instruction as factors to evaluate the learners' perception of gamification apps in learning. In the context of educational learning for teenagers, the demand for gamification apps integrated into teaching and learning is increasing. This situation will make more opportunities for the apps' developers to create more gamification apps. More created gamification app for learning will fulfil the needs and demands of the learners and instructors. Before the gamification apps develop massively in the future, the investigation of the factors on how a learner perceives with the gamification apps should introduce and acknowledge. This factor investigation will help to enhance the quality of gamification apps development. In addition, this factor investigation will ensure the achievement of the learning outcome achievement of a learning activity. The main objective of the paper is to propose and use the demands on the learner's cognitive processing as the learners' perception factors to use the gamification apps for learning. This perception factor proposal will help to support and develop better gamification apps. This proposed perception factor could use as the guideline to develop the gamification apps too. The discussion and explanation of the demands on the learner's cognitive processing as the perception factors for learning are discussed further in the paper.</p>
<p>14:30-14:45 <b>BN2033</b></p>	<p>Implementation and tech support for Moodle-based MOOC for language learning  <b>Jasmin Klindžić</b>, Nikolaj Lazić and Maja Perković                  University of Zagreb, Croatia</p> <p><b>Abstract:</b> This paper will present the implementation and establishment of technical support for two massive open online courses (MOOCs) for learning the Croatian language at Common European Framework of Reference for Languages levels A1 (<a href="https://a1.ffzg.unizg.hr">https://a1.ffzg.unizg.hr</a>) and A2 (<a href="https://a2.ffzg.unizg.hr">https://a2.ffzg.unizg.hr</a>) established in 2017 (A1) and 2018 (A2) in cooperation of the Faculty of Humanities and Social Sciences of the University of Zagreb and the Central State Office for Croats Abroad. The intention for the creation of these courses was to help members of the Croatian diaspora to learn the Croatian language. Level A1 refers to basic user of foreign language who can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, while level A2 refers to the language speaker that can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Both online courses have more than 3850 participants from more than 110 countries, and technical support is provided in English, Spanish and Croatian.</p>
<p>14:45-15:00 <b>BN2029</b></p>	<p>Investigating the Effect of Online Collaborative Learning on Students' Learning Outcomes in Higher Education  <b>Winnie W. M. Lam</b>, Haoran Xie, Dennis Y. W. Liu and Kevin W. H. Yung                  The Education University of Hong Kong, Hong Kong, China</p> <p><b>Abstract:</b> This paper investigated online collaborative learning on students' learning outcomes in higher education with an online platform called GMoodle that was implemented at The Education University of Hong Kong. To discover the benefits and drawbacks of online collaborative learning, students were invited to join this exploratory study and complete the pre and post questionnaires to evaluate their learning outcomes. The quantitative and qualitative studies of 75 undergraduate students were conducted based on the questionnaires and focus group interviews, and the results showed that students' learning outcomes especially self-management skills and collaborative skills were enhanced through the online collaborative activities. Before launching GMoodle, trainings were provided for the</p>

	<p>in-service and pre-service teachers. Most of them reflected that GMoodle is a useful platform for educators to understand students' learning progress, promote active collaboration and facilitate team teaching across different disciplines. Not only the students but also the teachers benefited from this online learning platform for collaborative learning, fair assessment, and team teaching.</p>
<p>15:00-15:15 <b>BN2055</b></p>	<p>Evaluating the Usability of an e-Learning Platform within Higher Education from a Student Perspective <b>Khaled Abuhlfafa</b> and Ed de Quincey Keele University, UK</p> <p><b>Abstract:</b> With the advancement in information technologies, e-learning has become an integral part of the modern higher education system. As part of this progression, Universities have increasingly adopted Virtual Learning Environments (VLE) that enable learners and tutors to communicate efficiently for learning purposes. However, it has been shown in a number of studies that poor usability is an area that can have a significant impact on the success of this communication and students' learning. The aim of this study therefore is to evaluate a VLE platform used in a higher education setting and provide some recommendations to enhance the interface design, system usability, and subsequent learning performance. Quantitative and qualitative research methods have been used, with a survey of 101 students recruited from all Schools at Keele University to investigate whether the system is usable or not (using the System Usability Scale (SUS)), from which 27 free-text responses were obtained for thematic analysis. The results indicate that the VLE performed below the average usability expectation (SUS score of 62.52). Thematic analysis of comments revealed very negative views of the VLE as well as areas for improvement. Evaluating the effect of usability on e-learning is complicated. However, there is a need to evaluate how usable VLE platforms are to ensure that this component of the platform design does not impede learning and teaching and further work is therefore needed by service providers to identify common usability issues as well as for educators to be more aware of usability issues and appropriate e-learning design principles.</p>
<p>15:15-15:30 <b>BN2056-A</b></p>	<p>Use of MOOCs and Distance Learning in Traditionally Taught Course <b>Chou, Chin-Ting(Emily)</b> Chihlee University of Technology, Taiwan</p> <p><b>Abstract:</b> The 21st century is an era of information explosion. In such an era, those who can grasp the latest information and continually reform and innovate should be able to have a successful future. Reading is the most effective way of acquiring the latest knowledge. People obtain new knowledge by observing visual information, such as written language. Thus, "reading capability" is not only one of the most crucial learning skills for students but is also an essential skill developed through education and career development.</p> <p>The technological advances and information flooding occurring in the twenty-first century initiated various discussions among the developed countries worldwide regarding the transformation of the objectives of higher education, the courses using a variety of media are being delivered to college students in Taiwan. Massive Open Online Courses (MOOCs) and distance learning courses are free online courses available for anyone to enroll. The aim of this study is to understand college students' attitudes and perceptions towards the effectiveness of MOOCs and distance learning in English reading class. This paper reports on the results of a survey of two hundred undergraduate students at Chihlee University of Technology about their attitudes and perceptions to the use of MOOCs and distance learning in English reading classes. The findings of this research are as follows:</p> <ol style="list-style-type: none"> <li>1. Students' motivation: the learning style of distance learning is higher than the learning style of MOOCs.</li> <li>2. Students' satisfaction: the students have higher satisfaction with the learning style than the course itself, course content and the teaching style.</li> <li>3. There is significant correlation between students' satisfaction and motivation in Distance Learning and MOOCs.</li> <li>4. There is significant difference between students' satisfaction and motivation in Distance Learning and MOOCs.</li> <li>5. There is no significant difference between the different departments and students' grades.</li> </ol>
<p>15:30-15:45 <b>BN2050</b></p>	<p>The Acceptance and Use of Mobile Learning Applications in Higher Education <b>Mark Anthony Camilleri</b> and Adriana Caterina Camilleri University of Malta, Malta</p> <p><b>Abstract:</b> Many individuals are increasingly using ubiquitous technologies, including interactive applications (apps) that are widely available on our mobile devices, including the smart phones and tablets. Therefore, in the last few years, educators and policy makers have introduced mobile learning (m-learning) technologies in order to support their students during their learning journey. A thorough literature review suggests that there are several contributions in academia that have investigated the</p>

	<p>students' acceptance and use of technology, in different contexts. In this light, this research has integrated valid and reliable measures from the Technology Acceptance Model and the Theory of Planned Behavior to better understand the university students' readiness to engage with mobile technologies for educational purposes. Specifically, this study explores the perceived usefulness and ease of use of m-learning technologies. Moreover, it investigated whether the research participants were influenced by their friends, acquaintances and educators to engage with these technologies and / or by the facilitating conditions at their university. The findings revealed that students held positive attitudes toward the m-learning technologies as they perceived them as useful and easy to use. Moreover, the university's facilitating conditions had a significant effect on the students' usage of these technologies. This study also reported that the students' social influences did not have an effect on their intention to use these devices.</p>
15:30-16:00	Coffee Break

**Session 3**  
**Topic: Teaching Model and Strategy**  
**Time: 14:30-15:45**  
**Venue: Room Sala Graus Filología**  
**Session Chair: Prof. Estelle Taylor**  
**North-West University, South Africa**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

14:30-14:45 <b>BN2073</b>	<p>Investigating Soft Skills Development at a Higher Education Institution in South Africa  <b>Estelle Taylor</b>  North-West University, South Africa</p> <p><b>Abstract:</b> There seems to be a gap between what industry expect from employees on the one hand, and the soft skills of recent graduates from Higher Education Institutions on the other. The aim of this paper was to investigate if the perceptions of IT-students regarding their own soft skills have changed over a period of 3 years. To do this a questionnaire was distributed in 2019 to the same students who completed this questionnaire in 2016, and the results were analysed. The results of this study showed that although soft skills should increase from student's first year of study to their final year, this is not how the students perceive the development of their own soft skills. The biggest improvements were in the students' perceptions of their skills in cross-cultural relationships, work ethic, decision-making and critical thinking. The skills for client management, time management, professionalism and leadership were perceived as lower. The results confirmed that the IT-students' own perceptions are not a reliable way of measuring their soft skills. Factor analysis was used to reduce the number of factors for further study, and according to this results the important soft skills were: Communication; Conflict management; Critical thinking; Interpersonal relations and teamwork; Leadership and Emotional intelligence; Multidisciplinary thinking; Professionalism and work ethic; and Self-management. These can now be used in further research on soft skills.</p>
14:45-15:00 <b>BN1004</b>	<p>Research Abstract: From Description To Practice  <b>Damian Lucantonio</b>  University of Electro-Communications, Japan</p> <p><b>Abstract:</b> The purpose of this paper is to show how university students for whom English is a foreign language (EFL) can be taught to write an abstract for a research paper. This interdisciplinary activity is an important 21st century skill for a wide range of university students, not just those involved in science and engineering courses. Initially, a brief overview of the relevant research from Systemic Functional Linguistics (SFL) will be introduced, in particular the work in genre theory of Martin (1985; Martin &amp; Rose, 2003), and the work of Swales in analyzing research papers (Swales, 1990; 2004; Swales &amp; Freak, 2004; Freak &amp; Swales, 2011). A criterion-based rating scale will then be presented. Drawing on genre theory, this evaluation instrument has been designed for use with graduate EFL science students, making explicit the specific functions of each section of the abstract. Following this, data from two student abstracts will be analyzed, illustrating how the theory has been applied to practice. Teaching suggestions will then be given. These will focus on explicit teaching, the use of models in language learning, and genre-based approaches to writing a research paper. Participants will gain a broader understanding of the role of the abstract in research papers, as well as some practical ideas of how the abstract can be taught in university EFL classes.</p>
15:00-15:15 <b>BN2044</b>	<p>Promoting Student Engagement Using Flipped Classroom in Large Introductory Financial Accounting Class  <b>Evelyn Wong Mei Ling, Caroline Yap Yu Li and Ann Rosnida Md Deni</b>  Sunway University, Malaysia</p> <p><b>Abstract:</b> Flipped classroom has become an instructional trend used by many universities especially in Science courses. The use of flipped instructional classroom encourages student to be actively engaged in their learning. However, the implementation of flipped classroom in Accounting education at the university level particularly in large classroom has been limited so far. Therefore, the focus of this study is to understand student engagement in a series of flipped classrooms in a large first-year introductory Financial Accounting subject. The study employed a survey questionnaire which generated open and closed responses, classroom observation, and analyses of students' responses on Slido pages and their</p>



	<p>scores in formative tasks. The study found that the flipped classroom has a positive impact on student engagement particularly in improving students' understanding of subject content and during class discussion between students and student-instructor. Recommendations for the use of flipped classroom for large Accounting classroom are also provided.</p>
<p>15:15-15:30 BN2071</p>	<p>Personalized Mathematical Exercises as a teaching strategy to reduce copying in a high school math class <b>Alejandro Miguel Rosas Mendoza</b>, Juan Gabriel Molina Zavaleta and Santiago Andrés Cuenca Villamontes Instituto Politécnico Nacional, Mexico</p> <p><b>Abstract:</b> The experiences lived in a math class are very diverse, for example, some relate to the teacher's way of teaching, others to the student's way of learning, to the problems in the teaching-learning process. For this research work, attention was focused on one of the problems that arise in the teaching-learning process of mathematics that is often left aside but that is very recurrent among students, it is known as "cheating".</p> <p>This school event led to the implementation of what is described in this work as the Personalized Mathematical Exercises (EMP) model; The reason why it was decided to focus research on this model in a math class at the high school level is because it is considered that with this teaching strategy the practice of copying decreases considerably. However, the following questions arise: does this strategy benefit in how students understand the thematic content? What do EMPs contribute to a math class? The future of a student who copies or is honest is uncertain because of the chaotic nature of the world, however there is research that states that some of these copying students have better grades than honest students.</p>
<p>15:30-15:45 BN2052</p>	<p>Opportunities and Challenges in Using AI Chatbots in Higher Education <b>Shanshan Yang</b> and Chris Evans University of Warwick, UK</p> <p><b>Abstract:</b> Artificial intelligence (AI) conversational chatbots have gained popularity over time, and have been widely used in the fields of e-commerce, online banking, and digital healthcare and well-being, among others. The technology has the potential to provide personalised service to a range of consumers. However, the use of chatbots within educational settings is still limited.</p> <p>In this paper, we present three chatbot prototypes, the Warwick Manufacturing Group, University of Warwick, are currently developing, and discuss the potential opportunities and technical challenges we face when considering AI chatbots to support our daily activities within the department. Three AI virtual agents are under development: 1) to support the delivery of a taught Master's course simulation game; 2) to support the training and use of a newly introduced educational application; 3) to improve the processing of helpdesk requests within a university department.</p> <p>We hope this paper is informative to those interested in using chatbots in the educational domain. We also aim to improve awareness among those within the chatbot development industry, in particular the chatbot engine providers, about the educational and operational needs within educational institutes, which may differ from those in other domains.</p>
<p>15:30-16:00</p>	<p>Coffee Break</p>

**Session 4**  
**Topic: Art and Linguistics**  
**Time: 16:00-18:15**  
**Venue: Room Ramón i Cajal**  
**Session Chair: Prof. Sergey Avrutin**  
**Utrecht University, The Netherlands**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

16:00-16:15 <b>BN0049-A</b>	<p>Hooligans, Charismatic Leaders, and Victims: Narratives of Violence in the Interwar Romanian Fiction  <b>Stefan Firica</b>  University of Bucharest, Romania</p> <p><b>Abstract:</b> The figure of the hooligan becomes a media cliché in the interwar far-right, anti-semitic journalism in Romania, before rising to literary prominence, with Mircea Eliade's novels, <i>Return from Paradise</i> (1934) and <i>The Hooligans</i> (1935). Eliade's endeavour is to raise the cultural status of the stock character, by lending him a philosophical infrastructure in line with Nietzsche's Übermensch, Bakunin's anarchist, or Dostoevsky's "demons". Also walking in the footsteps of Giovanni Papini's teppista, Eliade intends to brand a new Romanian myth, able to permeate into the European transnational repertoire. His novels only usher in a short-lived, but intense local fad of the figure: Mihail Sebastian's fiction and non-fiction of Jewishness (<i>For Two Thousand Years</i>, 1934; <i>How I Became a Hooligan</i>, 1935) reverse the angle to see the hooligan through the eyes of his victim; Liviu Rebreanu's <i>Gorilla</i> (1938) seeks an illusory Realist objectivity, inviting to critical reflection on political terrorism; I.A.I. Brătescu-Voinești's essay <i>Hooliganism</i> (1938) attempts to legitimize the turbulent social-political conduct of the day by placing it under the aegis of the "national poet" Mihai Eminescu's Romanticism. The hooligan owes his high profile to the symbolic status of such authors: Rebreanu is acclaimed as the best novelist of the time; Eliade is "anointed" chief of the Young Generation; Sebastian's novel lies in the epicentre of a significant media scandal; Brătescu-Voinești, though a minor writer, counts as a major member of the Romanian Academy. Apart from the political side-takings of the authors, a merit of their writings is to challenge the taboo of the terrorist as a "canibal", and of terrorism as a "cultural anomaly". Modernist fiction tends to delve in the subjectivity of the perpetrator, with devices specific to the literature of the 1930s (interior monologue and stream of consciousness, single and multiple point of view, mosaic and camera-eye narrative). Sometimes, the hooligan may be a franc-tireur who practices trouble-making just for the sake of it, thus becoming the central figure of his own routine of "entropolitics" (to use Alex Houen's catchword). Some other times, he may fit in a larger picture, and be encapsulated in a meta-narrative of radical political renewal, masterminded by the more esoteric figure of the charismatic leader. Therefore, the hooligan, as a fiction character, is often flanked by two other actors in the story: the "spiritual" leader and the victim. This paper looks into the complex and fluctuating patterns of interaction between these key-roles, putting the Romanian case in the context of the European culture.</p>
16:15-16:30 <b>BN0038-A</b>	<p>A Question of Egyptian Identity from Shady Abdelsalam's "AlMummya" to Daoud Abdelsayed's "Rassayel Al Bahr" : Understanding the modern Egyptian cultural identity  <b>Salma Mahmoud Hamdi Mohamed Alsaady</b>  Egypt</p> <p><b>Abstract:</b> Stuart Hall declared identity as ""conditional"" and unstable, continuously altered and shaped by discourse, historical and demographic changes. My presentation will explore the shifting perspective of Egyptian cultural identity in two Egyptian films; Shady Abdelsalam's ""Almummya"" or ""The Night of Counting Years"" and Daoud Abdel Sayed's ""Rasayel Al Bahr"". The two films were produced amidst major political and social turning points. ""AlMummya"" released in 1969, between the Six-Day-War with Israel and the death of President Gamal Abdel Nasser, raised major questions about identity as AbdelSalam felt that what dissipated the nation is their lack of knowledge about their history and ancient Egyptian legacy which determines who they are, and therefore their only means of survival is to reincarnate their ancestral identity. In correspondence, Daoud Abdel Sayed's ""Rasayel Al Bahr"" was screened in February 2010, a few months before the outbreak of the Egyptian Revolution and the overthrow of the Mubarak regime. Hovering amidst their nostalgia to a fading past, and their escapism from a present which they cannot accept, Abdelsalam's characters are on the threshold. Their only possible future lies in facing their present. The Narrative of "AlMummya" is based on the true events of the discovery of the royal mummies in Tomb TT320 in Luxor prior to the British invasion of Egypt in 1882.</p>

	<p>The protagonist, Wanis, is a member of a family that has been selling antiquities. This revelation about the family business after the death of his father leaves him in an ethical dilemma of what it means to live on the relics of the dead. Whereas "Rasayel al Bahr" revolves around Yehia, a medical doctor who abandons medicine and flees from Cairo to Alexandria after the death of his father to escape his frustration from the present. The presentation examines the two perspectives in details and questio</p>
<p>16:30-16:45 BN0042-A</p>	<p>Bilingual Legal Phraseologism to Online Database Compilation <b>Neyara Macedo Coelho Barbosa</b> and Enilde Faulstich University of Brasilia, Brasil</p> <p><b>Abstract:</b> This paper is part of a dissertation project, developed in the Graduate Program in Linguistics at University of Brasilia, at the Center for Lexical and Terminological Studies - LexTerm Center. This study addresses the phraseologisms found in one type of legal text – power of attorney, written in English and Brazilian Portuguese. As the contained lexical patterns of this type of document are related to cultural aspects and subject to different legal bases, the need to understand the linguistic and extralinguistic aspects of these lexical units arise. The type of the text was selected due to its relevance to commercial, social, and legal relations, and the need to understand the specialized lexicon of the area in which one studies. Hence, the purpose of the paper is to describe and analyze the phraseologisms, taking into account the functionalist approach of Simon Dik (1968) and cognitive approach of Charles Fillmore (1982), to compile a phraseological database of legal language in English and Portuguese, based on Faulstich's (1995) proposal, which presents related techniques for elaboration of lexicographic and terminological works. To data collect, it was used power of attorney available on specialized electronic websites of the legal area, on the internet. To data processing, Laurence Anthony's (2016) applications known as AntConc and AntPConc were used, which offer several tools to interrogate a corpus. At first, the verbal category was chosen because of its relevance in corpora analyzed, in addition, it denotes activities and processes specific to a particular area of knowledge. For this study, we selected eight phraseologisms due to its high frequency in the corpora examined. Through the application of the methodology it was possible to observe that most of the phraseological items have, among the formative elements, a verb, or verb derivative, that expresses action, "signed sealed and delivered" (corpus 1) and "apus minha assinatura e selo na presente" (corpus 2), or that does not express action, as in: "be my true and lawful Attorney" and "ser meu bastante Procurador", corpus 1 and 2, respectively. The results will compose a digital database with the lexical information which later they will serve as the basis to elaborate a bilingual glossary of legal phraseologisms.</p>
<p>16:45-17:00 BN1006-A</p>	<p>A Study of Chinese Character "you" from the Perspective of Functional Syntax <b>Li Lu</b> University of Science and Technology Beijing, China</p> <p><b>Abstract:</b> The character "you" is a common but complex word in Chinese. For long, scholars have not reached an agreement on it's meanings. This paper discusses functions of "you" within the framework of Cardiff Grammar, a branch of Systemic Functional Grammar, with the aim to specify its meanings in different contexts and the corresponding syntactic elements it expounds. The research results show that the main function of character "you" is to express extra meanings, which can be further divided into repetition, addition, negation and juxtaposition. Correspondingly, it expounds Inferential Adjunct [IA], Mood Particle [MP], Negatron trigger [Ntr] and Linker [&amp;] respectively in different syntactic structures.</p>
<p>17:00-17:15 BN0024-A</p>	<p>Voicing and friction as phonetically distinctive factors in the fortis-lenis distinction of the Welsh fricatives <b>Michal Baran</b> University of Szczecin, Poland</p> <p><b>Abstract:</b> This paper constitutes a part of a research project aimed at describing the Welsh consonant system. In view of certain minimal pairs or the vowel-consonant interplay, it may be claimed that explaining Welsh consonants along the fortis-lenis divide is more appropriate than relying on the voiced-voiceless contrast. The assumption of a fortis-lenis divide would also link Welsh phonetics clearly to Welsh grammar, which features a fully developed morpheme-initial consonant mutation system used for morphological, syntactical and semantic marking (Baran and Asmus 2019, Asmus and Grawunder 2017). Welsh offers evidence that the fortis-lenis and voiceless-voiced oppositions are to be distinguished and are not synonymous, i.e. we may indeed have to differentiate between voicing and lenis-fortis languages (Kiparski 2006). Welsh fricatives were studied, both in initial and final position of monosyllabic words. Voicing and friction length were measured in order to check whether they can serve as phonetically distinctive acoustic features in the proposed fortis-lenis distinction. The collected data was then analysed</p>

	<p>statistically in search of any potential correlations between the aforementioned phonetic properties and the fortis or lenis qualities. The phonetic measurements of friction and voicing length in word-initial and word-final fricatives reflect the phonologically motivated division into two series of sounds, i.e. fortis &lt;s, ch, ff, th&gt; /s, ʃ, f, θ/ and lenis &lt;h, f, dd&gt; /h, v, ð/. The statistical analysis was mostly aimed at three pairs of sounds, namely word-initial /s/ and /h/, word-final /θ/ and /ð/ and word-initial and word-final /f/ and /v/. In all aforementioned configurations, friction and voicing length proved to be statistically relevant while distinguishing between the two series. References: Asmus, S., Grawunder, S., Vowel Length in Welsh Monosyllables, Its Interrelation with Irish and Related Problems (Lewiston: Edwin Mellen Press, 2017).</p>
<p>17:15-17:30 <b>BN0043-A</b></p>	<p>Proposal of a model of analysis of iconicity in the Sign Language <b>Shisleny Machado Lopes Shis</b> and Enilde Fausltich Faulstich University of Brasilia, Brasil</p> <p><b>Abstract:</b> This paper is part of a dissertation project, developed in the Graduate Program in Linguistics at University of Brasilia, at the Center for Lexical and Terminological Studies - LexTerm Center. This study addresses the phraseologisms found in one type of legal text – power of attorney, written in English and Brazilian Portuguese. As the contained lexical patterns of this type of document are related to cultural aspects and subject to different legal bases, the need to understand the linguistic and extralinguistic aspects of these lexical units arise. The type of the text was selected due to its relevance to commercial, social, and legal relations, and the need to understand the specialized lexicon of the area in which one studies. Hence, the purpose of the paper is to describe and analyze the phraseologisms, taking into account the functionalist approach of Simon Dik (1968) and cognitive approach of Charles Fillmore (1982), to compile a phraseological database of legal language in English and Portuguese, based on Faulstich's (1995) proposal, which presents related techniques for elaboration of lexicographic and terminological works. To data collect, it was used power of attorney available on specialized electronic websites of the legal area, on the internet. To data processing, Laurence Anthony's (2016) applications known as AntConc and AntPConc were used, which offer several tools to interrogate a corpus. At first, the verbal category was chosen because of its relevance in corpora analyzed, in addition, it denotes activities and processes specific to a particular area of knowledge. For this study, we selected eight phraseologisms due to its high frequency in the corpora examined. Through the application of the methodology it was possible to observe that most of the phraseological items have, among the formative elements, a verb, or verb derivative, that expresses action, “signed sealed and delivered” (corpus 1) and “apus minha assinatura e selo na presente” (corpus 2), or that does not express action, as in: “be my true and lawful Attorney” and “ser meu bastante Procurador”, corpus 1 and 2, respectively. The results will compose a digital database with the lexical information which later they will serve as the basis to elaborate a bilingual glossary of legal phraseologisms.</p>
<p>17:30-17:45 <b>BN0017</b></p>	<p>An Investigation into the Vietnamese Motion Verb Lexicon from the Cognitive Semantics Perspective <b>Hoang Tuyet Minh</b> Viet Nam</p> <p><b>Abstract:</b> The present study aims to provide insights into the semantics of the Vietnamese motion verb lexicon, with the starting point being Talmy's (1985, 2000) general semantic components for Motion and the emphasis being the subtle details of Path and Manner encoded in Vietnamese motion verbs. The major methods of the study are Descriptive Analysis and Contrastive Analysis; data were collected from Vietnamese monolingual dictionaries; data were analyzed the help of the software Microsoft Excel. The results of the present study show that the Vietnamese motion verb lexicon is rich in lexicalization patterns. There are 12 lexicalization patterns, apart from the lexicalization pattern that encodes only the component Motion, in the Vietnamese motion verbs lexicon within the scope of the present study. Manner and Path are the prevalent general semantic components encoded in the Vietnamese motion verb lexicon, and Vietnamese motion verbs do not tend to encode Motion with Ground or with Figure alone. The Vietnamese motion verb lexicon is also rich in Manner details, with all the 22 Manner details identified from the literature so far for the purpose of the present study appearing in the corpus. Some of the Vietnamese motion verbs may encode various Manner details at the same time. The Vietnamese motion verb lexicon is very poor in the Manner detail “Dance” and the Manner detail “Vehicle/Instrument”. It seems that the Vietnamese motion verb lexicon also encode other Manner details, such as “Time”, “Space” and “Process”, that have not been identified in the literature. The results of the present study also show that the Vietnamese motion verb lexicon is rich in Path notions, with all the 13 Path notions identified from the literature so far for the purpose of the present study appearing in the corpus. The results of this study can be used in learning and teaching English and Vietnamese, in Vietnamese-English translation and English-Vietnamese translation, and also can be used as AR.</p>

<p>17:45-18:00 <b>BN0053</b></p>	<p>A Study of Crashing into Guandong Literature <b>Xinrui Wang</b> Jilin University, China</p> <p><b>Abstract:</b> As a unique migration of population to the Northeast of China, “Crashing into Guandong”(from 1651 to 1949) is the largest size, longest time, largest number immigration tide in modern Chinese immigration history. The big tide of “Crashing into Guandong” lasted nearly 300 years and experienced various stages of society. More than 30 million people from Shandong, Hubei, Shanxi, Henan and other places leaved their hometowns crashed to the Northeast of China. “Crashing into Guandong” is not just a one-dimensional immigration in the sense of in geospatial space. More importantly, it is a political, economic, cultural, multidimensional reconstruction and regeneration. The literature concern on “Crashing into Guandong” is considerable. According to our correspondent preliminary statistics, there are more than 200 literary works such as novels, essays, reportage, poetry and folk tales. This thesis focuses on the literature works with “Crashing into Guandong”. First, we sort out the overall development context of “Crashing into Guandong Literature” and sketch out route map of its origin, evolution and change to build its time history. Furthermore, we establish in theory the connotation and outreach of “Crashing into Guandong Literature” and explain what is “Crashing into Guandong Literature”. Second, we refine aesthetic specific on theme, rhetoric, narrative structure, characters and other aspects of “Crashing into Guandong Literature”. We construct narrative history of “Crashing into Guandong Literature” and explain how it narrates. Third, we analyze a unique spiritual discourse infiltrated and included in “Crashing into Guandong Literature”, and re-identified and released these discourse. We construct spirit history of “Crashing into Guandong Literature” and explained what kind discourse reflected by “Crashing into Guandong Literature”. Last, we analyze the contemporary spirit value and significance reflected by “Crashing into Guandong Literature”, and we construct its practice history and explain its contemporary issues.</p>
<p>18:00-18:15 <b>BN0023-A</b></p>	<p>Critical Discourse Analysis of TV advertisements: A Case Study of Zhonghua Haozi Cheng ( Excelling in a Good Handwriting of Chinese Characters) <b>Minchen Wang</b> University of Science and Technology Beijing , China</p> <p><b>Abstract:</b> Based on critical discourse analysis, this paper investigates the interpersonal meaning of a TV advertisement Zhonghua Haozi Cheng ( Excelling in a Good Handwriting of Chinese Characters) with the aim to reveal social factors affecting the linguistic features of TV advertisements and to uncover advertisers’ ideology hidden in advertisements so as to improve people’s ability of thinking critically and strengthen their judgment towards advertisements. The research results show that the relationship between advertisers and consumers is unequal in effect while advertisers apply various linguistic forms to shorten the distance with consumers so as to establish seemingly equal relationship. Furthermore, advertisers impose their purposes and willingness on people, which may be disguised as common sense, so these purposes become implicit and are hard to be discovered by people.</p>
<p>18:30-20:00</p>	<p>Dinner</p>

**Session 5**  
**Topic: Information Technology Education**  
**Time: 16:00-17:45**  
**Venue: Room Aula Magna**  
**Session Chair: Prof. Marcela Castro**  
**Universidad de los Andes, Colombia**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

16:00-16:15 <b>BN2019</b>	<p>Flipped Classroom in Legal Education: Achievements and Challenges of Innovating the Teaching of a Basic Law Course  <b>Marcela Castro</b> and Sandra Aguirre  Universidad de los Andes, Colombia</p> <p><b>Abstract:</b> Unlike the traditional method of teaching, new educational trends focus on transforming learning environments into spaces where the teacher is a guide and not the provider of information. This article presents a proposal for a flipped classroom approach to teaching an entry level undergraduate law course. The implementation of the flipped approach, which was supported by ICT-based virtual learning environment, took place at the University of the Andes (Bogotá, Colombia). The qualitative and quantitative results of this methodology show its positive contribution to promoting student autonomy in the learning process, collaborative work and articulation between theory and practice (learning by doing) while strengthening lawyering skills.</p>
16:15-16:30 <b>BN2010</b>	<p>Digital transformation: An insight from leaders in mid-rank universities in Indonesia  <b>Herri</b>, Arief Prima Johan and Rebi Fara Handika  Andalas University, Indonesia</p> <p><b>Abstract:</b> Revolution in information technology imposed HEIs to transform their practice into a digital oriented approach. Most high-ranked HEIs in Indonesia have been successfully integrated their business model with digital infrastructures and took benefit from digitalization. However, middle-rank HEIs are struggling to benefit and seize such opportunities. However, the ongoing process in the mid-ranked HEIs indicate substantial progress. This study aimed at describing digital transformation in the middle-rank HEIs in Indonesia. Data were gathered from in-depth interview with 16 HEIs mid-rank universities leaders in Indonesia. The data describes several forces and key success to approach digitalization. There are important dimensions as key factor such as IT infrastructure, clear objectives, employees support and among other. Suggestions and limitations are discussed in last part of paper.</p>
16:30-16:45 <b>BN2026-A</b>	<p>Mathematical Question Structure Extraction and Possibilities of Automatic Question Making by Plane Graph  <b>Takeshi Matsuda, Michio Sonoda</b>, Masashi Eto, Hironobu Satoh, Tomohiro Hanada, Nobuhiro Kanahama, Daiki Katoh and Hiroki Ishikawa  University of Nagasaki, Japan; National Institute of Information and Communications Technology, Japan</p> <p><b>Abstract:</b> This paper proposes an analysis method of mathematic question structure and considers the possibility of automatic question making of mathematics. In previous researches, method for effective usage and automatic generation on multiple choice problems had been considered. When we consider automatic generation of problems, automatic generation of calculation problems such as arithmetic operations can be easily implemented, and some have been implemented as e-learning systems. However, it is not easy to automatically generate the type of problem that derives the answer while applying some formulas. Therefore, in this research, we propose a method to extract the structure of mathematic questions by analyzing problems with induction of university entrance level using the structure of plane graph. A plane graph of mathematic question can be created by using a unit to be learned in a textbook as a vertex and constructing an edge connecting the vertices according to the procedure of inductions. By creating a plane graph in this way, clustering of mathematical problems using information other than learning items and fields, and information to be a hint of new problem creation can be obtained. It is also possible to recommend question structures that are candidates for new questions from such hints. Furthermore, it is also possible to apply it to the development of new teaching materials by giving the examinee's score information to a plane graph.</p>

<p>16:45-17:00 BN2057</p>	<p>Using Game-based technology to enhance learning for children with learning disabilities: a pilot study Tânia Rocha, Ricardo Nunes, <b>João Barroso</b> and Paulo Martins UTAD and INESC TEC, Portugal</p> <p><b>Abstract:</b> In this paper, it is described a multimedia interactive technology to enhance learning for children with learning disabilities. Developed with a user-centered design philosophy, it aims to present an easy user interaction environment to focus students on learning of reading and/or writing activities. With this purpose, it is described the solution developed and the usability assessment, through heuristics and user tests. The heuristics results revealed some minor problems in the design contents (that will be treated in a second version). However, the user tests showed children performed all tasks with success, not only in the offered time but also with no difficulty. Furthermore, they seemed satisfied and motivated to continue the interaction autonomously.</p>
<p>17:00-17:15 BN2070</p>	<p>Immersive technologies in higher education: Applications, challenges, and good practices Laura Calvet, <b>Pierre Bourdin</b> and Ferran Prados Universitat Oberta de Catalunya, Spain</p> <p><b>Abstract:</b> Immersive technologies are becoming increasingly popular in a wide range of fields from gaming to therapy. While there is a high number of case studies in education with promising results in terms of students' performance and engagement, there has still not been widespread adoption. Indeed, more research focused on large-size samples, assessing and discussing the effects on the medium and large term is required, as well as comparisons among different hardware and software, and guidelines for instructors that want to introduce these technologies in their classrooms. In this paper, we focus on the use of immersive technologies applications in higher education. In particular, we explain the basics of immersive technologies, review the main applications in higher education, discuss benefits and challenges, and describe good practices for instructors.</p>
<p>17:15-17:30 BN2068-A</p>	<p>The Impact of Perceived Lecturers' Self-Disclosure in Personal and Impersonal Facebook Account On Students' Emotional Engagement, Students-Lecturer Communication Satisfaction, and Academic Performance <b>Padma Priya Pillai</b>, Ehzar Tamam, Jusong Bulong and Mohd Nizam Othman Sunway University, Malaysia</p> <p><b>Abstract:</b> Facebook serves as a good platform for student-lecturer to connect. The rise in the use of Facebook by academics is expected given the positive features of the Facebook. Past studies have indicated the benefit of using Facebook in instruction. One salient issue regarding Facebook use in instruction is the role of lecturers' disclosure in student learnings. This disclosure can be in personal or impersonal mode of Facebook account. While there have been substantial of studies examining how lecturers use Facebook in instruction, the question of impact of disclosure through personal and impersonal Facebook account has not been examined. This study addressed the gap by examining (1) level of perceived breadth of disclosure by lecturers' in personal and impersonal mode of Facebook use for instruction, level of students' emotional engagement in interacting with their lecturers in Facebook, level of students' Facebook communication satisfaction with lecturer's feedback and students' academic performances; and (2) testing hypotheses on differences in self-disclosure of lecturers in personal and impersonal use of Facebook for instruction on students' emotional engagement, communication satisfaction with feedback, and academic performance.</p> <p>A total of 120 students participated in the study. Participants were assigned into two groups. One group (60 students) connect with their lecturers via lecturers' personal Facebook account. The other group (60 students) connect with their lecturers via lecturers' impersonal Facebook account. Participants fill out self-administered questionnaire on week one (pre-test) and week fourteen (post-test) of the semester. The questionnaire contained questions on perceived breadth of lecturers' self-disclosure, students' emotional engagement, and students' Facebook communication satisfaction with their lecturer in term of feedback and common conversation, and students' academic performance.</p> <p>The results revealed level of lecturers' disclosure is higher in Personal Facebook account than in impersonal Facebook account. Within group analysis for personal Facebook account showed a significant difference in the level of lecturers' self-disclosure, students' emotional engagement, student-lecturer communication satisfaction and students' academic performance. But for impersonal Facebook account, significant difference is observed only in lecturers' self-disclosure, students' emotional engagement and student-lecturer communication satisfaction but not in students' academic performance. Between groups analysis revealed that there is no significant difference in level of lecturers' self-disclosure, students'</p>

	<p>emotional engagement and students' academic performance between personal and impersonal Facebook account. Significant difference is found only in student-lecturer communication satisfaction. This study contributes to the growing body of knowledge on use of Facebook in instruction by clarifying the association of lecturers' disclosure in Facebook with students' academic performance, students-lecturers' communication satisfaction and students' emotional engagement.</p>
<p>17:30-17:45 <b>BN2018</b></p>	<p>Citizen Attitude: Potential Impact of Social Media Based Government <b>Evaristus Didik Madyatmadja</b>, H. Nindito and D. Pristinella Bina Nusantara University, Indonesia</p> <p><b>Abstract:</b> Nowadays, the utilization of social media for improving e-Participation initiatives initiated by the government has begun to develop. Such an idea did not fulfill the government's expectations, because it failed to involve the wider community. Key factors that can explain and predict citizen participation have not been thoroughly identified. The purpose of this research is to identify relevant factors that can influence the intention of citizens to engage in e-Participation through social media initiatives. The research involved 349 end-users of social media-based e-government applications in Tangerang, Indonesia (Laksa application) which carried out to develop a model aimed at explaining and predicting citizens' behavioral intentions on their involvement in government e-Participation initiatives through social media. The methodological approach is based on the utilization and expansion of one of the well-known theories to describe someone's acceptance behavior, namely Theory of Planned Behavior (TPB). The proposed model also draws from several best practices related to technology diffusions such as TRI, TAM, UTAUT, IS / IT Success Models, and other factors that influence the application of social media-based e-Government such as navigation, accessibility, security, design and innovativeness based on previous research. The proposed model can bring a better understanding of important issues especially in the process of adopting social media-based e-Government. This paper contributes in understanding the reasons why people decide to be involved or not in the e-Participation initiatives that initiated by the government through social media.</p>
<p>18:30-20:00</p>	<p>Dinner</p>



**Session 6**  
**Topic: Cross Culture and Education**  
**Time: 16:00-18:00**  
**Venue: Room Sala Graus Filología**  
**Session Chair: Assoc. Prof. Ron Martin**  
**Rikkyo University, Japan**

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

16:00-16:15 <b>BN1021-A</b>	<p>Intercultural Communication in the Language Teacher Practicum  <b>Ron Martin</b>  Rikkyo University, Japan</p> <p><b>Abstract:</b> The contextualization of language education suggests that language learners should receive language instruction under the umbrella of understanding self and other. Yet the actualization of intercultural communication within language education is difficult to achieve. This paper introduces a graduate TESOL curriculum that embeds an intercultural education mindset among students and focuses on the language teacher practicum. The TESOL curriculum offers a situated context to provide graduate students a rich environment to merge theory and practice, emphasizing the role intercultural communication in TESOL. The curriculum aims to meet needs of TESOL students by bridging what they learn and what occurs in actual English language classrooms through practical coursework. Courses on language teaching/learning incorporate experiential learning, such as, on-campus classroom observations and class assignments, such as tutoring. In addition, all students take a practicum course that is affiliated with local public Japanese elementary school. This presentation will cover the language teacher practicum and the assignments/activities associated with it that aim to elicit student teacher practical teaching abilities as well as their intercultural mindset about the act of teaching language. In addition, the course aspects that focus on one's own culture (C1), the target culture (C2), and any other culture(s) (C-other) related to the learning context are discussed. Information presented is based upon the course instructor's intent, the course instructor's observations of practicum lessons, student teacher input, and the expectations of the Japanese elementary school principal and staff.</p>
16:15-16:30 <b>BN2039</b>	<p>Teaching assistant – new element supporting the inclusive approach in Czech primary school  <b>Dominika Provázková Stolinská</b> and Eva Šmelová  Palacký University Olomouc, Czech Republic</p> <p><b>Abstract:</b> Currently, a research project is implemented at Palacký University Olomouc, the purpose of which is to facilitate pupils' adaptation to primary school with an emphasis on current inclusive trends. In the context of this issue, a new position has emerged – teaching assistant. Teaching assistants are non-educational staff and their competences differ from assistants to specific pupils or teachers. In the Czech Republic this model is currently under testing. This paper presents the research results in the form of a job description scheme of a teaching assistant as required by practice. The analysis of activities was based on time-based examination of 11 teaching assistants in the course of 2 months.</p>
16:30-16:45 <b>BN0044</b>	<p>Multilingual Education: Possibility or Ideal Dream  <b>Shashank Sai Parimi</b> and Hridbijoy Chakraborty  Tata Institute of Social Sciences, India</p> <p><b>Abstract:</b> Diversity can truly be seen inherently across India, on the basis of language. The National Curriculum Framework-2005 has also given importance to address multilingualism to aid cognitive development. This paper explores the field level experiences of implementing multilingual pedagogy through various case studies. This paper also explores language education vis-a-vis multilingual education. The paper tries to address the challenge faced by children in classrooms due to the difference in mainstream language and their regional variances of the language.</p>
16:45-17:00 <b>BN0025</b>	<p>Chinese international students in Australian postgraduate programs: A quantitative study of first-year English confidence and school-life satisfaction  <b>Jingdi Sun</b>  New Oriental Education and Technology Group, China</p> <p><b>Abstract:</b> Over the past twenty decades, there is an increasing number of Chinese students choosing to</p>

	<p>study overseas. They usually face barriers in the adaptation (e.g., social life and academic challenges) of the new learning environment. Specifically, the problems they have are identified as the confidence in using English (i.e., English confidence) and English proficiency, and which has been inferred to be the reasons of the low school-life satisfaction of international students. This paper conducted a quantitative study to investigate the English confidence of first-year Mainland Chinese international students in postgraduate programs in Australia, and it partially confirmed the correlation between English confidence and school-life satisfaction.</p>
17:00-17:15 BN0028-A	<p>Evaluating the Use of Drama Approach-based Educational Practice on Cross-Cultural Understanding and Inter-Lingual Communication <b>Yirong Zhao</b> Kyushu University, Japan</p> <p><b>Abstract:</b> Due to globalization, people with different cultural backgrounds, languages, and ideas interact more frequently than before. In order to facilitate inter-lingual communication and develop cross-cultural relationships, we propose the use of the drama approach and evaluate its effectiveness. The drama approach is an educational practice that engages in active learning activities in group settings. The activities include verbal interactions and gesture-based skit activities which provide opportunities for participants to share ideas and understanding. In this study, we constructed a drama approach class based on the communication education plan of Toyooka City, Japan. There were three separate sessions with a total of 57 participants between ages 18 and 40 from 18 different countries. We analyzed the responses to the post-class surveys using text mining methods to determine the effectiveness of the class. Specifically, the surveys were designed using free-response questions in order to employ the use of co-occurrence networks, hierarchical clustering, and statistical methods on the words. The text mining showed that (1) the activities were carried out using multiple languages simultaneously, (2) despite the presence of multiple languages, there was little difficulty overcoming problems, (3) the activities elucidated cultural differences, and (4) the activities created opportunities to encourage communication between participants. We were able to demonstrate that the drama approach is useful for participants from different cultures and languages to develop inter-personal relationships.</p>
17:15-17:30 BN0046	<p>Statistical Model for the Trend of Prevalent Languages Speakers Peiai Zhang, Yi Xie and Xiaojie Lei Jinan University, China</p> <p><b>Abstract:</b> With the advent of increasingly accelerated globalization, the trend of prevalent languages is changing to meet the rapid development. This paper aims to analyze the change of the number of languages speakers considering the effect of the growth of global population and migration in next 50 years. Firstly, we focus on native language speakers and second language speakers in local areas to analyze the number of language speakers in 50 years. We adopt method of social science to detect the main factors: difficulty of language, area where languages are promoted by the government, comprehensive national strength and rates of natural increase. Specific time series forecasting methods are applied to predict the number of language speakers as the last two factors vary through time. Secondly, we introduce migration rate to describe the effect of migration and population in the countries of destinations. Then we model the impact of migration in the second language speakers by selecting the areas that are influenced by migration and sorting these areas into two kinds, Exchange Type and Circle Type, which reflects how migration patterns influence the number of second language speakers in these areas over the next 50 years.</p>
17:30-17:45 BN2047-A	<p>An Implementation Of Mentorship In Turkish Ministry Of National Education <b>Esra Kaya</b> and Kamuran Aydın Anadolu University , Turkey</p> <p><b>Abstract:</b> Mentoring is to support and encourage people to manage their own learning in order that they can maximise their potential, develop their skills and improve their performance. A successful mentoring relationship move through four stages. Initiation stage; mentor and mentee start their relationship, cultivation stage; mentor tell his/her experiences to mentee, transformation stage; needs become fulfilled and objectives are met, and seperation or re-definition stage; the mentor and mentee close their relationship and redefine their relationship.</p> <p>In Turkey, beginning teachers' lack of teaching experience has been a continuous argument. While studying in university, candidate teachers who didn't gain sufficient teaching experience had some problems after they were appointed as an intern teacher. In his/her school, manager assigned an</p>

	<p>experienced teacher for guiding the intern teacher. Their branch may not have been the same. To solve these problems Ministry of National Education started a new mentoring implementation for beginning teachers who are appointed in February, 2016. After this implementation, intern teachers are defined as candidate teachers and they have to pass candidate teacher process in a city and a school they choose before they start to teach in their own school. During this process, an experienced teacher who is the same branch with candidate teacher, guide them.</p> <p>This study aims to reveal the problems both mentor and mentee lived during the process, the benefits of the implementation and how it can be more effective. Phenomenology from qualitative research methods was preferred to obtain in-depth data in the study. Datas were collected by interviewing both the mentors and candidate teachers working in Uşak province.</p> <p>According to results, candidate teachers generally benefit from the system. Mentors also have positive thoughts on the system. There were also deficiencies (non-payment for mentors, excess of documents) during the process. The length of the process is controversial among participants. The mentoring system was repealed in a short time however the results were positive. The system should be continued to solve the problem of the beginning teachers' lack of experience.</p>
17:45-18:00 <b>BN0056</b>	<p>Socio-political activism: Content analysis of selected hash tags Ami A Divatia and <b>Prachi M Thaker</b> CEPT University, India</p> <p><b>Abstract:</b> Social media is the means to register people's participation in virtual world and to organize, coordinate and/or drive social change, mass protest or any social movement which evidently brings commendable changes in and around the world. The concept and practice of hashtag activism is relatively new. They are very user friendly, by just liking or retweeting the post on twitter many social drive and socio-political movement have gone popular and successful in recent times. Evidently it has gain significance quick as a wink, due to participation of large number of people pan world, for divergent issues like justice for victims, human rights abuse, political drama, fund raising, campaigns etc. This research study which has never been conducted in its current form, clearly showed the use of hashtag and socio-political activism on tweeter. Primary focus of this research was detailed study of selected popular hashtag in recent times.</p>
18:30-20:00	Dinner

## Poster Presentations

\*The poster will paste in the conference room Room Aula Magna from 13:00-17:00.

<p><b>BN2014-A</b></p>	<p>Criteria of Pupil's Technical Creativity in the Focus of the Object  <b>Pavlna Částková</b> and Jiří Kropáč  Palacký University Olomouc, Czech Republic</p> <p><b>Abstract:</b> In these days the technical education is the key topic in the Czech educational policy. The content of that is focused on the pupil's develop – his quality of person and competence. We try to underline the original and creative approach during the problem solving. The creativity is the actual topic in the education as general. The paper presents the technical creativity in pupil's practical activities in education. The aim is to present the theoretical base and approaches to the technical creativity as the main component of the modern technical education. The elementary features of technical education are structured by the STEM concept. Based on the content document analyzing and paper's reviewing we should speak about the teacher's different approaches to the problem. He is the main influencer for pupils during education. In the paper we present the partial results of the research, which try to identify the key situation, when the pupil is influenced. The research results are speaking about the necessary conditions – choosing a theme for pupil's activity, choosing a material, aids etc. We should say that the teacher makes significant decisions in the pre-preparation phase of the pupil's work. And the question is if teachers know that, try to work with that?</p>
<p><b>BN2054</b></p>	<p>Flipping the Interpretation Course with Rain Classroom: A Survey of Students' Attitudes and Perceptions  <b>Lingjuan Wu</b>  Shanghai Polytechnic University, China</p> <p><b>Abstract:</b> Responding to students' concerns over the instructional approach and the learning effect of the traditional interpretation course, the present study proposes a flipped classroom model for the interpretation course with the help of Rain Classroom, a powerful tool for blended teaching and learning both in and out of class. The implementation of this flipped interpretation class is elaborated and students' attitudes and perceptions towards this instructional strategy and its learning effect are examined through a questionnaire survey and an interview. The results reveal that the students prefer the flipped interpretation class to the traditional interpretation class, with highly positive opinions of the flipped classroom model and the learning effect. In addition, the benefits of this flipped interpretation class supported by Rain Classroom are explored. On the one hand, Rain Classroom facilitates the self-regulated learning by providing a rich variety of learning materials readily available on the smartphone and creating a supportive, technology-enhanced learning environment featuring sufficient feedback and efficient monitoring. On the one hand, the face-to-face learning in class turns out to be more productive and efficient as more time is freed up for active forms of learning such as solving learning problems and interpreting practice.</p>
<p><b>BN2038</b></p>	<p>Preferences of IT teachers related to the implementation of the thematic unit of Algorithmization and Programming into the teaching  <b>Milan Klement and Tomáš Dragon</b>  Palacký University Olomouc, Czech Republic</p> <p><b>Abstract:</b> The development and incorporation of the concept of developing pupils' computational thinking into the curriculum of IT subjects is one of the major challenges which the Czech school system is currently facing. Although there is a prevailing opinion about the need to innovate the curriculum of IT subjects in the professional community, the way to achieve it is still not fixed and many discussions about its form are being led. In this discussion, the view that the main tool for further development in this area is the introduction of a compulsory thematic unit focusing on the teaching of Algorithmization and Programming, which is to become a major cross-cutting theme across the individual age categories of pupils and students, is increasingly resonating. When implementing the innovated curriculum of IT subjects, it is necessary to take into account also the preferences and opinions of the key players—IT teachers who will implement the teaching of the newly introduced thematic unit. So, what are the preferences of IT teachers in the case of the introduction of a new thematic unit of Algorithmization and Programming into teaching? This is one of the questions we have been trying to find an answer to using the conducted research survey, whose course and results are presented in this paper.</p>

BN3003	<p>The effectiveness of peer-to-peer lecture films in inverted classroom teaching scenarios  <b>Anja Pfennig</b>          HTW Berlin, University of Applied Sciences, Germany</p> <p><b>Abstract:</b> At HTW Berlin, Germany first year mechanical engineering students are taught material science as one of the fundamental courses with high work load in a blended learning environment with flipped classroom elements. Therefore peer-to-peer lecture films were established as source of theoretical background knowledge provided for self-study periods. Because the teaching method “inverted classroom” and class results directly relate to the quality of the video material one of the columns of lecture video production is the involvement of students in the lecture film production. First year students directly benefit from their fellow student learning experience, needs and perspective on teaching material. From the lecturers perspective students were generally more active and better prepared during class resulting in better grades. Practice examples introduce and evaluate both, the teaching method and videos.</p>
BN2066	<p>ICT Integration for Differentiating Instructional Strategies to Achieve the Desired Learning In Students  <b>Avan Kamal Aziz, Jiri Dostal and Xiaojun Wang</b>          Palacký University Olomouc, Czech Republic</p> <p><b>Abstract:</b> Every classroom consists of students with different individual learning style. Therefore, they do not comprehend a subject in the same way or improve their learning skills or ability at the same level. For this purpose, teachers need to make enough effort to provide differentiated classrooms to reach every student in the class. Nowadays, in most of the educational settings throughout the world ICT has been used to differentiate instruction based on the ability of each student. Integrating ICT in teaching content enables teachers to offer a learner-centered learning environment, depending on the learner’s interest and need. The aim of this paper is, to demonstrate the use of ICT for differentiating instruction that enables teachers to provide more appropriate, authentic and personalized learning activities, which are best related to the learner’s way of learning. This paper will be drawn on educational researches and emerging new practices of ICT in teaching and learning processes, to investigate how ICT can be used for differentiating instruction to achieve the desired learning in students.</p>
BN3004	<p>Low-threshold production of peer-to-peer lecture films  <b>Anja Pfennig and Jörg Maier-Rothe</b>          HTW Berlin, University of Applied Sciences, Germany</p> <p><b>Abstract:</b> Lecture videos are more and more implemented in higher education to be used widely by students providing an audio and visual stimulus. To attract students and become a fully accepted learning material these videos need to be of a certain standard. An important factor to the success of these videos is to involve students directly into the concept and making-of (peer-to-peer approach). The peer-to-peer approach is an important aspect in terms of project success, quality of the content and lecture video quality because students` needs and their perspective on teaching material are directly included in the videos. To encourage lecturers this paper provides a short guidance to look at basic needs and requirements of the lecture film production and “just get started”. Good lecture videos may successfully be produced with low threshold.</p>
BN2015	<p>E-learning as Part of Self-Regulated Foreign Languages Acquisition (a case study of Bauman Moscow State Technical University)  <b>Nailya Nurieva</b>          Bauman Moscow State Technical University, Russia</p> <p><b>Abstract:</b> The paper considers a case study whether students of Bauman Moscow State Technical University (BMSTU) master foreign languages due to their autonomous different aspect activities via both traditional and computer employed language activities by the use of Internet and other digital technology services. The current research explores how students apply self-independent studies in spare time through the immersion into digital media (computer learning software, pocket edition software, e-books, magazines, e-mail messages, WhatsApp and social net conversations, videos, podcasts, You Tube documentaries and movies, news broadcasts, texts, graphics, drawings the current data attachments and more). The purpose of the study is assessing the students current language expertise and its enlarging by means of additional learning matter via asynchronous e-learning. Methods used for the research included a theoretical study of the e-learning issue as well as the empirical data instruments (google. form questionnaire, English for General Purposes test compiled in accordance with the</p>

	<p>International standards, pedagogical monitoring, experiment, results calculation in Microsoft Excel 2010 program). Students majoring in Engineering and economics (n=155) participated in the experiment on comparing their linguistics outcomes obtained from the comprehensive lifespan learning both by teacher-management and self-independent immersion to e-learning. The research results show that self-regulated engagement in language both by traditional didactic materials and authentic e-materials help develop students' collaborative and communicative skills. The motivation for e-learning can be an efficient tool for further holistic and professional development of students.</p>
BN3007	<p>Physical Activity in Generation Z  <b>Eva Julianti P</b>  Universitas Negeri Jakarta, Indonesia</p> <p><b>Abstract:</b> Although there are differences in the range of years, one thing is agreed upon, Generation Z was born in the Internet era, has even been exposed to the Internet since its birth. In the last decade, Generation Z continues to be studied, from political, economic, to lifestyle. Formerly, there has never been a generation who from birth was familiar with technology-like them. This generation is the future, and the approach including the approach to this generation must understand their characteristics and behavior.</p> <p>Problem. Based on the above background, there needs to be a movement to attract children from the internet, and restore their lives to life in a dynamic and dynamic, active and active activity, not just using digital intuitive.</p> <p>Objective. Specifically, this study aims to find physical activity characteristic and physical activity level of Zeds, as the basic research to develop patterns or educational models of Generation Z children awareness or movement literacy</p> <p>Method. The research gathered information on physical activity characteristic using focus group interview method and calculate Physical Activity Level (PAL) in Generation Z. The sample was primary school children in Rawamangun District.</p> <p>Findings. This research found some physical activity characteristics in Generation Z</p>
BN3010	<p>Innovative Teaching Using Simulation and Virtual Environments for ERP Implementation  <b>Keh-Wen "Carin" Chuang and Kuan C. Chen</b>  Purdue University Northwest, USA</p> <p><b>Abstract:</b> Training and development is one of the most important functions of business processes reengineering. Business process reengineering involves changes in structures and in processes within the business environment. The entire technological, human, and organizational dimensions may be changed in BPR. ERP plays a major role in business process reengineering as it provides office automation, it allows the business to be conducted in different strategies, provides flexibility in manufacturing, permits quicker delivery to customers and supports rapid and marketing sales. ERP implementation is an opportunity to improve performance by rethinking and redesigning business processes. With the increasing importance of ERP Implementation, training and developing employees with essential qualifications and skills have become vital for organizations. There are several ERP Implementation training methods for various purposes and needs. In this project, ERP simulation-based training method is used to train employees in the perspective of the interactivity and visualization advantages. This study provides practical guidelines regarding how best to implement simulation-based training in the manufacturing company. The outcome of this project is that the guidelines will increase the use of ERP simulation method in ERP implementation, and consequently, improve the awareness of business.</p>
BN0012	<p>Prospects of using a narratological approach and possible-worlds theory to the study of poetic texts based on the example of poems of Ingeborg Bachmann and Lia Sturua  <b>Salome Pataridze</b>  Georgia</p> <p><b>Abstract:</b> Since poems are short and describe an action (story) in an abstract form, various contexts or motives in them are indicated unclearly with unfinished sentences and half-spoken words. Therefore, the analysis of lyric texts requires skills of reconstruction. In order for a text to be narrative, a concept of story is significant. A story in lyric is conveyed in a different way as it tells the memories, beliefs, desires and thoughts of the protagonist, narrator in the form of monologue and, thus, time dimensions unite in one moment. In the history of literature, texts of women authors were often mentioned as plotless texts due to their lack of the classical narrative structure. The article analyzes three poems of Austrian</p>

	<p>Ingeborg Bachmann and Georgian Lia Sturua in the context of the Possible World Theory, and ecriture feminine, and Woman as “Other” by Simone de Beauvoir, whereas the interpretation of the two poems enabled to highlight aspirations, desires and fantasies of Lyric I in a patriarchal/symbolic world.</p>
<p><b>BN1020</b></p>	<p>A Syntactic and Semantic Contrast Study of Modal Expressions Across Languages  <b>Wen Xiong</b>  Winston-Salem State University, USA</p> <p><b>Abstract:</b> In terms of linguistic typology, Chinese, English and Korean belong to three different families (Slobin, 1985; Norman, 1988; Croft, 1990; etc). How to express modality has always been a controversial topic. In regard to how to express modality, Palmer (2001, p 4) points out that there are two ways in which languages deal grammatically with the overall category of modality: the modal system and mood. Both may occur within a single language. In most languages, however, only one of these devices seems to occur or, at least, one is much more salient than the other. Although Chinese and English mainly use modal verbs, there is also a rich modality auxiliary system in Chinese, while Korean mainly uses adhesive verbs and auxiliary words to express modality. This paper takes the Chinese modal verbs (CAN group) as the representative, and carries out comprehensive syntactic and sementice comparison with the counterpart modal verbs in English, and the counterpart modal expressions in Korea. This study describes how the three languages of different types express the modality in different ways. The results of the study have linguistic implications for learners of Chinese who are from different first langauge. It is pointed out that because the expression of modality involves subjective judgements of using language, the syntac and sementice comparision only reveals the linguistic demensions of the language uses.</p>

## Listeners' List

<b>Listener 1</b>	<b>Anna-Lena Perdahl</b> Mid Sweden University, Sweden
<b>Listener 2</b>	<b>Anders Fällström</b> Mid Sweden University, Sweden
<b>Listener 3</b>	<b>Vera Ehgartner</b> Universität für Weiterbildung Krems, Austria
<b>Listener 4</b>	<b>Adama Darboe</b> Wisdom Group of Sholls, Gambia
<b>Listener 5</b>	<b>Khalifa Naser Al-Khalifa</b> CNAQ, Qatar
<b>Listener 6</b>	<b>Barie Alexa Pinsker</b> Vision International School, Qatar
<b>Listener 7</b>	<b>Kalogiannakis Michail</b> University of Crete, Greece
<b>Listener 8</b>	<b>Milan Klement</b> Palacký University Olomouc, Czech Republic
<b>Listener 9</b>	<b>Shoji Nagataki</b> Chukyo University, Japan
<b>Listener 10</b>	<b>Caroline Doepoh</b> USAID/RG3, Liberia
<b>Listener 11</b>	<b>Xiaojun Wang</b> Palacký University Olomouc, Czech Republic



## Upcoming Conferences



The 2020 International Conference on Education Development and Studies (ICEDS 2020) will be held from the 3rd to 5th of March, 2020 in Paris, France. The ICEDS is an international refereed conference dedicated to the advancement of the theory and practice of education. The ICEDS promotes collaborative excellence between academicians and professionals from Education, aiming to build strong networks of leading researchers and pioneers in education worldwide.

### ◆ Publication

The accepted papers by ICEDS 2020 published in conference proceeding, which will be sent to be indexed by **EI Compendex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science).

### ◆ Topics

Topics of interest for submission include, but are not limited to:

- |                                       |   |
|---------------------------------------|---|
| Partnerships in e-Learning            | AV-communication and other media                |
| Systems, Design and Technologies      | Education and Globalization                     |
| e-Learning platforms                  | Digital classrooms                              |
| Evaluation of e-Learning              | Data envelopment analysis                       |
| e-Learning strategies                 | Social benefits of e-learning                   |
| e-Learning effectiveness and outcomes | Technology adoption and diffusion of e-learning |
| Web-based learning                    |   |

### ◆ Submission Methods

1. E-mail: [iceds@academic.net](mailto:iceds@academic.net).
2. Electronic Submission System: <http://confsys.iconf.org/submission/iceds2020>.

### ◆ Important Dates

Submission Deadline	December 05, 2019
Notification Deadline	December 30, 2019
Registration Deadline	January 20, 2019
Registration Deadline	March 3-5, 2020

<http://www.iceds.org/>

# 2020 4th International Conference on Education and Multimedia Technology (ICEMT 2020)



*Kyoto Japan, 19-22, July, 2020*

**2020 4th International Conference on Education and Multimedia Technology (ICEMT 2020)** will be held in **Kyoto Japan** during **19-22, July, 2020**. ICEMT aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Education and Multimedia Technology, and discuss the practical challenges encountered and the solutions adopted. The conference will be held every year to make it an ideal platform for people to share views and experiences in Education, Multimedia Technology and related areas.

## ◆ Publication

The accepted papers by ICEMT 2020 published in conference proceeding, which will be sent to be indexed by **EI Compendex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science).

## ◆ Topics

Topics of interest for submission include, but are not limited to:

- |   |                                       |
|---|---------------------------------------|
| Systems, Design and Technologies practices and cases in e-education | Cross-cultural education              |
| systems and technologies in e-education                             | e-Learning strategies                 |
| applications and integration of e-education                         | Social benefits of e-Learning         |
| e-learning evaluation and content                                   | e-Learning effectiveness and outcomes |
| campus information systems  | Web-based learning                    |
| e-learning technologies, standards and systems                      | Academic participation and freedom    |

## ◆ Submission Methods

1. E-mail: [icemt@academic.net](mailto:icemt@academic.net).
2. Electronic Submission System: <http://confsys.iconf.org/submission/icemt2020>

## ◆ Important Dates

Submission Deadline	March 20, 2019
Notification Deadline	April 10, 2019
Registration Deadline	April 30, 2019
Registration Deadline	July 19-22, 2020

<http://www.icemt.org/>



