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Rumah Kelab PAUM Clubhouse (Persatuan Alumni Universiti Malaya),  
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**PLENARY SPEAKER**



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**Developing a Pattern for Effective EFL Teaching in Iran**

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**ABSTRACT**

Language teachers play a crucial role in language education. An effective EFL teacher in most cases paves the way for having an effective education. EFL teaching in different contexts bears some differences. The present study discusses the criteria that an effective EFL teacher should present in Iran. Interviews are conducted and 15 participants are interviewed and as a result of the interview, a questionnaire is developed. 90 EFL teachers and students answer to the questionnaire. The participants are male and female, experienced and novice, and of different ages. Multiple regression analysis reveals no relationship between age, gender, experience, and the answers they provide for the questionnaire. Due to factor analysis, 13 components including linguistic and non-linguistic factors are extracted and the results show that the majority of the participants agree with the criteria posed in the questionnaire. The participants' age, gender, and experience in EFL teaching do not reveal any distinguishing results among them. Consequently, a pattern is developed to present the criteria for being an Effective EFL teacher in Iran.

**Key Words: EFL Teacher; Effective Teacher; Pattern**



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**Electronic Achievement file (Portfolio) and its educational purpose**

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At the present time, science and education in are in a clear and rapid progress, this is "the era of technology and the information revolution." So it was necessary for education to evolve and keep pace with modern technology .. For this reason concepts for the development of education was introduced.. and the "portfolio achievement File " is one of the innovations in our education.

And employing technological innovations in teacher preparation programs has become an urgent requirement it is justified by evidence and solid grounds when considering the nature of the times we live in one hand, and when considering our age education on the other hand, the technological innovations has a clear imprint on the education system in general, and on the teacher preparation in specific especially when considered a growing power that affect education positively or negatively .The employment of the achievement file E-Portfolio in the educational process is an advanced new way, it is an evaluation tool objective and effective and reliable in evaluating teacher performance in accordance with international and local standards rather than self-roads that were taken until recently in the evaluation process.The importance of using e-achievement file in education has

increased steadily in the educational field, as documented educational performance of teachers and encourage them to reflective thinking, and enhance the professional growth, it gives him the opportunity to return to what he went through from the experience, and thus provide him with feedback. The most important characteristic of electronic achievement file are selective and meditation, it requires the teacher to be selective in choosing its documentation center on the type and not on quantity, and requires him to adopt a style reflective thinking, which reflects his own views as passed by the experience and expertise to develop the his performance. That a lot of universities, colleges and schools in the United States are using the electronic achievement file as a tool to evaluate the teaching, so that it has become a key element in the steps used by the International Commission for the standards of the teaching profession.

As we can see the American Organization for Higher Education (The American Association of Higher Education AAHE) uses the electronic achievement file to improve teaching in the colleges and universities, and became a condition of obtaining a license to practice the profession of teaching. The electronic achievement file, one of the modern methods used in the evaluation of the teacher, it is an evaluation tool objectively effective it is based on specific criteria, has increased its importance in education, and develop several skills, including organization, presentation and thinking skills, as it documents the performance and give him the opportunity to return to what he went through from the experience at a certain stage, which makes it improves its performance.

• Procedural meaning of the electronic Portfolio is: Electronic Package Contain media documented and designed in a systematic manner to a member of the teaching faculty with special paths and relationships, this portfolio include different materials: (samples- evidence- - data - reports - Personal Impressions - segments - texts- movies -tables --Video slides- CDs - books - Publications - Software – Miscellaneous media (. All of these components work together to provide the kind of expertise and information to achieve their own specific objectives. Portfoliosynonyms: packaged File - achievement File – documented achievement file. Field of use: portfolio used as a method to evaluate the performance which uses the distinctive capabilities for applications to express their skills and necessary information and expertise among faculty members in line with recent trends in universities according to specific criteria.

**Objectives:**

1. collection of materials, tools and expertise, reports and information in a single portfolio for easy reference and easily take advantage and benefit from them in a short time as an electronic wallet E Portfolio.
2. facilitate the task of the faculty member in the application and follow-up of students because of the presence of all the information, materials, tools and media reports, tests, and the alternatives documented in a single file.
3. the overall development of a faculty member through standards, guides and samples and evidence.
4. provide feedback that will help the overall professional growth of faculty member and his colleagues who exchange these files with them or his students, which may allow them to see the parts of these files chance.
5. achieve self-assessment for a faculty member through the teaching and application of complex situations and identify the difficulties and confront honestly and try to overcome them and solve them.

	<p>The benefits of using achievement file:</p> <ol style="list-style-type: none"><li>1. strengthen the self-evaluation and reflective thinking. With the achievement of personal satisfaction and reflects the renewal process.</li><li>2. Provide possession of power tools and professional evaluation.</li><li>3. document the functionality. With innovation and continuous improvement</li><li>4. organization of work and the promotion of professional growth and achievements organized tabulation tidily and coordinated in a single portfolio.</li><li>5. clarify the capabilities.</li><li>6. Ease of access to the portfolio in case of need.</li><li>7. possibility of exchanges with colleagues in some of the contents in portfolios to take advantage and benefit.</li><li>8. promote self-evaluation.</li></ol> <p>Electronic Achievement file components for the teacher: Electronic Achievement file components vary depending on the goal of it, but it generally consists of: File owner info Samples of owner work Educational philosophy students models of scientific work effort Newspaper reflection Students Results Community Service</p> <p>Electronic Achievement file advantages:</p> <ol style="list-style-type: none"><li>1. provide an opportunity to diversify their sources of assessment which makes the results more stable and credible assessment.</li><li>2. bench top cognitive skills development because of the continuing perception activation process of integration between courses and vocabulary development and follow-up on an ongoing basis.</li><li>3. activation of academic accreditation programs for faculty members humiliation process because of the presence of electronic forms on the Internet ready for operations of the external evaluation.</li><li>4. an effective means of evaluating in distance learning, which may be difficult for faculty members follow their students in different and distant places for university programs.</li><li>5. Considered portfolio way contribute actively in the follow-up to associate students through the development of business models are specified.</li><li>6. Academic dialogue to allow employees of the university because of the integration of faculty and administrative staff, students and members of the follow-up process of the development of the university.</li></ol> <p>portfolio design for the faculty member:</p> <p>portfolio elements vary according to the objectives and fields, in the area of faculty members of colleges and universities there are basic elements of the portfolio sourced from a faculty member in solidarity with other sub-items for others, which are as follows in the case scheduled for example:</p> <p>Curriculum code hours nature of class hours practice or theory numbers of female students registered students age characteristics of students Divisions school level ... etc. Determine the expected objectives achieved studying the scheduled tasks and responsibilities of teaching Process and applied tasks Determine the output which is expected to be obtained Philosophy faculty member and the private visions in the course selected Methods and strategies of teaching the skills necessary for teaching the course (cooperative learning - research in diverse sources ERIC -Techniques that are used in teaching the course (such as the use of data show - PowerPoint - projector - browsing on the Internet - micro Vic- El Nino Technology Aids and teaching aids Aspects of creativity and innovation, which has its development through the study and the</p>
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	<p>procedures to be implemented Calendar identifying methods that have been selected and described the comprehensive and accurate implementation of the procedures and conditions under which issued the decisions that have been taken and processed The other elements and their source is a faculty member: It includes all directly related to the categories or indirect decision set, including:</p> <ol style="list-style-type: none"><li>1. Over the reports the students learn through the (results of the tests - worksheets - the production of materials - reports research - activities - field work ... etc.</li><li>2. arbitrators, supervisors and technicians who were assigned access to portfolio and express their views and opinions around him reports.</li><li>3. Notes colleagues during the planning and implementation of the decision or action.</li><li>4. results compared to estimates obtained by the faculty member of his colleagues and other evaluators</li><li>5. Material that has been produced through decision or action) products \ Business \ exhibitions.</li></ol>
 <p>sarojbala GICICPLT1605012</p>	<p>The English language classroom for Employability sikills</p> <p>sarojbala Delhi Technological University,India <a href="mailto:sarojdtu@gmail.com">sarojdtu@gmail.com</a></p> <p>Abstract</p> <p>As the world is witnessing knowledge explosion and rapid advancements in the field of technology employment opportunities are also increasing at the global level. The need for employable manpower is being felt in almost all the countries. Unlike before now the problem is more of unemployability than unemployment. The employability skills are personal attributes of a person that help a person acquire a suitable job, maintain it, progress in it and shift to another job if required. Although many private and government companies are engaged in imparting these skills but such efforts are not sufficient. The role of education is to prepare students for the challenges of job market and workplace so the training of these skills must start from the school curriculum, but the traditional classroom teaching is not sufficient for teaching the skills required by the employers. Student centric teaching with proper infrastructure should be adopted in the classrooms. Web 2.0 technologies can also be used for making the subject matter easy and more interesting. The English language classroom can be utilized for training students for the job readiness skills. Extempore, group discussion, quiz, role play, debate, elocution and various other activities can be used by the English teachers for teaching employability skills. Proper infrastructure and responsible teachers can fill the huge gap between the academic teaching and employability requirements. The paper aims at presenting English language classroom as a platform for teaching employability skills.</p> <p>Key Words: Employability, classroom, English, global, language, soft skills, employer, economy, job opportunities</p>



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**Impact Of Metacognitive Strategies Training (Self-monitoring and SQP4R) On Improvement On Com Comprehension, Metacognitive Awareness And Self – Esteem Of Male Students, Reading In Students With Learning Difficult**

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**Abstract**

Aim of this study was to investigate the effects of education of self – monitoring and SQP4R strategies (expanded form of SQ3R method) on reading comprehension, meta – cognitive awareness and self-esteem in students with reading problem. Method: to accomplish the stated aims, 30 male students with reading problems from elementary schools were chosen in the city of Kaleiber. The research design of the study was pretest – posttest randomized group design. The instruments were used in this study included reading problem scale ( Kormi Nouri), metacognitive awareness of reading strategies inventory ( MARSII) and reading comprehension tests. To analyse data, Multivariate Analysis of Covariance ( Mancova) was used. Result: The results showed significant positive effective of self – monitoring and SQP4R meta – cognitive strategies education in improvement of reading comprehension in experimental group. In addition, experimental groups metacognitive awareness increased significantly in posttest compared to, pre – test and control group. However, analysis of data showed that improvement of self-esteem of experimental group was not significantly different from the control group. Discussion: It is concluded that cognitive strategies including self – monitoring and SQP4R increase reading comprehension in students with learning disabilities. Theoretical Implication and practical application of this study has been discussed in the full paper  
Keywords: Metacognitive Strategies, SQP4R, Self–Monitoring, Reading Comprehension, Self – esteem, Reading Problems.





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**Challenges Facing Teachers and Students in the Process of Teaching and Learning English in Public Secondary Schools in Gwale Local Government**

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**Abstract**

Learning a second language is one of the biggest challenges to the students in most of the Nigerian secondary school. As it is mandatory for any student to be admitted in Nigerian Universities must pass English at credit level. It is started that most of the Nigerian students who are admitted into Universities, Collages of education and Polytechnics are not able to undergo English courses expect those who are admitted to study: English, Linguistics and Literature in English language. And there are problems in teaching English in Nigerian secondary schools (Olapoopo 1998; Ayoola 2006; Etuk 2006; Nathoanson, Prushow & Levitt and Akindele 2012). Recently, the report of WAEC's 2014 result indicates that there is mass failure in English language as compared with 2013 and 2012 results (2014, 31.28 per cent; 2013 36.51 per cent and 2012 38.81 percent scored five credits to above including English language). This paper at aimed to review, update and rewrite the problem facing the teaching English in some selected secondary schools in Kano state and provides the possible solution to the problems. The objectives will be achieved by answering the following research questions: 1. what are reasons for mass failure in WAEC in some secondary schools in Kano state? 2. What challenges do secondary school teachers and students experience in the process of teaching and learning English? 3. What are the materials and methods used in teaching English in selected schools? The study used Gross's (1971) theory as a framework which was based on curriculum implementation. The researcher employed qualitative approach for data collection. For data collection the sample of the secondary schools was selected using simple random sampling and the participants were purposively selected. From the study it was revealed that the teaching and learning of English was facing some challenges. The study recommended that the Teachers service board should employ better qualified English teachers.

**Keywords:** Nigeria, Kano, Challenges and English.

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**Health education**


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**Abstract**

Health education is training in root and its goal is providing favorable health behaviors. Contact health is defined as change and alteration of human behavior and environmental factors linked that directly and indirectly cause health promotion, disease prevention and protect people from damage. Theory can use in health education and health promotion with different ways. Medical staff education get more complex contrast by past. Especially if you accept that trainer



	<p>should consider comprehensive benefits. Key words: Health education – Health promotion – Theory – Self learning</p>
 <p>Dr. Aroona Hashmi GICICPLT1605056</p>	<p>Secondary School Students' Attitude towards Learning Mathematics and Science</p> <p>Dr. Aroona Hashmi IER. University of the Punjab, Pakistan <a href="mailto:aronahashmi@gmail.com">aronahashmi@gmail.com</a></p> <p>Dr. Mubushra Kahtoon IER. University of the Punjab, Lahore, Pakistan</p> <p>Dr. Mumtaz Akhter IER. University of the Punjab, Lahore, Pakistan</p> <p>Abstract</p> <p>Student's success in Mathematics and Science depends upon their learning attitude towards both subjects. It also influences the participation rate of the learner. The present study was based on a survey of high school students about their attitude towards Mathematics and Science at Secondary level. Students of the both gender constitute the population of this study. Sample of the study was 276 students and 20 teachers from 10 Government schools from Lahore District. Questionnaire and interview were selected as tool for data collection. The results showed that Pakistani students' positive attitude towards learning Mathematics and Science. There was a significance difference between the students' attitude towards learning Mathematics and no significance difference was found in the students' attitude towards learning Science at Secondary level.</p>
 <p>Dr. Mumtaz Akhter GICICPLT1605057</p>	<p>Perception of college teachers about educational institutions as learning organization</p> <p>Dr. Mumtaz Akhter Professor and Director, Institute of Education and Research, University of the Punjab <a href="mailto:drmumtazakhter@hotmail.com">drmumtazakhter@hotmail.com</a></p> <p>Farihagul PhD Scholar, Institute of Education and Research University of the Punjab</p> <p>Abstract</p> <p>In order to improve students' performance, the educational institutions are now transformed into learning organizations around the globe. However, in local context, the research studies have been carried out to find dimensions of learning</p>

	<p>organizations at higher education (university) and school level, while the middle level of colleges has been ignored. It is the phase where students, skills learned at school level are polished to help them enter in higher stream of education. At this stage role of teacher is important, but first it is necessary that teachers also take responsibility of their own learning with the support of organization or “learning organization” more appropriately. Major aim of the study is to identify perception of college teachers about their educational institutions as learning organizations. Data was collected from 244 college teachers from seven districts of Punjab through convenient sampling. A learning organization dimension questionnaire (LOQD) developed by Watkins and Marsick (1993) was used to collect data from respondents. Descriptive statistics was be used to analyze data, while ANOVA was used to identify mean difference in scores on the basis of demographic variables i.e., mode of employment. The results indicate that respondents believe that educational institutions are not serving as learning organizations. It is suggested on the basis of results that there is need to offer more opportunities to learn during course of profession.</p> <p><b>Key words:</b> Educational institutions, Learning organization</p>
 <p><b>Dr. Mubushra Khalid</b> GICICPLT1605058</p>	<p><b>How I Deliver- Exploring the Preferred Instructional Styles of English Subject Teachers</b></p> <p><b>Dr. Mubushra Khalid</b> Assit, Prof. Institute of Education &amp; Research, University of the Punjab, Lahore. Pakistan mubushirakhalid@ yahoo.com</p> <p><b>Abstract</b></p> <p>This cross-sectional study was an endeavor to explore the teaching preferences of Secondary School English Subject Teachers and to find any difference in teaching styles of male-female, urban-rural Secondary School English teachers. The sample of the current study was consisting of tenth grade English subject teachers randomly selected from forty two Government Secondary Schools of the province of Punjab. Grasha-Riechmann Teaching Style Inventory (GRTSI) was used to explore the teaching styles on five distinct categories of the Teaching Style Inventory namely expert, Formal Authority, Personal Model, Facilitator and Delegator. The data was analyzed using descriptive statistics techniques. The research findings demonstrated that the teaching styles of the sample teachers were found as Expert, Personal Model, Facilitator and Delegator. The further analysis showed that overall there was no significant difference between male-female, urban-rural English subject teachers teaching styles. The study concluded that a teacher should know his preferred teaching style (s) and should modify according to the learning requirements of the students.</p> <p><b>Key words:</b> Teaching Styles, Government Secondary Schools, English Subject,</p>



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**A Study of Teachers' Approaches to Teaching at Undergraduate Level**

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**Abstract**

Teachers' approaches to teaching at under graduate level in universities have long been considered very significant for students learning. Teachers can develop problem solving, critical thinking skills in students at this stage which in turn will play important role in the economic and social development of the country. This study aims to find out the teachers approaches to teaching at university level in Punjab, Pakistan. In this study a quantitative research approach is used. The survey is conducted by adapting a reliable and valid instrument named Approaches to Teaching Inventory (ATI). A Cluster Stratified random sampling technique was applied to select one hundred and twenty teachers from eight Public and Private Universities. The result of this study indicates that teachers use both Conceptual Change- Student Focused (CCSF) and Information Transmission-Teacher Focused (ITTF) approaches. There was no significant difference found between approaches to teaching of public and private universities. Moreover, the result of this study indicated that more female teachers use ITTF approach than male teachers.

**Key Terms:** Approaches to Teaching, Conceptual Change- Student Focused (CCSF), Information Transmission-Teacher Focused (ITTF)



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**The Effects of Familiar, Unfamiliar Music and Audiobooks Exposure on Speech Parameters of Elderly Alzheimer's Disease Patients: A Within Case Studies**

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**Abstract**

Alzheimer's disease is a cognitive disorder common among the elderly whereby neurodegeneration occurs rapidly as a result of decline in brain activity. There has been many studies linking music memory with cognition among patients with Alzheimer's disease. However, the types of music exposed, the familiarity of the music and their effects on speech production is still not adequately explained. Improvement in speech can be demonstrated in alteration of several speech parameters. This multiple case study (n = 3), seeks to investigate the effects of familiar and unfamiliar music on the speech fundamental frequency (F0), intensity range, and speech rate of 3 elderly subjects with Alzheimer's disease. The speech parameters after exposure to familiar and unfamiliar music were measured longitudinally over a period of 21 weeks. A listening task to an audiobook was treated as control. Data revealed that in all of these subjects, there was wide variability in performance with no common pattern for familiar music. However, for unfamiliar music, two subjects showed increase in their speech rate. The third subject showed increase in F0 range. It is suggested that there may be more to understand how familiar and novel stimuli influence speech production in Alzheimer's disease patients.

**Keywords:** Alzheimer's Disease (AD). Familiar, Unfamiliar, Music, Speech production

<p>Sani Abdullahi Muhammad</p> <p>GICICPLT1605062</p>	<p>The Use of Nigerian Pidgin English on Outdoor Advert</p> <p>Sani AbdullahiMuhammad</p> <p>Department of Languages, Northwest University, Kano</p> <p><a href="mailto:saniabdullahi149@gmail.com">saniabdullahi149@gmail.com</a></p> <p>Abstract</p> <p>The purpose of this study is to investigate and examine the use of Nigerian Pidgin English on outdoor advert. Nigerian Pidgin English is an English created by Nigerians in order to communicate among them and there is much interference of mother tongue. Today, this language use in different aspect in Nigeria such as media program, school conversation, trading activities and some governmental organization. It was observed that the Nigerian Pidgin English is powerful appeal which is grabbing the attention of consumers to purchase or to change his attitude. The result showed that, Pidgin English is a language for non-educated and also simple language to be understood by many people. We all known that, the purpose advertisement to communicate with different consumers in several angle, this is the reason why Nigerian Pidgin English is used in media advertisement because Nigeria has multi lingua problem. Usually Nigerian Pidgin English is speaking in community where they don't have common language to speak. Survey research method was used and questionnaires were administered to select the respondents. Keyword: Nigerian Pidgin English, outdoor advertisement.</p>
 <p>Noor Asiah Othman GICICPLT1605063</p>	<p>Incorporating Vocabulary Teaching Strategies in TVET: A Case Study in Melaka Polytechnic</p> <p>Noor Asiah Othman Department of General Studies, Malaysia <a href="mailto:asiah@polimelaka.edu.my">asiah@polimelaka.edu.my</a></p> <p>M. Abu Bakar Department of General Studies, Malaysia <a href="mailto:marina@polimelaka.edu.my">marina@polimelaka.edu.my</a></p> <p>H. Mohamed Department of General Studies, Malaysia <a href="mailto:hilmun@polimelaka.edu.my">hilmun@polimelaka.edu.my</a></p> <p>Abstract</p> <p>The National Education Blueprint 2013-2025(NEB) acknowledges that English is the language of communication and as the language of information is English, the effort to enrich the knowledge of the Malaysian workforce through the</p>

implementation of teaching of Mathematics and Science in English (PPSMI), was proposed in the Cabinet Meeting on 19th, July 2002. After a period of six years, the government decided to reverse the policy of PPSMI and the teaching of all subjects are done in Bahasa Melayu. However, the tertiary institutions including the Polytechnic Education Department, have decided to continue to place a significance importance in the English language. It is hoped that the semi-professional graduates produced by the polytechnics will be equipped with the language needed to contribute to the industry and society. In line with the requirement of PPSMTI, lessons should be taught in English. Although majority of lecturers are proficient enough to teach in English, lessons are still carried out bilingually, as students are struggling to cope with the lessons. A research on the implementation of PPSMTI in PMK was carried out earlier and findings show that both students and lecturers admit to lack of proficiency. On the other hand, English language lecturers from the General Studies Department stated that lessons were taught using simple English and majority of the students were able to comprehend and contribute to discussions in the classroom. Although discussions were carried out bilingually, instructions given were in English. It was also found that for observation of lecturers, the medium of instruction was a criteria but pedagogy was not a factor considered during the observation. Moreover, invigilation during final exams showed that some students still do not know technical terms and common vocabulary used in the core subjects. This leads to queries about the effectiveness of the pedagogy used in the classroom in terms of technical terms and vocabulary taught in relation to the subject area. Hence, this research is aimed at discovering if incorporating vocabulary learning strategies as used in the teaching of English Language can help students to recall technical terminologies more easily.

## Listeners

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**4th International Conference on Psychology, Language and Teaching (ICPLT), 20-21 July 2016,  
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