SEGi University & Colleges

Overall OUTSTANDING

4 QUALITY EDUCATION

in collaboration with

UNIVERSITI MALAYA

PGES 2024

FACULTY OF EDUCATION, LANGUAGES, PSYCHOLOGY AND MUSIC POSTGRADUATE EDUCATION SYMPOSIUM (PGES 2024)

Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities

21-22 August, 2024 | SEGi University

PROGRAMME BOOK

PGES 2024

FoELPM Postgraduate Education Symposium

21 & 22 AUGUST 2024

SEGI UNIVERSITY

PGES 2024
FoELPM Postgraduate Education Symposium

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FOREWORD

Foreword by
Managing Director of SEGi University & Colleges
Ms.Stella Lau Kah Wai

Distinguished Guests, Esteemed Speakers and Symposium Participants,

It gives me great pleasure and delight to extend my warmest greetings to all the participants of the symposium organized by SEGi University and University Malaya. The Postgraduate Education Symposium (PGES 2024) organised by Faculty of Education, Languages, Psychology and Music in SEGi University is witnessing its third year and it is indeed a special event witnessing the showcase of impactful research findings and other contemporary issues faced by the education fraternity.

As a yearly event the PGES 2024 aims to provide an avenue for our postgraduate students to share and exchange their ideas and keeping up with UNESCO's Sustainable Development Goals SDG# 4 and SDG #17, this year's theme for the symposium is Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities.
I would like to take this opportunity to congratulate the Faculty of Education, Languages, Psychology and Music (FOELPM) of SEGi University, the University of Malaya for putting together this collaborative partnership. This two-day symposium has witnessed the submission of nearly a hundred empirical and conceptual papers and eight workshops that are addressing the current topics in the educational landscape.

SEGi University recognizes the value of quality education and symposiums such as these are reflective of our efforts to ensure the best learning experience for all our students. I hope that our students stand to benefit from such learning platforms to keep abreast of current issues. It is our fervent hope that our students will find this an enriching experience to take back with them and at the same time benefit from networking and fostering cross-cultural relationships.

As Amit Ray aptly said, "Collaboration has no hierarchy. The Sun collaborates with soil to bring flowers to the earth." In the same spirit, the success of PGES 2024 is the result of the collective efforts of many. I would like to extend my heartfelt thanks to the advisors and staff of FOELPM at SEGi University, as well as the dedicated teams from other departments. Without your invaluable contributions, this event would not have been possible.

I wish you a fruitful symposium over the next two days and let this be an enriching experience for all of you and thank you for your participation.

Ms.Stella Lau Kah Wai
Managing Director of SEGi University & Colleges

Foreword by Advisor of PGES 2024

Assalamualaikum wbt.

I would like to give a warm welcome to everyone on behalf of the PGES (2024), by the Faculty of Education, Languages, Psychology and Music to our third annual symposium. This symposium is reflective of our commitment to give a good opportunity to all students to give them a platform to exchange, collaborate as well as take part in academic discourse. As usual this year also, we have hundreds of participants presenting their papers on a various themes related to Education.

The symposium reflects our endeavour to promote research practice and encourage them to participate in research symposium in line with the theme of our symposium Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities.

The success of this symposium is the collaborative efforts of our teamwork, and I take this opportunity to thank everyone involved, advisors and all head committees. We have many workshops lined up for the event and a workshop by UM representative. It is my fervent hope that this symposium will serve as an inspiration to our students to excel in their academics. I wish all participants a fruitful symposium!

Prof. Datin Dr. Mariani Md Nor
Professor of Early Childhood Education and psychology
Advisor, PGES 2024 &
Dean, Faculty of Education, Languages, Psychology and Music
SEGi University

Foreword by Chairperson of PGES 2024

Welcome to the Postgraduate Education Symposium (PGES, 2024) and on behalf of the organising committee at the Faculty of Education, Languages, Psychology and Music, SEGi University, it is my great pleasure to welcome all our participants to our third annual PGES Conference.

I am proud to say that this 3rd consecutive year we have hundreds of participants from our postgraduate and in line with the UNESCO's SDG#4 and SDG#17. Our theme for the postgraduate symposium is Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities. Our symposium will be held for two days and we have several workshops lined up for our participants and I believe all these workshops, keynote address as well as the parallel sessions will greatly benefit our students.

The main objective of our symposium is to encourage our students to share their research knowledge. The importance of dialogue and collaboration cannot be understated, and I firmly believe that this platform will greatly benefit our students and provide them with an opportunity to hone their presentation skills.

I would like to extend my deepest gratitude to all our honored guests, esteemed speakers, and all my team members who have worked tirelessly to make this symposium a reality. To all the participants, a big thank you for taking part in this event and I wish you all the very best and a fruitful and productive symposium.

Thank you.

Dr Latha Ravindran
Chair
Post Graduate Education Symposium 2024
HOD Faculty of Education, Languages, Psychology and Music
SEGi University

BIODATA:
GUEST OF HONOUR

2024
PGES
FOELPM POSTGRADUATE EDUCATION
SYMPOSIUM 2023

Prof. ChM Dr. Teh Geok Bee FASc

Vice Chancellor
SEGi University

Vice Chancellor of SEGi University, Prof. ChM Dr. Teh Geok Bee FASc , plays the role of a leader of caliber with an excellent educational background. She graduated with First Class Honors from Universiti Kebangsaan Malaysia before continuing her studies at the University of Cambridge, United Kingdom.

At the University of Cambridge, she obtained a Master of Philosophy (MPhil) in 1998 & Doctor of Philosophy (PhD) in 2000 in the field of Chemistry under the sponsorship of Cambridge Malaysia Chevening and Cambridge Commonwealth Trust Scholarships.

In addition to exhibiting outstanding achievements in the academic field, Dr. Teh can also be seen clearly. As a certified HRD Corp Trainer, she has successfully conducted professional courses at the Institut Kimia Malaysia (IKM) Professional Center. Subsequently, her research related to the synthesis and characterization of magnetic nanoparticles has received international recognition, highlighting her ability to integrate theoretical expertise with real-world applications.

Since 2011, Dr. Teh has served as a SAMM Technical Assessor for ISO/IEC 17025 with the Malaysian Standards Department. Her contributions include playing a role as a Council Member at IKM, an institutional representative in Working Group 3 of ISO/TC 229, and being actively involved in the ISC B and ISC Y Standards Committee Groups, leaving a significant influence on the standards framework in the field of nanotechnology.

Her involvement in the world of leadership has had a great impact where she has demonstrated the competence to manage complex institutions. As a Fellow of the Cambridge Commonwealth Society, IKM and the Malaysian Academy of Sciences, she uses her intellectual ability and expertise to carry out her responsibilities as Vice Chancellor of SEGi University with excellence. Under her leadership, SEGi University consistently pursues renewal, innovation and academic excellence.

PGES 2024 ORGANIZING COMMITTEES

Advisors

Prof. Datin Dr. Mariani Md Nor
Prof. Dr. Gurnam Kaur Sidhu

Chair

Dr. Latha Ravindran

Secretariat

Assoc. Prof Ts. Dr. Sheiladevi A/P Sukumaran
Dr. Lee Kam Fong

Treasury

Dr. Peggy Lee Phaik Gaik
Dr. Fatimah binti Tambi
Teh Zhi Jie

Registration

Dr. Tarsame Singh
Dr. Ena Bhattacharyya
Dr. Abel Raj
Student Helpers:
Hou Lili
Qin Lihui
Goh Shiyuan
Gao Yanmei
Liu Haixia

Promotion & Publicity

Dr. Enock Amalanathan
Dr. Tan Cheng Yoke

Symposium Programme Book

ChM Datin Dr Ng Soo Boon, KMN
Ms. Nurul Salwana Binti Mohd Multazam Khair
Ms. Puspalathaa A/P Armum
Student Helper
Joshua Chin Shun-Yian

Scientific and Publication

Prof. Dr. Geetha Subramaniam
Prof. Dr. Shameem Rafik Galea
Prof. Dr. Nooreiny Binti Maarof
AP. Dr. Ismail Mohamed
A.P Dr. Kannamah A/P Mottan
AP. Dr. Lim Boon Hooi
Dr. Bala Subramaniam
Dr. Nor Azian Binti Md. Nor

Student Helper

Melanie Khor Wei Chen

Symposium Moderator

Prof. Wee Eng Hoe
AP. Dr. Tan Choong Keong
AP. Dr. Madhubala Bava Harji
AP. Dr. Hafriza Burhanudeen
Dr Sathiamoorthy Kannan
Dr. Sazali Yusoff
Dr. Jeeching Pang
Dr. Mak Joon Kong
Dr. Kamalanathan A/L M. Ramakrishnan

Student Helpers:

Chen Hancheng
Chen Jiale
Chen Zheng
Qiao Wei
Li Yufei

Logistics & Venue

AP. Dr. Abdul Aziz Md. Nor
Dr. Baljinder Singh
Assistant: Mr. Raja Ahmad Faidzal Bin Raja Abd Latif

Food & Beverages

Dr. Norehan binti Hussin
Dr. Noryati binti Alias
AP. Dr. Lokasundari A/P K. Narayanaswami

Opening & Closing Ceremony

AP. Dr. Nalini Arumugam
Dr Haliza Idris
Ms. Edna Wellington
Teh Zhi Jie

Technical Committee

Mr. Mohamad Arieff Shamida Bin Samsul Kamil
Dr. Piriya Somasundram
Dr. Rosli Hassan

Music Performers

Li Chunliang (vocalist)
Li Qianwen (dancer)
Li Lijing (dancer)
Wu Meng (violinist)
Mei Ye Lin (keyboardist)
Liu Zizheng (percussionist)

Emcees

Li Chuangang
Clarinna Lau Wai Kitt
Zhang Yidi
Melanie Khor Wei Chen

PROGRAMME ITINERARY

PGES 2024

FOELPM POSTGRADUATE EDUCATION SYMPOSIUM 2024

DAY 1 : SYMPOSIUM

Wednesday, 21 August 2024

Time	Agenda
8.00am-9.00am	Registration
	Opening Ceremony (Audi A, Level 2)
9.00am-9.05am	Welcome Address by Chair
9.05am-9.15am	Opening Remarks by Datin Prof. Dr Mariani Md. Nor, Dean FOELPM
9.15am-9.40am	Opening Speech & Opening Ceremony of PGES 2024 by Prof. ChM. Dr Teh Geok Bee (VC SEGi University)
9.40am-9.50am	Performance (FOELPM, SEGi University, PGES Participants)
9.50am-10.30am	Break
10.30am-1.00pm	Parallel Session - Workshops (Hybrid)
1.00pm-2.00pm	Lunch Break
2.00pm-4.30pm	Workshops (Hybrid)

Opening Ceremony-Online

DAY 2 : SYMPOSIUM

Thursday, 22nd August 2023

Time	Agenda
9.00am-10.30am	Parallel Session - Paper presentations
10.30am-11.00am	Break
11.00am-1.00pm	Parallel Session - Paper presentations
1.00pm-2.30pm	Lunch Break
2.30pm-4.30pm	Award Presentation (Audi A, Level 2) Performance
	Dean’s closing speech

Closing Ceremony-Online

DAY

1

21 AUGUST 2024

WORKSHOPS

PGES 2024

21 AUGUST 2024
9.00 AM-12.00 NOON

Workshop No.	Title	Details	Venue and Meeting Link
1	Technological Tools: Essential Skills for PhD Students	**Speakers** AP. Ts. Sheiladevi Sukukaran, SEGi University Dr Latha Ravindran, SEGi University **Moderator** Dr Piriya Somasundram	Google classroom
2	Crafting Clarity: Mastering Qualitative Report Writing	**Speakers** AP. Dr Madhubala Bava Harji, SEGi University Dr Ena Bhattacharyya, SEGi University **Moderator** **D**r Kamalanathan a/l M. Ramakrishnan	LAB 1.3
3	Cognitive and Emotional Readiness for Viva Voce	**Speaker** AP. Dr Zaharah Hussin, Universiti Malaya **Moderator** AP Dr Hafriza bt Burhanudeen	LAB L1.7
4	Monitoring 5Qs (quotient) for Strong Supervision	**Speaker** Prof Datin Dr Mariani Md Nor, SEGi University Dr Fatimah Tambi, SEGi University **Moderator** Dr Haliza bt Idris	LAB L1.39

21 AUGUST 2024
2.00PM-4.30PM

Workshop No.	Title	Details	Venue
5	Questionnaire design	**Speaker** Dr Nor Azian Md Nor, SEGi University Dr Norehan Hussin Moderator Dr Abel Raj	Google Classroom
6	Creative CLIL for Innovative Teachers and Researchers	**Speaker** Lt, Col, Dr Enock Amalanathan, SEGi University Moderator AP Dr. Lokasundari Narayanaswami	LAB 1.3
7	Qualitative Research Data Analysis	**Speaker** Datin Dr Ng Soo Boon, SEGI University **Moderator** Dr Sazali bin Yusoff	LAB L1.7
8	SEGi's Vital Self-Help Exercises to Alleviate the Pain of Text Neck Syndrome. (Theory and Practical)	**Speaker** AP. Dr Lim Boon Hooi, SEGI University Moderator AP Dr Abdul Aziz bin Md Nor	R2.5

DAY

2

22 AUGUST 2023

PGES 2023

FoELPM Postgraduate Education Symposium

PARALLEL SESSIONS

Paper Presentation

THEMES

TRANSFORMING LEARNING EXPERIENCES FOR INCLUSIVE LIFELONG LEARNING OPPORTUNITIES

- Digital Educational Research
- Educational Technology, Innovation & Creativity
- Early Childhood Education
- Educational Research for SDG's
- Educational Leadership, Management & Governance
- Engaging Marginalised Audiences in Research
- Inclusion and Diversity
- Internationalisation and Globalisation of Education
- Languages, Linguistic and Literature
- Methodological Choices and Challenges
- Teacher Education & All Educational related disciplines
- Teaching,Learning & Assessment

All Educational related disciplines

OBJECTIVES

To provide an avenue for postgraduate students to share and exchange ideas and thoughts on contemporary research theory, principles and practices for sustainable development in the field of education.

PARALLEL PAPER PRESENTATIONS MEETING LINK

Parallel Paper Presentation Sessions	Meeting QR Code
Parallel Session 1	
Parallel Session 2	
Parallel Session 3	
Parallel Session 4	
Parallel Session 5	
Parallel Session 6	
Parallel Session 7	
Parallel Session 8	
Parallel Session 9	

PARALLEL SESSION 1

Room: VC ROOM

Theme/s: Digital Educational Research, Educational Technology, Innovation & Creativity, Digital Transformation, Sustainability and AI

Judges: Dr Sathiamoorthy Kannan, Dr Piriya Somasundram

Time	Presenter	Title
9.00-9.15 am	Du Qian	Effect of Innovation Education on the Professional ethics of Higher Vocational Architecture Students in China.
9.15-9.30 am	Li Maohong, Tan Choon Keong, Wu Juan	The Impact of Digital Technology on Student Engagement in Using Flipped Classrooms for a History course.
9.30-9.45 am	Mao Lili	Students' Attitudes towards Digital Teaching in college : A Qualitative research in the Fine Art Education.
9.45-10.00 am	Shi Honggang, Tan Choon Keong, Lu Xin	The Impact of Immersive VR Technology on the Learning Experiences among College Arts and Crafts Courses Students Based on Gender.
10.00-10.15 am	Wu Youting, Edna Wellington	Effects of Using Virtual Reality in A Music History Course to Improve Student Engagement: A Pilot Study.
10.15-10.30am	Zeng Yongjian	Adaptability Analysis of Practical Training Courses for Business English Majors.
10.30-11.00am	**BREAK**	
11.00-11.15 am	Zhang Wenyu, Lim Boon Hooi	Digital Teaching in Public Physical Education Curriculum of Art Universities in China
11.15-11.30 pm	Saidatul Amirah	Educated Professionals in The Malaysian Gig Economy: A Conceptual Study.
11.30-11.45 pm	Li Ye, Nalini Arumugum (Online)	Effects of Digital Reading Strategies on Students' Reading Comprehension, Self-efficacy and Motivation in Hebei province, China
11.45-12.00 pm	Joshua Chin Shun-Yian, Ng Soo Boon (Online)	Closing the Gap Between Learning Spaces: Perspective from primary school students during the Covid-19 pandemic.
12.00-12.15 pm	Dong Qingshuang, Ena Bhattacharyya, (Online)	Evolution and Emerging Trends of Educational Applications of Digital Games: a Visualized Analysis using CiteSpace.

PARALLEL SESSION 2

ROOM: LAB L1.3
THEME/S: METHODOLOGICAL CHOICES AND CHALLENGES

JUDGES: DR. JEECHING PANG, DR. MAK JOON KONG

Time	Presenter	Title
9.00-9.15 am	Chen Hongjing, Kamalanathan M. Ramakrishnan	Effectiveness of incidental vocabulary learning in blended learning environment among vocational college students in China.
9.15- 9.30 am	Zhang Chunyu, Mariani Md Nor	Scale Selection Strategies for Accurate Quantitative Research: Taking Personality Traits Scale as an Example.
9.30-9.45 am	Li Chuangang, Nalini Arumugam	Multimodal Instruction Method Impact on EFL College Students' Vocabulary Acquisition: A Quasi-experiment in a Chinese Institution.
9.45-10.00 am	Liu Xuerong, Geetha Subramaniam	Examining the Effect of Teaching Presence on Student Engagement in Blended Learning.
10.00-10.15 am	Meng Lixian	The Application of Large-Unit Teaching Concept in Project-Based Learning Teaching Method.
10.15-10.30 am	Qin Lihui, Tarsame Singh	The Effect of Explicit Training of Inferencing Strategies on College Students' Reading Comprehension Performance.
10.30-11.00 am	BREAK	
11.00-11.15 am	Shan Yu	Title: Effect on incorporating Traditional Chinese Culture in College English Teaching to Improve Communication Skills to EFL Students.
11.15-11.30 am	Shi Qian	Cultivating EFL Undergraduates' Learner Autonomy in a Blended English Writing Course in a Normal University in China.
11.30-11.45 am	Yu Jiaqi, Hafriza bt. Burhanudeen	Enhancing Critical Thinking and Speaking Skills for Lifelong Learning in China's EFL Students Through Collaborative Mobile-Blended Learning.
11.45-12.00 pm	Wang Siyun, Haliza Binti Idrisc, Xie Ru	Effect of Nursing Health Education Course on Nursing Students' Professional Identity: A Mixed Methods Research.
12.00-12.15 pm	Yangyang Xing, Ena Bhattacharyya	Fix-up Strategy in Teaching Reading Comprehension: Conceptual Framework.
12.15-12.30 pm	Yin Zhen, Ena Bhattacharyya	An Empirical Study on the Impact of Project-Based Learning on the Development of Engineering Practice Competence of College Students.

PARALLEL SESSION 3

ROOM: LAB L1.42

THEME/S:TEACHER EDUCATION, TEACHING, LEARNING AND ASSESSMENT

JUDGES: A.P. MOHAMED ISMAIL BIN AHAMAD SHAH, DR TAN CHENG YOKE

Time	Presenter	Title
9.00-9.15 am	Hao Shuang, Nalini Arumugam (Online)	Drama Experience in Upgrading Marketing Learners' Competence in Managing Customer Relationships.
9.15-9.30 am	Asma Abdul Jabbar, Geetha Subramaniam	Factors Affecting Female Primary School Teachers' Performance In Karachi, Pakistan.
9.30- 9.45 am	Anita Christina	Exploring the Relationship between Pre-Service ESL Teachers' Mindsets and their Approaches towards Assessments.
9.45-10.00 am	Chen Zheng, Wee Eng Hoe	University Male Undergraduates Meeting the Recommended Physical Fitness Standards and Body Mass Index.
10.00-10.15 am	Cui Yan, Nalini Arumugam	Effects of Process Intervention Approach on Translation-Oriented Online Information-Seeking Competence of English-Major Undergraduates in China
10.15-10.30 am	Cui Zaichi, Lee Phaik Gaik	Teacher Pedagogical Competency Predicts the Level of Student Participation Motivation.
10.30- 11.00 am	BREAK	
11.00-11.15 am	Guo Bing, Nor Azian Binti Md. Noor	Research on the status quo and countermeasures of mental health problems in senior high school students.
11.15-11.30 am	Han Yiyuan, Nalini Arumugam	Investigating Factors Influencing Lecturers' Performance and Satisfaction in Higher Education Institutions in Shijiazhuang, Hebei, China.
11.30-11.45 am	Ji Ran, Geetha Subramaniam	Using The Job Demands-resources Theory to Explain Teacher Turnover Intention in Private Junior Schools in China.
11.45-12.00 pm	Li Anan, Geetha Subramaniam	Work-Life Balance: Female Academics' Conundrum of Multiple Identities in Hebei, China.

PARALLEL SESSION 4

ROOM: LAB L1.39

THEME/S: TEACHER EDUCATION, TEACHING, LEARNING & ASSESSMENT

JUDGES: DR BALJINDER SINGH, AP. DR KANNAMAH

Time	Presenter	Title
9.00-9.15 am	Li Lijing, Edna Shamani Wellington, Balasubramaniam A/L Sidamparam	Students' Attitudes Toward the Assessment of Core Courses for Dance Majors in a College in Sichuan Province, China: pilot study.
9.15-9.30 am	Li Ruyang, Mohamed Ismail Ahamad Shah	Integrating Aesthetic and Cultural Education for Personality Development in University Courses.
9.30-9.45 am	Ma Li, Tan Choon Keong, Zhao Miaomiao	The Influence of Gender on Creative Thinking Skills Via the Immersive Virtual Reality Teaching Method in China.
9.45-10.00 am	Tam Nian Ci	Exploring ChatGPT for Content Delivery in Pre-Service TESL Instruction.
10.00-10.15 am	Song Tingting, Lokasundari Narayanaswami (Online)	Student Engagement Evaluation Model in Hybrid Teaching Approach in A Private College in Shandong Province, China.
10.15-10.30 am	Peng Shasha, Norehan Binti Hussin (Online)	Impact of Distance Learning on Academic Performance, Engagement, and Satisfaction of Students in Chongqing City, China.
10.30-11.00 am	**BREAK**	
11.00-11.15 am	Liu Xiaoli, Geetha Surbramaniam (Online)	Effect of Gender, University Type, and Home Location on Work Readiness among Undergraduates in China.
11.15-11.30 am	Lin Nana, Tan Choon Keong, Tong Yan (Online)	The Effect of The Flipped Classroom Method on Academic Achievement among Undergraduates of Arts and Design Course According to Gender in China
11.30-11.45 pm	Lijing, Edna Wellington (Online)	Effects of Using Yangqin Music Courseware to Develop Behavioral Engagement Among Primary Students in Beijing.

PARALLEL SESSION 5

Room: L4.1

Theme/s: Teacher Education, 2. Teaching, Learning and Assessment

Judges: A.P. Dr Lim Boon Hooi, Prof Dr. Nooreiny bt. Maarof

Time	Presenter	Title
9.00-9.15 am	Xiong Shanshan, Geetha Subramaniam	Demographic Factors Affect Female Teachers' Identity in Higher Education Institutions in Jiangxi, China.
9.15-9.30 am	Wang Lixia, Abdul Aziz Bin Md Nor	Evaluating Peer Feedback's Impact on EFL Writing Performance Across Ethnic Groups.
9.30-9.45 am	Zhao Xuemin, Tan Choon Keong, Huang Yiyong (Online)	The Impact of Gamification Teaching Method for Enhancing Adult Undergraduates' Academic Achievement in a Chinese Literature Course.
9.45-10.00 am	Zhu Dan, Geetha Subramaniam (Online)	Examining Teacher Turnover Intention in Sichuan's Private Higher Education.
10.00-10.15 am	Zhang Yueyao, Nalini Arumugam (Online)	Using Reciprocal Teaching to Improve Critical Thinking skills in Poetry.
10.15-10.30 am	Yuan Linyang, Nalini Arumugam (Online)	Integration of Multiliteracies Pedagogy with SFL to Enhance Argumentative Writing Competence of English Major Learners in China.
10.30-11.00 am	BREAK	
11.00-11.15 am	Yin LiangLiang, Tarsame Singh (Online)	Active Learning in Mathematics: Effects on Students' Achievement and Motivation in Jilin Province, China.
11.15-11.30 am	Wu Meng, Geetha Subramaniam, Yi Wei, Cailing Li (Online)	A Comparative Analysis of Predicting Academic Performance Using Machine Learning Algorithms: An Empirical Study.
11.30-11.45 am	Wei Yun, Geetha Subramaniam (Online)	Understanding Female Teacher Burnout in Chinese Universities: A Conceptual Exploration.
11.45am-12.00 pm	Tian Huey Ni Fanny (Online)	A Framework for Evaluation of the Conceptualisation and Implementation of a Sustainable Thinking Course in a Malaysian Private HEIs.

PARALLEL SESSION 6

Room: L4.4

Theme/s: Language, Linguistics and Literature.

Judges: Dr. Kamalanathan A/L M. Ramakrishnan, Dr Lee Kam Fong

Time	Presenter	Title
9.00-9.15 am	Chengying Norehan binti Hussin	The Effects Of Applying Ebbinghaus Memory Rule Strategies For Vocabulary Learning And Retention In Dongchen nternational School In China.
9.15-9.30 am	Deng Chune	Influence of Multimodal Literacy to Enhance College Students' English Reading.
9.30-9.45 am	Han Zhihua, Kamalanathan M. Ramakrishnan	Relationships among Socio-affective Reading Strategies, Reading Motivation and Reading Comprehension of Chinese EFL Undergraduates.
9.45-10.00 am	Wang Jing	The EFL Proficiency in Promoting Chinese Marketing College Students' Career Development in China.
10.00-10.15 am	Zhang Yu, Ena Bhattacharyya	Implementing the CLIL Pedagogy to Enhance Chinese Fashion Design Undergraduates' English-speaking Skills.
10.15-10.30 am	Zuo Yanna, Tan Choon Keong, Xia Xiaoyan	The Influence of English Language Proficiency and Digital Competence on EFL Teachers' Classroom Leadership in China.
10.30-11.00 am	BREAK	
11.00-11.15 am	Zhou Yanping, Hafriza bt. Burhanudeen (Online)	The Mediating Effect of English Learning Motivation on the Relationship Between Intercultural Contact and Intercultural Communicative Competence of EFL Undergraduates in Central China
11.15-11.30 am	Zhong Yuan Ping Noorieny (Online)	The Relationship Between Cultural Intelligence Learning Motivation, And EFL Proficiency Of Chinese Students.
11.30-11.45 am	Li Jianghua, Mohamed Ismail Ahamad Shah (Online)	Integrating Content and Language in Integrated Business English Teaching in a University in Guangdong, China.
11.45-12.00 pm	Chen Haowei, Bhattacharyya Ena, Hu Ting (Online)	Breaking the Silence: Unveiling the Realities of Communicative Language Teaching in China's Business English Classrooms.

PARALLEL SESSION 7

Room: R4.6
Theme/s: All Educational related disciplines, Internationalisation and Globalisation of Education
Judges: A.P. Dr Lokasundari Narayanaswami,. A.P. Dr Hafriza bt. Burhanudeen

Time	Presenter	Title
9.00-9.15 am	Chen Jiuhong, Latha Ravindran	Perceptions of Chinese Postgraduate Student Towards the Challenges of Academic Writing.
9.15-9.30 am	Chen Ming, Mariani Md Nor	The effect of threat level on creativity: the mediating role of emotion and dual processing.
9.30-9.45 am	Chong Xue, Edna Wellington	Effects of using Erol Music App to improve aural singing skills among undergraduate students in Shandong, China.
9.45-10.00 am	Gao Yanmei, Baljinder Singh, Shameem Rafik Galea	Development of an Intercultural Professional Communication Training Needs Framework for Chinese Business Vocational Students.
10.00-10.15 am	Liang Aiping, Geetha Subramaniam	Using Vygotsky's Sociocultural Theory to examine Social Support and Academic Performance of EFL Undergraduates in Sichuan China.
10.15-10.30 am	Lu Weitong, Lee Phaik Gaik	Examining the relationship between Emotion self-control and Interpersonal competence.
10.30-11.00 am	BREAK	
11.00-11.15 am	Lin Lili, Ena Bhattacharyya (Online)	A Survey Study on the Career Attitudes of Undergraduates in Local Application-oriented Universities in China.
11.15-11.30 am	Jiang Xianbao, Balasubramaniam (Online)	Enhancing Patriotism Education in Chinese Universities: Integrating Film and Television into the Curriculum.
11.30-11.45 am	Zhang Yidi, Mak Joon Kong (Online)	Art Exam Tutor's Narratives of their Professional Identity in an Exam Oriented Institutional Context.

PARALLEL SESSION 8

Room: R4.11

Theme/s: All Educational related disciplines, Internationalisation and Globalisation of Education

Judges: Dr Ena Bhattacharyya, Dr Abel Raj

Time	Presenter	Title
9.00-9.15 am	Qi Huifang, Lee Phaik Gaik	Exploring the Impact of Psychological Capital on the Well-Being of University Teachers in China.
9.15-9.30 am	Wang Xiuquan, Lee Phaik Gaik	Influence of Family Functioning and Delinquent Behaviors among High School Students in China.
9.30-9.45 am	Wang Yanshuang. Mohamed Ismail Ahamad Shah	Study on Post-Pandemic Psychosocial Competence Characteristics and Employment Needs of College Graduates in Fuzhou.
9.45-10.00 am	Yu Shangyi, Hafriza bt. Burhanudeen	Effects of Emotional Intelligence on College Students' Academic Performance.
10.00-10.15 am	Wang Chuyan, Lokasundari Narayanaswami	Predictors of Intercultural Contact among EFL University Students in Hainan Province, China: An application of the Theory of Planned Behavior (TPB).
10.15-10.30 am	Xiao Yue, Tarsame Singh (Online)	The Effect of Strategy-Based Training On Chinese Students' Listening Comprehension Performance In Vocational Colleges.
10.30-11.00 am	BREAK	
11.00-11.15 am	Wang Feng, Hafriza bt Burhanudeen (Online)	The Impact on Ideal Self and Ought to Self on Tibetan Students' Willingness to Communicate in Mandarin.
11.15-11.30 am	Tao Shumin (Online)	Effect of Perceived Institutional Support on Students' Academic Engagement with Basic Psychological Needs and Academic Self-Efficacy as Mediators.

PARALLEL SESSION 9

Room: R4.12

Theme/s: Educational research for SDGs, Educational Leadership, Management & Governance, Inclusion and Diversity

Judges: Dr Sazali bin Yusoff, A.P. Dr Madhubala Bava Harji

Time	Presenter	Title
9.00-9.15 am	Hou Lili, Ena Bhattacharyya	Motivation as a Mediator between Communication Skills and Academic Success among PhD International Students.
9.15-9.30 am	Chen Yanlin	Work-Family Balance: Women's Career Development in China.
9.30-9.45 am	Wang Lulu, Dahlan Bin Abdul Ghani	Investigating The Cultural And Creative Product Design: Identity Based On Local Cultural Characteristics - A Case Study Of "Lanjiefu" In Wenzhou City, Zhejiang Province, China.
9.45-10.00 am	Zheng Huanmin, Assoc. Prof. Dr. Hafriza Binti Burhanudeen	Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities: Incentive Mechanisms for University Students' English Autonomous Learning and Teacher Role Transition in the Era of Intelligent Education
10.00-10.15 am	Yin Qing, Geetha Subramaniam (Online)	Impact of Gender, Marital Status and University Type on Teacher Leadership among Teachers in HEIs in China.
10.15 - 10.30 am	Lu Yingyi Tan Cheng Yoke (Online)	Impact of Problem-based Learning and Scenario-based Learning towards Student Achievement in International Trade Course.
10.30- 10.45 am	Peng Qian, Latha Ravindran (Online)	The Influence of Gyge Distance Model on the Enhancement of Traditional Chinese Medicine Internationalization Teachers Cultivation Online
10.45- 11.00 am	Zhang Hongyu (Online)	The Effect of PBL Instruction on Students' Critical Thinking in Dance Education

PGES 2024

ABSTRACTS

Exploring the Relationship between Pre-Service ESL Teachers' Mindsets and their Approaches towards Assessments

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ABSTRACT

INTRODUCTION: Revolutionising assessment and evaluation practices have primarily emphasised on equipping teachers with adequate assessment literacy and techniques. However, few studies have empirically explored why teachers stand by specific assessment approaches despite extensive trainings and interventions. Notably, responsive evaluators and the implementation of effective assessment approaches is a rising concern with diverse instructional methods utilised in the 21st century.

AIM OF STUDY: This paper aims to empirically explore the relationship between pre-service ESL teachers' mindset towards learning and its influence towards their approaches towards assessment across four assessment themes.

METHODOLOGY: This study used a descriptive quantitative analysis method with a sample size of 60 pre-service ESL teachers from a selected university in Petaling Jaya, Selangor.

FINDINGS: The results showed that 48% of the respondents had a mixed mindset, 38% had a growth mindset and 13% had a fixed mindset. Statistically significant relationships were identified between the growth mindset across all four assessment themes; indicating the influence of the growth mindset on assessment approaches. One significant relationship was identified between the fixed mindset and the assessment approach used. Despite a majority of the mixed mindset group, the findings positively depict that their assessment approaches were mostly aligned towards the growth mindset.

IMPLICATIONS: This research paper provides evidence that the 'mindset' defines teacher assessment literacy and asserts that the 'assessment mindset' roots from teachers' perception towards learning intelligence reflected in their assessment practices.

SIGNIFICANCE OF STUDY: This study contributes to identifying initial assessment mindsets and to develop responsive teacher education and mindset intervention trainings to positively shape pre-service ESL teachers' emerging assessment literacy.

Keywords: assessment literacy, assessment approaches, mindset theory, pre-service ESL teachers

FACTORS AFFECTING FEMALE PRIMARY SCHOOL TEACHERS' PERFORMANCE IN KARACHI, PAKISTAN

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ABSTRACT

Introduction: In Pakistan, primary school female teachers encounter numerous challenges. Teacher performance in Pakistan's education system, particularly among female educators, remains a significant concern. This complicated issue encompasses challenges related to the dual roles female teachers are expected to fulfill as both homemakers and educators. Addressing these issues requires immediate attention and concerted efforts from the educators and policy makers.

Aim of The Study: This paper aims to examine factors which affect teachers' performance.

METHODOLOGY: This study is a pilot study and uses a quantitative research method with a small sample size of 119 Teachers, which was conducted in primary schools in Karachi, Pakistan.

Findings: The results indicate that most of the respondents are aged 25-34, with (78.2%) holding a bachelor's degree. Most of these teachers are married are parents. The factors examined are age, experience, educational qualifications, marital and parental status, and specialized training experience have a positive and significant impact on teacher performance. Specialized training is positively associated with enhanced performance, Additionally, marital and parental status can influence job satisfaction and focus, affecting overall teacher performance.

Implication of The Study: Findings of this research could be helpful in teacher performance in primary school in Pakistan by improving teacher job satisfaction and their performance.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student learning outcome, teachers' career development, primary schools' development, and is in line with SDG4 which focuses on quality education.

Keywords: Teachers' performance, female school Teachers, Primary schools.

Breaking the Silence: Unveiling the Realities of Communicative Language Teaching in China's Business English Classrooms

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ABSTRACT

INTRODUCTION: In 2001, the MOE of China released the College English Curriculum Requirements, which emphasized improving students' language application abilities and highlighted the importance of communicative competence. This signified a formal change in the goals and approaches to English instruction in China.

AIM OF STUDY: This research aims to investigate the perceptions of Chinese teachers and students regarding Communicative Language Teaching (CLT) and its actual implementation in Business English (BE) classrooms.

METHODOLOGY: A qualitative study involving semi-structured interviews with 24 BE students and 14 teachers from four colleges in Sichuan, China, and observations of 16 BE classes.

FINDINGS: The study finds that despite positive attitudes towards CLT, its implementation faces challenges due to teachers' limited English proficiency, large class sizes, examination systems, inadequate teaching resources, and insufficient teacher training. This has led to a reliance on the Grammar-Translation Method (GTM) over CLT activities. Comprehensive reforms are needed, including revising examination systems, enhancing teacher training, and improving teaching materials to support CLT.

IMPLICATIONS: The study calls for comprehensive educational reforms to address these challenges to bridge the gap between the theoretical aspirations of CLT and its practical implementation.

SIGNIFICANCE OF STUDY: This study provides empirical evidence on implementing CLT in Business English classes in China, enriching CLT theory and supporting future research. The findings offer insights and practical recommendations to integrate CLT into the educational framework, fostering innovation and improving Business English education quality in China.

Keywords: Keywords: Communicative Language Teaching; Business English; Teachers' and Students' Perceptions; Instructional Practice

Perceptions of Chinese Postgraduate Student Towards the Challenges of Academic Writing

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ABSTRACT

INTRODUCTION: An increasing number of Chinese postgraduates choose to pursuit the doctorial degrees abroad with the trend of globalization. However, Chinese students have not made the necessary improvements in their writing skills, and their writing has still been found to be the most awkward among all four language skills, i.e., listening, speaking, reading, and writing (Xiao & Chen, 2015). Indeed, one of the most challenging tasks for university students is academic writing (Zaki & Yunus, 2015). Academic writing is seen to be a challenging ability to develop, particularly for non-native speakers (Singh & Kaur, 2016).

AIM OF STUDY: This paper aims to is to investigate Chinese postgraduate students' perceptions on academic writing, the challenges faced by them in academic writing and strategies used to overcome these strategies.

METHODOLOGY: This study employed an explanatory sequential mixed research design to achieve the objectives by distributing the quantitative questionnaire to 248 postgraduates in Segi University of Malaysia and interviewing 15 postgraduate candidates selected from the quantitative respondents.

FINDINGS: Results show that 7 Chinese postgraduates face the academic writing challenges of limited linguistic knowledge, lack of academic terms and expressions, difficulties in retrieving literature and identifying research gaps, and few skills to organize and produce coherent written English. Utilizing various academic online resources, attending writing courses, and utilizing meta-cognitive strategies during the writing process are effective strategies to overcome academic writing challenges.

IMPLICATIONS: Findings of this research could help Chinese postgraduates use effective strategies to improve their academic writing.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student academic writing abilities, academic writing education of private higher education institution.

Keywords: academic writing, Chinese postgraduate student, perceptions, challenges, strategies

The effect of threat level on creativity: the mediating role of emotion and dual processing

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ABSTRACT

INTRODUCTION: In today's society, the demand for innovation is increasing, and individual creativity is the main source of innovation. The level of individual creativity is influenced by many aspects. Previous studies have found that threat level and emotion have a direct impact on creativity, while emotional intensity and emotional arousal have an impact on individual processing. But how they interact has become the focus of research.

AIM OF STUDY: This paper aims to examine the mediating role of emotion and processing pattern between threat and creativity.

METHODOLOGY: This study takes 400 college students as research objects, adopts quantitative research method to explore the influence of threat level on creativity, and reveals the mediating role of emotion and dual processing on creativity.

FINDINGS: The results showed that threat level, emotion and dual processing pattern were directly and significantly positively correlated with creativity. Emotion and dual processing play mediating roles between threat level and creativity.

IMPLICATIONS: This study explores the relationship between threat, emotion and dual processing patterns and creativity. It provides a reference for individuals and colleges and universities, which can effectively stimulate individual creativity, and suggests that colleges and universities can adjust teaching strategies accordingly to create an environment conducive to students' creativity.

SIGNIFICANCE OF STUDY: The results of this study are valueable to enhancing the quality of education and guidance provided to students, implementing more efficient approaches to educational activities, and enhance students' creative ability.

Keywords: Threat, Creativity, Emotion, Double machining.

Work-Family Balance: Women's Career Development in China

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ABSTRACT

INTRODUCTION: This article investigates the factors influencing women's career progression and workfamily balance within the contemporary socio-economic context of China. It underscores the challenges women face due to the interplay of personal ambitions, societal expectations, and familial duties

AIM OF STUDY: The study aims to highlight the significant pressures from workplace gender discrimination and traditional family roles, which together hinder women's professional development.

METHODOLOGY: By analysing the evolution of women's employment in China using various literature resources and secondary data, the research details the progress and persistent barriers to achieving gender parity in the labour market.

FINDINGS: The research emphasises the importance of gender education in dismantling stereotypes and fostering a societal shift towards gender equality. It advocates for targeted policies to address gender pay gaps and workplace discrimination, including efforts to reduce occupational segregation and enhance pay transparency.

IMPLICATIONS: Additionally, the article discusses the critical role of government support for affordable childcare in boosting women's workforce participation and career advancement. Through a focused examination of these factors, the article offers strategic recommendations for balancing women's professional ambitions and family responsibilities.

SIGNIFICANCE OF STUDY: The study calls for collaborative efforts from policymakers, educators, employers, and society to implement supportive measures, highlighting the necessity for ongoing research and adaptive strategies to achieve gender equality in the workplace.

Keywords: Gender Equality, Women's Career Progression, Work-Family Balance, Workplace Discrimination, Gender Education

THE EFFECTS OF APPLYING EBBINGHAUS MEMORY RULE STRATEGIES FOR VOCABULARY LEARNING AND RETENTION IN DONGCHEN INTERNATIONAL SCHOOL IN CHINA

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ABSTRACT

INTRODUCTION: Describe how to improve the efficiency of English vocabulary memory by applying the Ebbinghaus memory rule. Therefore, this paper will conduct empirical research.

AIM OF STUDY: Based on Ebbinghaus' memory rule, a set of effective procedures to improve students' vocabulary memory efficiency are designed for vocabulary teaching.

METHODOLOGY: This paper adopts a mixed research method combining quantitative and qualitative. 130 students will be involved in the experimental procedure and the students are subjected in the empirical comparative study. One class will be instructed with the existing traditional vocabulary teaching method (the control group), and the other class will be instructed with the vocabulary teaching method based on Ebbinghaus's memory rule (the experimental group).

FINDINGS: Research results show that in the actual vocabulary learning, students do not have a flexible grasp of the usage of words, and they do not understand the differences between cultures and languages, which leads to the unsatisfactory effect of vocabulary. The phenomenon of forgetting vocabulary is common.

IMPLICATIONS: Findings of this research could help students based on Ebbinghaus' memory rule, this study will use effective vocabulary teaching methods to help learners improve their vocabulary memory efficiency and mastery. Students will also be taught some strategies about repeated memory.

SIGNIFICANCE OF STUDY: How to improve learners' vocabulary memory efficiency according to Ebbinghaus' memory rules and combine Ebbinghaus' memory rules with the current English vocabulary teaching in high schools, specifically applying them to vocabulary teaching.

Key words: Ebbinghaus memory rule; English vocabulary teaching in Senior High School; vocabulary memory

University Male Undergraduates Meeting the Recommended Physical Fitness Standards and Body Mass Index

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ABSTRACT

INTRODUCTION: In China the prevalence of obesity is rising rapidly and very few adolescents meet the physical activity and fitness goals set by Healthy China 2030. In 2020, China health surveillance report 35.0% of undergraduates were overweight and 14.6% were obese.

AIM OF STUDY: This study examined male undergraduates meeting the recommended Physical Fitness Standards and Body Mass Index.

METHODOLOGY: This descriptive research analyzed the BMI and physical fitness level using the National Physical Fitness Standards of China. The physical fitness data on 50m sprints (speed), sit and reach (flexibility), standing long jump (leg power), 1,000m runs (cardiovascular endurance), and pull-ups (upper body strength and endurance) was collected from a total of 4620 (Age: 21.02 ±1.42 years) undergraduates enrolled in a four-year course of a public university in Shaanxi Province, China. In addition, correlation between BMI and physical fitness test items of all students were assessed.

FINDINGS: Results show that 60.5% of male students fulfilled the BMI standards (normal weight). However, 31.2% did not meet the standards with 20.7% overweight, 10,5 obese and 8.2% underweight. Total physical fitness score (PFS) according to BMI category revealed that PFS of 'normal weight category' was significantly higher as compared to all the other BMI categories of 'underweight category', overweight category', and 'obese category' respectively. Overall, 6.2% undergraduates failed the speed test, 10.8% failed flexibility test, 20% failed leg power test, 34.7% failed cardiovascular endurance test, and 53.7% failed the upper body strength and endurance test. In terms of PFS, 22.7% of the undergraduates failed to meet the minimum target of fitness level. BMI is weakly correlated with the total score and pull-up test, very weakly correlated with other tests.

IMPLICATIONS: Findings of this study could help university authority in planning programme to reduce physical inactivity and obesity.

SIGNIFICANCE OF STUDY: This study contributes to creating awareness among undergraduates on their physical fitness levels and BMI status and is in line with SDG3 which focusses on good health.

Keywords: Body Mass Index, physical fitness, physical fitness standards

EFFECTIVENESS OF INCIDENTAL VOCABULARY LEARNING IN BLENDED LEARNING ENVIRONMENT AMONG VOCATIONAL COLLEGE STUDENTS IN CHINA

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ABSTRACT

INTRODUCTION: For vocational college students learning English as a foreign language (EFL), building a rich vocabulary incidentally is an essential goal since it enhances the growth of English language proficiency. However, mere studies on incidental vocabulary learning in China have been conducted in a blended learning (BL) environment.

AIM OF STUDY: This paper aims to examine effectiveness of incidental vocabulary learning in blended learning environment.

METHODOLOGY: This study is a pilot study and uses a quantitative research method with a small sample size of 62 students, which was conducted in a public vocational college in Guangdong, China.

FINDINGS: The study's results indicate that 84% of the respondents are female, and the majority of the students are between 18 and 19 years old. The data analysis reveals that students showed a 25% improvement in vocabulary test scores after participating in the blended learning program. Online reading activities contributed significantly, accounting for 40% of the total vocabulary gains, while offline vocabulary tasks impacted word retention, with 35% of students retaining over 80% of the new words. Active participation in both online and offline components led to higher vocabulary acquisition rates. Qualitative feedback highlighted that the blended learning environment made vocabulary learning more enjoyable, enhancing student motivation and engagement.

IMPLICATIONS: The findings of this research suggest that incorporating a blended learning environment can significantly enhance vocabulary acquisition for vocational college students in China. By leveraging both online and offline learning activities, educators can create a more engaging and effective language learning experience. This approach can be particularly beneficial for EFL programs, potentially leading to improved student performance and satisfaction.

SIGNIFICANCE OF STUDY: This study contributes to the understanding of effective instructional methods in EFL education, providing valuable insights for educators and policymakers. By demonstrating the benefits of blended learning, the research supports the development of innovative teaching practices that can enhance student outcomes.

Keywords: incidental vocabulary learning, blended learning environment, vocational college

Effects of using Erol Music App to improve aural singing skills among undergraduate students in Shandong, China

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ABSTRACT

INTRODUCTION: With the advent of IR4.0, technology is significantly transforming various sectors, including education. This study investigates how the Erol Singing App can enhance university students' aural singing skills in Shandong Province, China. The study addresses the need for integrating technology with traditional music education methods.

AIM OF STUDY: The aim is to evaluate the impact of the Erol Music App on students' aural singing skills, identifying differences between students using the app and those using traditional methods.

METHODOLOGY: A quasi-experimental mixed-method approach will be used, combining pre-tests and post-tests to measure aural singing skills among 30 undergraduate music students. Interviews with 10 students and 5 lecturers will provide insights into the app's advantages and challenges.

FINDINGS: This study aims to gather preliminary results indicating improvement in students' aural singing skills with the Erol Music App compared to traditional methods. The app's real-time feedback and interactive exercises will enhance pitch accuracy and rhythmic skills. Challenges such as accessibility and varying technological proficiency will be noted.

IMPLICATIONS: The findings aim to demonstrate the effects of using the Erol Music App in music education to enhance learning outcomes and recommend adopting such technological tools to complement traditional methods

SIGNIFICANCE OF STUDY: This study will contribute to the literature on technology integration in music education, providing empirical evidence supporting the Erol Music App's effectiveness in improving aural singing skills and offering insights for educators, policymakers, and researchers.

Keywords: aural singing skills, Erol music app, music education, pitch accuracy, rhythmic skills

Effects of Process Intervention Approach on Translation-Oriented Online Information-Seeking Competence of English-Major Undergraduates in China

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ABSTRACT

INTRODUCTION: Using online resources for information-seeking to solve translation problems accounts for a quarter of the translation process. Online information-seeking plays a positive role in improving translation quality. Therefore, the ability of online information-seeking has become an important sub-competence within the translation competence framework. Enhancing the online information-seeking competence of English-major undergraduates is an important task in translation education in the Information Age.

AIM OF STUDY: This study aims to examine the effects of a Process Intervention Approach on the translation-oriented online information-seeking competence of English-major undergraduates in China.

METHODOLOGY: A quasi-experiment was conducted at a provincial university in central China. Two preexisting second-year English-major classes were assigned to experimental group and control group respectively. The experimental group was exposed to the translation instruction with Process Intervention Approach, and the control group received the traditional product-oriented translation instruction. The Process Intervention was implemented with a duration of 14 weeks. Quantitative data of questionnaires and qualitative data of semi-structured interviews were collected.

FINDINGS: Results show that the Process Intervention Approach was significantly effective in enhancing the English-major undergraduates' online information-seeking competence, especially the search strategies. Students of the experimental group had a positive attitude towards the Process Intervention Approach

IMPLICATIONS: The teaching procedures and the intervention strategies employed in the Process Intervention Approach could effectively equip the English-major undergraduates with online information-seeking knowledge and skills.

SIGNIFICANCE OF STUDY: This study provided translation teachers with an effective Process Intervention Approach for translation instruction, and it could benefit English-major students by improving their online information-seeking competence.

Keywords: Process Intervention Approach, translation instruction, online information-seeking competence, English-major undergraduates

Teacher Pedagogical Competency Predicts the Level of Student Participation Motivation

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ABSTRACT

INTRODUCTION: Physical education in China is viewed as essential for nurturingwellrounded, healthy, and capable individuals who can contribute positively to society.This requireda high demand for PE teachers in higher education institutions to provide physical educationcourses. However, when there is a high demand for PE teachers, PE teachers with relativelylower competencies would need to fill the gap of the low supply of PE teachers. This makesit challenging for the teacher's pedagogical competency, in turn, to influence the student participation motivation

AIM OF STUDY: This paper aims to propose a physical education motivation influencedbyteachers' pedagogical competency

METHODOLOGY: This study is a pilot study and uses a quantitative research methodwitha small sample size of 100 students, it was conducted in three public universities in Hainan, China.

FINDINGS: Results show that 62 % of the respondents are females, and more than half of these students are sophomore. Among the four sub-construct of teacher pedagogical competency, namely teaching style, content knowledge, sports skill, and feedback; Undergraduate students have shown that there is a notable correlation between teacher pedagogical competency and student participation motivation. Teacher pedagogical competency had a significant effect on student participation motivation.

IMPLICATIONS: The findings of this research could help improve the motivationof Chinese undergraduate students to participate in physical education by improvingthepedagogical competence of PE teachers.

SIGNIFICANCE OF STUDY: The study contributes to the theoretical understandingofhow teachers' pedagogical competencies influence students' motivation to participateinphysical education and presents a framework as a reference to other researchers, policymakers, and teachers.

Keywords: Teacher pedagogical competency, student participation motivation, physical education

THE INFLUENCE OF MULTIMODAL LITERACY TO ENHANCE COLLEGE STUDENTS' ENGLISH READING

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ABSTRACT

INTRODUCTION: This study examines the effectiveness of multimodal reading instruction in enhancing reading comprehension among college students and compares it to traditional methods using a quasi-experimental design. In the digital age, multimodal literacy is essential for enhancing college students' English reading comprehension, meeting diverse learning needs, and adapting to increasingly rich multimedia learning environments.

AIM OF STUDY: The aim of this study is to evaluate the effectiveness of multimodal reading instruction in enhancing reading comprehension among college students

METHODOLOGY: This study employs a quasi-experimental design with pre-test and post-test assessments to evaluate the impact of multimodal reading instruction on college students' reading comprehension. The sample includes two groups: an experimental group receiving multimodal instruction and a control group receiving traditional text-based instruction.

IMPLICATIONS: The findings of this research could help improve the motivationof Chinese undergraduate students to participate in physical education by improvingthepedagogical competence of PE teachers.

SIGNIFICANCE OF STUDY: Multimodal approach increases students' interest and motivation in reading by making the content more engaging and dynamic, thus improving teaching effectiveness (Shin, Cimasko, & Yi, 2020). Additionally, it enhances classroom interactivity and participation, enriching classroom activities and increasing engagement among students (Wang, 2020).

Keywords: Multimodal literacy, reading comprehension, college students

Evolution and Emerging Trends of Educational Applications of Digital Games: A Visualized Analysis using CiteSpace

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ABSTRACT

INTRODUCTION: The application of digital games in the field of education refers to the use of interactive games created with digital technology to promote learners' knowledge acquisition, skill enhancement, and emotional attitude development through gamification. As an effective learning approach, it has been a research hotspot in educational technology (Sung & Hwang, 2018).

AIM OF STUDY: The aim of this study is to reveal the development paths of educational digital games and to understand the research emerging trends in the field of educational digital games.

METHODOLOGY: This study adopts bibliometric methods to systematically review international empirical research on digital games from 2015 to 2024, selecting 576 empirical research papers from the WOS database.

FINDINGS: The findings reveal that, among core authors and their countries or regions, Taiwan (China) and the United States have the highest number of publications. Additionally, keyword clustering indicates that topics such as student perception, reward gamification teaching, content learning, and serious games have garnered significant attention.

IMPLICATIONS: This study reveals the latest progress and trends in the research on the educational application of digital games, providing data support for the application of digital games in education.

SIGNIFICANCE OF STUDY: Through a literature review, it compares usage and distinctions in digital game application research between China and the rest of the world, identifies the research gaps in China's digital game education application, and provides reference directions for the development of digital game education research in China.

Keywords: Digital Games, CiteSpace, Bibliometric Tools, Emerging Trends, Digital game education

Effect of Innovation Education on the Professional ethics ofHigher Vocational Architecture Students in China

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ABSTRACT

INTRODUCTION: Due to the short academic system, heavy teaching tasks, and the pursuit of high employment rates, many higher vocational colleges in China tend to focus on the technical skills and ignore the cultivation ofprofessional ethics . As today's students will become tomorrow's professionals. The government has introduced relevant policies and laws to highlight the importance of professional ethics. In social aspects More and more companies not only value the skills of their employees, but also their professionalism, such as cooperation, hard working. Compared with the increasing demand, most of China's vocational colleges cannot meet social needs.

AIM OF STUDY: This study aims to explore the relationship between innovation education and professional ethics, as well as the factors that affect students' professional ethics.

METHODOLOGY: This study uses Convergent Parallel mixed-method with Questionnaire and Interviews, which will be conducted in higher vocational college in Heilongjiang, China.

FINDINGS: The innovation education in this study includes three variables: innovation climate, innovation self-efficacy, and innovation behavior. Investigate the relationship and influencing factors between them and professional ethics.This study may clarify the relationship between innovation education and professional ethics and create a new path for the cultivation of students' professional ethics.

SIGNIFICANCE OF STUDY: This study can help students establish correct professional values and ethics, help policy makers appoint targeted education policies. For the research community, empirical data analysis can provide reference for subsequent related research. For the country, good professionalism helps cultivate talents with a sense of responsibility and innovative spirit.

keywords : Innovation Education, Professional ethics

Development of an Intercultural Professional Communication Training Needs Framework for Chinese Business Vocational Students

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ABSTRACT

INTRODUCTION: Since China proposed the one belt one road initiatives, China has accelerated the pace of globalization. The needs for globally competent workers who master intercultural professional communication skills has improved a lot. To help this situation, there's a lot of training and training models to improve students' intercultural communication skills. However, these training are not specifically designed for Chinese vocational college students and lack needs analysis from the enterprise side.

AIM OF STUDY: This research aims to develop an Intercultural Professional Communication Training Needs Framework for Chinese business vocational students to navigate and communicate effectively in diverse cultural contexts within professional settings.

METHODOLOGY: This study uses the DDR(design and development) method, analyses the needs of the International Logistic Companies and Students' needs by a mixed-method research, develop and refine the framework by an on-going literature review and the FDM(Fuzzy Delphi Method) and evaluate the framework by a quasi-experiment.

FINDINGS: Findings of this research provide a training framework and class activity example for intercultural professional communication training in vocational college.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student intercultural professional communication skills and confidence, colleges' education quality and employment rate,companies's productivity and providing an example of using DDR in training design.

Keywords: Intercultural Professional Communication, Training Framework, Design and Development Research (DDR), Needs Analysis

Research on the status quo and countermeasures of mental health problems in senior high school students

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ABSTRACT

INTRODUCTION: Senior high school students are an important stage of human development, and an important period for the formation of students' world outlook, outlook on life and values. The mental health problems of teenagers in all countries are common. Investigate the status quo of students 'mental health problems is helpful to analyze students' mental health problems, put forward countermeasures according to the problems of students 'mental health problems, and improve students' mental health status.

AIM OF STUDY: This paper aims to analyze the mental health status of senior high school students, put forward the countermeasures of mental health education to help students improve their mental health.

METHODOLOGY: This study uses a quantitative research method ,which was conducted in a senior high school, China.

FINDINGS: The average score (2.09) exceeded the standard score of 2.Students in the character, grade, family relation, There are differences in student relationships. According to the results of this study, the relevant mental health education countermeasures are proposed to help students improve their mental health status.

IMPLICATIONS: The results of this study can analyze the current situation of their mental health, explore the factors affecting their mental health, and provide educational countermeasures to improve their mental health level.

SIGNIFICANCE OF STUDY: The study of the current situation and countermeasures of students 'mental health is beneficial to enrich the methods and strategies of students' mental health education, and to provide a basis for the establishment of a comprehensive mental health education

Key words: Senior high school students, mental health problems, countermeasures research

Investigating Factors Influencing Lecturers' Performance and Satisfaction in Higher Education Institutions in Shijiazhuang, Hebei, China

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ABSTRACT

INTRODUCTION: In recent years, the higher education in China has experienced rapid expansion and transformation. Within this context, the performance and satisfaction of lecturers have become critical areas of focus, as their effectiveness directly influences educational outcomes. This study addresses the need to understand the key factors that impact lecturer performance and satisfaction in higher education institutions in Shijiazhuang, Hebei, China.

AIM OF STUDY: The primary objective of this research is to examine how the factors of autonomy, competence, and relatedness influence lecturer performance and satisfaction.

METHODOLOGY: This study adopted a quantitative cross-sectional survey design, utilizing surveys to collect data from lecturers at various higher education institutions in Shijiazhuang.

FINDINGS: The results indicate that autonomy, competence, and relatedness significantly influence lecturer performance and satisfaction. Among these, competence emerged as the most critical factor, followed by autonomy and relatedness. The findings suggest that enhancing these elements can lead to improved lecturer performance and satisfaction

IMPLICATIONS: This study's outcomes underscore the need for higher education institutions to focus on fostering lecturer autonomy, competence, and relatedness. Policies and professional development programs should be designed to enhance these factors, thereby improving lecturer performance and satisfaction.

SIGNIFICANCE OF STUDY: This study contributes to the existing literature on lecturer development by highlighting the importance of psychological and motivational factors. It offers practical recommendations for higher education institutions to enhance lecturer performance and satisfaction, ultimately benefiting the broader educational environment

Keywords: autonomy, competence, relatedness, performance & satisfaction, higher education

Relationships among Socio-affective Strategies, Reading Motivation and Reading Comprehension of Chinese EFL Undergraduates

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ABSTRACT

INTRODUCTION: Pressure to perform well on various academic reading comprehension tasks is regularly placed on Chinese EFL undergraduates. Academic reading comprehension is associated with reading motivation and strategy use. Nonetheless, there is still a significant lack of research on the relationships among socio-affective strategies (SASs), reading motivation, and reading comprehension, as well as how the former two factors affect reading comprehension of Chinese EFL undergraduates.

AIM OF STUDY: This paper focuses mainly aims to examine the relationships among SASs, reading motivation, and reading comprehension among Chinese EFL undergraduates.

METHODOLOGY: This study employs a quantitative research method, distributing questionnaires to 150 Chinese EFL undergraduates in a public university in Neimeng, China. The quantitative data is analyzed by using software SPSS and Smart PLS 3.4.

FINDINGS: Results shows Chinese EFL undergraduates obtain medium levels of SASs usage, of reading motivation, and of reading comprehension. SASs and reading motivation have a significant relationship mutually. Reading motivation has a significant relationship with reading comprehension. SASs have indirect effects on reading comprehension of Chinese EFL undergraduates, with reading motivation as a full mediator.

IMPLICATIONS: The study's results provide instructors with suggestions on how to apply SASs in Chinese EFL reading classes efficiently and on how to modify college English reading curriculum programs to activate university students' reading motivation to read better.

SIGNIFICANCE OF STUDY: The study enhances students' reading comprehension, promotes college English teaching methods by placing emphasis on students' reading motivation, and influence development trend of Chinese college English curriculum reform.

Keywords: Socio-affective strategies, reading motivation, reading comprehension, college English

Drama Experience in Upgrading Marketing Learners' Competence in Managing Customer Relationships

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ABSTRACT

INTRODUCTION: Currently, a major issue faced by Marketing learners in China is how to enhance their competence in managing customer relationships. Solving this problem will help them effectively meet market demands once they enter the workforce after graduation.Recently, research on drama education has increasingly explored its impact on college student's social skills, with drama even becoming a powerful tool for interdisciplinary teaching. However, there is limited research on the effect of drama on Marketing learners.

AIM OF STUDY: This study investigated the impact of drama experience on the competence in managing customer relationships of Chinese Marketing learners and the mediating role of self-efficacy.

METHODOLOGY: A quantitative research method will be employed. The researcher will distribute questionnaires to Marketing learners at one Chinese university to collect their perspectives.

FINDINGS: The expected results suggest that the drama experience of Marketing learners has a significant and positive impact on their customer relationship management competence. Additionally, self-efficacy serves as a mediator in this relationship. This implies that increased participation in drama activities can help Marketing learners enhance their ability to manage customer relationships effectively.

IMPLICATIONS: The findings of this research could help Marketing instructors to implement more effective drama activities in their classrooms. It also encourages university educators to provide additional drama-based opportunities to enrich the learning experiences of Marketing learners, ultimately enhancing their customer relationship management skills.

SIGNIFICANCE OF STUDY: This study contributes to the enhancement of Marketing learners' customer relationship management competence. Additionally, it provides valuable insights for practical teaching methods in Marketing education and offers guidance to university educators on how to better cultivate students' practical skills.

Keywords: Drama experience; drama in education; Marketing; customer relationship management competence; self-efficacy

Motivation as a Mediator between Communication Skills and Academic Success among Phd International Students

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ABSTRACT

INTRODUCTION: The academic success of PhD international students is markedly affected by their proficiency in communication. Nevertheless, the significance of motivation as a mediating element in this correlation has not been thoroughly explored.

AIM OF STUDY: The primary aim of this research is to examine the mediating role of motivation in the association between communication abilities and academic accomplishment among PhD international students.

METHODOLOGY: Utilizing a quantitative approach, a survey was conducted on 30 PhD international students enrolled in an educational program. Questionnaire responses were analyzed to assess the proposed mediation model, investigating the direct and indirect impacts of communication skills on academic success through motivation.

FINDINGS: The results demonstrate that communication skills is a strong predictor of academic success, and this connection is partially mediated by the students' motivational levels. Increased motivation amplifies the favorable influence of communication skills on academic achievements. The study findings suggest that motivated students are more inclined to partake in proactive communication strategies, solicit feedback, and engage in academic and social communities, thereby augmenting their academic performance.

IMPLICATIONS: It is recommended that educational institutions devise targeted strategies to enhance both communication proficiencies and motivational levels to bolster the academic success of PhD international students. Practical suggestions encompass tailored workshops on communication skills and programs offering motivational support.

SIGNIFICANCE OF STUDY: This research enriches the current scholarship by underscoring the critical function of motivation in mediating the link between communication skills and academic success. It furnishes valuable insights for educators and policy formulators to devise efficacious support systems for international doctoral candidates.

Keywords: Communication Skills, Motivation, Academic Success

Using The Job Demands-resources Theory to Explain Teacher Turnover Intention in Private Junior Schools in China

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ABSTRACT

INTRODUCTION: The teacher turnover rate is increasing yearly among private school teachers in today's China. The continuous high teacher turnover rate will significantly affect students' outcomes, the school climate, the institution's competitiveness, and even the development of the national education section. Therefore, it is essential to carry out various measures promptly to address the high turnover rate.

AIM OF STUDY: This study aims to examine factors that affect teachers' turnover intentions based on the Job demands-resources(J-DR) theory in private junior schools in China.

METHODOLOGY: This study is a pilot study using the quantitative research method. The data was collected from 100 private junior high school teachers who are working in Jiangsu Province, China.

FINDINGS: The initial results reveal that demographic factors like gender, age, income, and years of teaching may have a significant effect on teacher turnover intentions.
IMPLICATIONS: The findings of this research could offer an in-depth understanding of teacher turnover intention among different demographic factor groups. The demographic trends could also indicate the long-run teacher turnover rate in the present society in China.

SIGNIFICANCE OF STUDY: This study will enhance the body of knowledge using the Job demands-resources theory regarding teacher turnover. Secondly, the findings provide valuable insights which might help institutions' management sector formulate effective policies to reduce teacher turnover. Lastly, the results offer a basis for developing national-level educational policies to decrease teacher turnover intention in the future.

Keywords: Teacher turnoverintention, private junior school, j-dr theory, demographic factors

Enhancing Patriotism Education in Chinese Universities: Integrating Film and Television into the Curriculum

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ABSTRACT

INTRODUCTION: Patriotism education is crucial for fostering national pride among university students, who represent the future of China. With over 40 million university students and more than 10 million graduates annually, it is essential to integrate new media technologies to strengthen patriotism education. Effective patriotism education ensures that university students, who are the future of the motherland, adhere to socialist values and make positive contributions to national development.

AIM OF STUDY: This study explores how film and television courses can enhance patriotism education in Chinese universities. By analyzing the current state and challenges of patriotism education, the study aims to identify how new media technologies can address these issues and improve educational outcomes.

METHODOLOGY: A qualitative research approach was utilized, involving semi-structured interviews with five university students. This method provided insights into their experiences and perceptions of patriotism education, focusing on the limitations of traditional education and the effectiveness of media-based educational content.

FINDINGS: The findings indicate that while students encountered patriotism-related content during their studies, they found traditional classroom materials dull and disengaging. In contrast, film and television content related to patriotism were perceived as more engaging and impactful, suggesting a greater potential for these media to enhance educational effectiveness.

IMPLICATIONS: The study highlights the need for integrating film and television resources into patriotism education to increase student engagement and understanding. By incorporating more dynamic media content, universities can provide richer, more engaging educational experiences.

SIGNIFICANCE OF STUDY: This study offers valuable insights for improving patriotism education in universities. By leveraging new media technologies, educational institutions can enhance students' patriotic awareness and contribute to the development of well-rounded, morally and intellectually capable graduates.

Keywords: Patriotism, Patriotism Education, New Media Technology, Film and Television, Higher Education

Closing the Gap Between Learning Spaces: Perspective from primary school students during the Covid-19 pandemic.

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ABSTRACT

INTRODUCTION: Covid-19 and its impact changed the landscape of how education was perceived. There was a sudden shift requiring institutions to restructure their approaches in the hopes of attaining sustainability and equality in education which fulfills both SDG 4 and SDG 10.

AIM OF STUDY: The research questions focused on students' perspective on the modes of teaching and learning used and the challenges they faced during that period. The suggestions to improve sustainability and inclusions were also looked at in this paper.

MRTHODOLOGY: A mixed-methods research was conducted in Malaysia during the end and immediately after the pandemic. A total of 21 primary schools were involved in this study and the respondents consist of 706 Year 5 primary students selected from randomly selected classes. Questionnaire surveys were given to every student and groups of 3-5 students from each school will be randomly selected for an interview.

FINDINGS: The results of this study concluded that synchronous online learning (M=3.26) was more frequently conducted than asynchronous online learning (M=2.98) although students showed a desire to have face-to-face lessons (M=3.90) rather than online (M=2.99), referencing a natural affinity to long for physical interaction within the learning community.

IMPLICATIONS: Students reiterated that the gap between the learning spaces of physical and online need to be closed, the believe is that effective learning could happen through both physically and virtually albeit proper planning thus ensuring sustainability.

SIGNIFICANCE OF STUDY: This study helps to form the foundation for further discussion to take place to develop programs based on the insights gained to formulate a comprehensive plan for education in the future.

Keywords: Hybrid Learning, Synchronous & Asynchronous Learning, Learning spaces, motivation in Learning

Work-Life Balance: Female Academics' Conundrum of Multiple Identities in Hebei, China

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ABSTRACT

INTRODUCTION: There are more female university lecturers in Chinese universities today compared to the past decades. However, conflicts caused by multiple identities continue to be one of the major challenges faced by female academics in China. Nonetheless, a lack of understanding on female academics' thoughts, behaviors, and judgement in relation to the social contexts may hinder institutional efforts in supporting female academics.

AIM OF STUDY: This study aims to explore how female academics navigate the challenges that arise from their multiple identities.

METHODOLOGY: This study is a case study design and uses a quantitative research method. Data was gathered at a university in Hebei Province of China using in-depth interviews. Ten female academics were interviewed using a semi-structured interview from different departments in the university.

FINDINGS: The findings identified several categories of conflicts between professional identity and gender identity. The findings also show how female academics attempted to negotiate the conflicts they faced through active positioning and dynamic interactions with the environment.

IMPLICATIONS: The study provides insights to other female academics who aspire to be active in research as well as fulfilling their duties in other identities.

SIGNIFICANCE OF STUDY: The study hopes to contribute to improving the work-life balance of female academics, advancing their professional career development, and fostering a more inclusive supportive environment in academic institutions.

Keywords: Female researchers, multiple identities, work-life balance, professional identity, gender identity.

Multimodal Instruction Method Impact on EFL College Students' Vocabulary Acquisition: A Quasi-experiment in a Chinese Institution

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ABSTRACT

INTRODUCTION: With the continuous development of learning theories, researchers have increasingly focused on the involvement of multiple senses in the learning process and the alignment between learning content and the learning environment. The emergence of multimodal instruction methods addresses this trend by emphasizing using multiple senses and diversified learning approaches to facilitate student learning.

AIM OF STUDY: This study aimed to examine and verify the impact of a multimodal instruction method on the vocabulary acquisition of EFL college students.

METHODOLOGY: This quasi-experimental study involved 71 EFL learners from two intact classes of non-English majors, divided into experimental and control groups. The multimodal instruction method was used as an intervention for the experimental group, while the traditional teacher-centered method was employed for the control group.

FINDINGS: The results of the quasi-experiment showed no significant difference in the vocabulary pretest scores between the experimental and control groups. However, the experimental group's vocabulary acquisition significantly exceeded that of the control group in the post-test. Therefore, the intervention was effective, and the multimodal instruction method significantly influenced EFL learners' vocabulary acquisition.

IMPLICATIONS: this study had the limitation of a small sample size and a short duration. In future studies, educators and teachers should address these limitations to optimize the multimodal instruction method for EFL college students' vocabulary acquisition.

SIGNIFICANCE OF STUDY: The significance of this study is to provide theoretical and practical support for improving the quality of English teaching by exploring the effects of multimodal teaching methods on vocabulary acquisition. At the same time, it can provide useful reference for the educational practice in other regions and countries, and promote the innovation and development of English teaching.

Keywords: Multimodal Instruction Method, EFL College Students, Vocabulary Acquisition

Integrating Content and Language in Integrated Business English Teaching in a University in Guangdong, China

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ABSTRACT

INTRODUCTION: The development of global economic ties and the increasing frequency of international communication in China have heightened the demand for talents proficient in English for business purposes in Chinese tertiary schools. Since the inception of the Business English major in tertiary schools in China in 2007, Business English students may have struggled with business concepts due to language barriers and ineffective integration of language and content instruction. Traditional teaching might not have fully engaged or motivated them, leading to reduced interest and participation. Additionally, students' emotional learning factors, like confidence and anxiety were not fully considered.

AIM OF STUDY: This paper aims to examine the effects of Content and Language Integrated Learning (CLIL) in Integrated Business English Teaching in tertiary schools in China.

METHODOLOGY: This study utilized a quasi-experimental design and mixed methods within an explanatory sequential framework, with 82 students from a univesity in Guangdong into two equal groups receiving either CLIL intervention or traditional instruction.

FINDINGS: Findings revealed that CLIL notably improved student attitudes, language proficiency, and business knowledge, with significant statistical support indicating heightened teacher support and reduced learning challenges, despite some areas such as writing and listening not exceeding traditional methods. CLIL's efficacy in decreasing anxiety and bolstering motivation was particularly evident. Qualitatively, increased engagement and innovative assessment recommendations emerged, highlighting the benefits of bilingual resources.

IMPLICATIONS: Findings of the research calls for attaching more importance in integrating business knowledge and Engilsh, using diverese assessment methods, balancing the use of Chinese and English in classes and providing timely scaffolding and teacher support in teaching.

SIGNIFICANCE OF STUDY: The study contributes to the extension of contructivism theory relating to CLIL, provision of practical strategis to CLIL educators, enriching the empirical evidence for bilingual education in CLIL environment and finally promoting smoother transtion from conventional teacher-centered teaching to CLIL teaching.

Keywords: Content and Language Integrated Learning (CLIL), motivation, self-efficacy, perceptions, business English, Integrated Business English (IBE)

Effects of Using Yangqin Music Courseware to develop behavioral engagement among primary students' in Beijing

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ABSTRACT

INTRODUCTION: With the rapid advancement of multimedia technology, its integration into educational practices has become increasingly prevalent. This trend is particularly notable in the field of music education, where multimedia-enhanced teaching methods offer promising avenues for enhancing student engagement.

AIM OF STUDY: The aim of this study is to assess how using a multimedia courseware can impact on student behavioral engagement in terms of participation and effort among 9-10-year-old primary school students in Beijing.

METHODOLOGY: This study will employ a quasi-experimental design using an explanatory sequential mixed methods approach. An intact group 30 students will be selected to participate in this study. The researcher will conduct pre-test and post-test to determine the effectiveness of using a multimedia courseware in a 12-week intervention. Qualitative interviews will also be conducted with students, teachers, and parents to investigate their views.

FINDINGS: The discussion will analyze the findings from the experimental research, evaluating the impact of multimedia courseware on student behavioral engagementt with regards to participation and effort. It will explore how multimedia technology can potentially transform traditional teaching methods in Yangqin education.

IMPLICATIONS: These findings of this study will help improve student behavioural engagement in learning the Yangqin through multimedia courseware.

SIGNIFICANCE OF STUDY: The study aims to inform educational practices by demonstrating multimedia's efficacy in enhancing Yangqin instruction, fostering broader discussions on improving students behavioral engagement.

Keywords: Multimedia courseware, Yangqin, behavioral engagement, participation, effort

Students' Attitudes Toward the Assessment of Core Courses for Dance Majors in a College in Sichuan Province, China: pilot study

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ABSTRACT

INTRODUCTION: The reform of curriculum assessment in colleges and universities is an important initiative in China's education field, aiming to improve the quality of education and teaching. The course assessment in the dance program has been focused on live performance; therefore, students' attitudes towards the current course assessment were first analyzed.

AIM OF STUDY: To determine the attitudes of dance students towards the existing assessments structure at a college in Sichuan province, China.

METHODOLOGY: An explanatory sequential mixed method design was used in this study. As a start for data collection, a questionnaire was administered to 30 students in a pilot study from a university in Sichuan Province majoring in dance. The data was collected and analysed using SPSS.

FINDINGS: The questionnaire had 5 sections with 37 items about attitude for students. The sections were Course assessment content, evaluation criteria, method, Implementation, Feedback. Factor analysis (EFA) was checked using SPSS in the pilot study. The results showed that certain items were below 0.4 and had to be omitted from the questionnaire.

IMPLICATIONS: After analysing the data, some items are not suitable to be included and therefore the questionnaire needs to be refined before the actual study.

SIGNIFICANCE OF STUDY: What questions provide a clear insight into students' attitudes towards course assessment, it is possible to understand the strengths and weaknesses of the current assessment and design a fairer and more reasonable assessment system to ensure that every student's efforts are fairly evaluated.

Keywords: Students' , Attitudes , Assessment of Core Courses, Dance Majors , China

The Impact of Digital Technology on Student Engagement in Using Flipped Classrooms for a History Course

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ABSTRACT

INTRODUCTION: The flipped classroom, an innovative teaching method, reverses traditional lectures and homework, allowing students to learn independently through video lectures and reading materials. This approach enhances independent learning and innovation, particularly in history teaching. Combining multimedia resources and online platforms provides diverse learning materials, fostering critical thinking and historical analysis skills.

AIM OF STUDY: This study investigates the impact of digital technology integration in flipped classrooms on students' engagement in history courses, aiming to determine the level of engagement and whether this approach improves academic achievement.

METHODOLOGY: This pilot study analyzed 160 history undergraduate students in Guangxi, China, using SPSS data analysis method, focusing on student engagement through a flipped classroom approach.

FINDINGS: The pilot study found low relationships between cognitive engagement (CE), affective engagement (AE), and behavioral engagement (BE) and academic achievement among the 160 history flipped classroom students. The values of CE (r=0.31), AE (r=0.21) and BE (r=0.26) contributed to a total variance influence of 10.2% (R2). The SPSS analysis also showed that the mean score level of CE was 36.5 (SD =4.4) was significantly higher than AE (Mean=27.4, SD=3.1) and BE (Mean=14.6, SD=2.3).

IMPLICATIONS: Findings of this research could enhance teaching methods in history flipped classrooms, focusing on cognitive engagement and enhancing emotional and behavioral engagement through personalized experiences.

SIGNIFICANCE OF STUDY: This study proposes two methods to enhance the history flipped classroom namely using digital technology for diverse extracurricular learning sessions and enhance students' engagement.

Keywords: flipped classroom, digital technology, students' engagement

Integrating Aesthetic and Cultural Education for Personality Development in University Courses

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ABSTRACT

INTRODUCTION: University education primarily delivers technical skills, but the holistic development of students through aesthetic and cultural education is vital for shaping well-rounded personalities. This integration enhances emotional and social competencies.

AIM OF STUDY: The study explores the impact of integrating aesthetic and cultural education on personality development in university students, focusing on how these educational dimensions influence creativity, empathy, and cultural awareness.

METHODOLOGY: A qualitative approach involving semi-structured interviews and participant observation is used. Forty students from relevant courses were selected through purposive sampling. Thematic analysis helps identify key patterns in personality development.

FINDINGS: Students engaged in integrated aesthetic and cultural education exhibit significantly enhanced creativity, markedly improved social skills, and increased cultural sensitivity relative to their peers in conventional courses. These enriched courses facilitate a deeper, more nuanced understanding of self and others, fostering a comprehensive development of personal identity and intercultural competence.

IMPLICATIONS: Universities are encouraged to implement aesthetic and cultural education frameworks more broadly. These should complement traditional curricula and cultivate personality traits essential for navigating today's globalized world.

SIGNIFICANCE OF STUDY: This research highlights the role of broad-based education in developing critical personality traits, preparing students for complex social and cultural interactions. It supports educational reforms towards more holistic learning environments.

Keywords: Aesthetic Education, Cultural Education, Personality Development, University Curriculum

Effects of Digital Reading Strategies on Students' Reading Comprehension, Self-efficacy and Motivation in Hebei province, China

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ABSTRACT

INTRODUCTION: Digital reading strategies are essential techniques that assist students in understanding and assimilating concepts, which significantly contribute to their academic success. The level of student engagement, such as reading comprehension, is significantly influenced by their reading strategies. Therefore, the integration of digital reading strategies can potentially address some of the existing gaps in reading education.

AIM OF STUDY: The main purpose of this study is to investigate and clarify the relationship between reading strategies employed in digital classrooms and their impact on the reading comprehension of Chinese students with self-efficacy and motivation as mediating factors.

METHODOLOGY: In this study, both quantitative and qualitative methods are employed. Quantitative methods will be utilized to measure the extent and nature of relationships, while qualitative methods will provide deeper insights into the experiences and perceptions of students and teachers.

FINDINGS:The results will show that the use of digital reading strategies positively correlates with students' reading comprehension levels. Besides Digital classroom environments enhance students' self-efficacy and motivation to read.

IMPLICATIONS: The results from this study will contribute to the academic discourse on digital literacy's role in reading education.

SIGNIFICANCE OF STUDY: The study will help students emphasize the importance of digital reading strategies which enhance students' learning outcome.

Keywords: digital reading strategies, reading comprehension,self-efficacy, motivation

Using Vygotsky's Sociocultural Theory to examine Social Support and Academic Performance of EFL Undergraduates in Sichuan China

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ABSTRACT

INTRODUCTION: The academic achievement of students studying English as a foreign language (EFL) in Sichuan China is a pressing issue, as many students are unable to reach the appropriate level of proficiency despite substantial investments in education.

AIM OF STUDY: This study is to examine the relationship between social support and academic performance using Vygotsky's Sociocultural theory

METHODOLOGY: This study is part of a pilot study which used the quantitative research method with a sample size of 100 EFL undergraduates in a public university in Sichuan China.

FINDINGS: Results show that 56% of the respondents are females, and more than half of the undergraduates are from the rural area whose ages are around 20 years old. The result of data analysis also found that social support has a positive and significant relationship with academic performance of EFL undergraduates at the public university in Sichuan China.

IMPLICATIONS: Increased social support related to English learning can lead to better English proficiency, providing students with greater academic success and future career opportunities.

SIGNIFICANCE OF STUDY: This study can highlight the importance of academic performance related to social support, which can be implemented by higher education institutions. This is in line with Sustainable Development Goal 4 which focuses on quality education.

Keywords: EFL, academic performance, social support.

A Survey Study on the Career Attitudes of Undergraduates in Local Application-oriented Universities in China

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ABSTRACT

INTRODUCTION: In China, the rising number of university graduates has highlighted the mismatch between job market demand and higher education training, leading to increased employment pressure and structural imbalances. Application-oriented universities face lower employment rates and students often hold negative attitudes toward their majors and future careers. Improving career attitudes and abilities of applied talents to better serve the local economy is now a key research focus for universities.

AIM OF STUDY: This paper aims to survey the career attitudes of undergraduates from selected application-oriented universities and examines the impact of professional identity and engagement on their career attitudes.

METHODOLOGY: The study employs a quantitative approach with a sample of 338 undergraduates from three universities in Guangdong, China.

FINDINGS: Undergraduates at local application-oriented universities generally have negative attitudes toward applied careers, rating them lower than academic careers. Attitudes vary by gender, region, and discipline, with family and individual factors significantly influencing career attitudes. Career decision-making self-efficacy and applied career identity partially mediate the effect of professional identity on career attitudes.

IMPLICATIONS: The government and social organizations should create more applied career opportunities. Universities should help undergraduates develop relevant skills, while undergraduates should adopt an open attitude and explore applied career options.

SIGNIFICANCE OF STUDY: By systematically analyzing the factors influencing undergraduates' career attitudes, their attitudes can be gradually transformed, effectively enhancing the awareness and professional skills of applied talents in serving the local economy.

Keywords: Local application-oriented universities; undergraduates; career attitudes; professional identity; career decision-making self-efficacy; professional skills

The Effect of The Flipped Classroom Method on Academic Achievement among Undergraduates of Arts and Design Course According to Gender in China

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ABSTRACT

INTRODUCTION: This study examines the impact of the Flipped Classroom Method on academic achievement among undergraduate Arts and Design students in Heilongjiang Province, China, aiming to enhance students' academic achievement using multimedia technology in the flipped classroom.

AIM OF STUDY: This study compares the academic achievement of students by gender and attempts to investigate the impact of the flipped classroom method on undergraduates enrolled in arts and design courses.

METHODOLOGY: A small sample of 24 students will participate in this study's experimental pilot project, which employs a quasi-experimental methodology. The study was conducted in Heilongjiang Province, China, at University A.

FINDINGS: The paired-samples t-test analysis showed a significant improvement from pre-test (M=82.50, SD=7.102) to post-test (M=87.67, SD=6.404) indicating a positive effect of the intervention. Comparing gender differences, the male students (n=8) had a mean score of 84.00 (SD=9.695), while female students (n=16) had a higher mean score of 89.50 (SD=2.875), suggesting females outperformed males on academic achievement in the experiment.

IMPLICATIONS: The experiment implies that the Flipped Classroom Method effectively enhances overall academic performance. Additionally, it highlights that female students benefit more from this teaching approach than male students, suggesting potential or tailored strategies to address gender-specific learning needs.

SIGNIFICANCE OF STUDY: The study emphasizes the Flipped Classroom Method's effectiveness in addressing gender differences in learning outcomes, urging educators to adopt this method for the benefits of Arts and Design students in Heilongjiang Province, China.

Keywords: Flipped Classroom Method, Effectiveness, Gender, Multimedia, Arts and Design Course

Effect of Gender, University Type, and Home Location on Work Readiness among Undergraduates in China

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ABSTRACT

INTRODUCTION: Recently, the number of university graduates in China has been gradually increasing but the unemployment situation has worsened. The issue of inadequate work readiness is one of the reasons cited for this phenomenon.

AIM OF STUDY: The purpose of this study is to identify whether there exists any significant difference in undergraduates' work readiness based on gender, type of university and home location.

METHODOLOGY: Using quantitative analysis, this study surveyed 471 final year undergraduates from a public and a private university in Shandong Province. Data was collected through questionnaires using the Wen Juanxing platform. Descriptive statistics and independent samples t-tests were performed using SPSS software to analyse the effects of gender, university type and home location on work readiness.

FINDINGS: The results of the analyses show that gender, type of university and home location have a significant effect on the work readiness of university students. Specifically, male students had higher work readiness than female students; public university students had higher work readiness than private university students; and urban students had higher work readiness than rural students. These differences were statistically significant ($p < 0.05$).

IMPLICATIONS: This study can help educational policy makers and colleges and universities to develop more effective career development programmes, especially in terms of career training and guidance.

SIGNIFICANCE OF STUDY: This study validates the social cognitive career theory on the role of personal and environmental factors on career behaviour and also extends the theory further.

Keywords: work readiness; gender; university type; home location

Examining the Effect of Teaching Presence on Student Engagement in Blended Learning

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ABSTRACT

INTRODUCTION: Blended learning which integrates traditional classroom learning with online learning, is becoming a new normal in Chinese higher education in thepost-COVID-19 era. However, due to lack of self-regulation and self-efficacy, student engagement in their blended learning is still at a low level in Chinese higher education institutions.

AIM OF STUDY: The main aim of this study is to examine the impact of teaching presence on student engagement in blended learning at private universities in China.

METHODOLOGY: This study employed a quantitative research method. A total of 134 participants were selected from a private university in Chongqing, China.

FINDINGS: The results show that 59% of the participants were girls, with approximately half of them majoring in science and the other half majoring in arts. Among the four dimensions of teaching presence (design and organization, facilitation of discourse, direct instruction, and technological support), facilitation of discourse had a positive significant relationship with student engagement. The other three dimensions were not significantly associated with student engagement.

IMPLICATIONS: The findings of this study may help enhance the level of student engagement in blended learning by implementing an effective educational framework and providing teachers for professional training on pedagogy.

SIGNIFICANCE OF STUDY: The findings contributed to the body of blended learning pedagogy, student engagement enhancement, and success of BL programs. This study is also in line with SDG 4 focusing on quality education.

Keywords: blended learning, Community of Inquiry, teaching presence, student engagement

Examining the relationship between Emotion self-control and Interpersonal competence

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ABSTRACT

INTRODUCTION: As of 2023, according to statistics from the Ministry of Education of China, the number of university students in China has reached 47.63 million. With the expansion of higher education in China, an increasing number of students from diverse regions and family backgrounds are entering universities. Consequently, university students are encountering increasingly complex interpersonal environments, and face challenges in interpersonal competence.

AIM OF STUDY: This study aims to investigate the impact of two important factors on university students' interpersonal competence: Emotional self-control and its influence on interpersonal competence.

METHODOLOGY: This study is a formal research project employing quantitative research methods, conducted at a university in Shanxi, China, with a total sample size of 490 participants.

FINDINGS: The results indicate that emotional self-control has a significant impact on university students' interpersonal competence, with female students exhibiting higher interpersonal competence than male students.

IMPLICATIONS: The results of this study contribute to improving university students' interpersonal competence through Emotional self-control.

SIGNIFICANCE OF STUDY: This study helps enhance universityy students' interpersonal competence, addresses interpersonal issues within universities, improves students' communication skills, and supports their overall development. This aligns with the educational objectives of Chinese higher education institutions.

Keywords:University students, interpersonal competence, emotional self-control

Impact of Problem-based Learning and Scenario-based Learning towards Student Achievement in International Trade Course

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ABSTRACT

INTRODUCTION: In China, international trade course is becoming increasingly important. However, student achievement in international trade course is poor influenced by outdated teaching method, teaching content in curriculum system lacking practicality, poor course assessment method and low degree of internet technology usage. Educators have not effectively combined modern teaching methods with internet technology, which limits the development of talents.

AIM OF STUDY: This paper aims to assess the levels of problem-based learning (PBL), scenario-based learning (SBL), motivation, internet technology, student achievement of international trade course students in Guangzhou, China.

METHODOLOGY: The explanatory sequential mixing method will be used with a sample size of 385, which will be conducted in 15 private colleges and universities in Guangzhou, China.

FINDINGS: There is a significant relationship between problem-based learning (PBL), and scenario-based learning (SBL), and student achievement. There is a significant relationship between problem-based learning (PBL) and scenario-based learning (SBL) and motivation. There is a significant relationship between motivation and student achievement. There is a significant mediating effect of motivation on the relationship between problem-based learning (PBL) and scenario-based learning (SBL) and student achievement. There is a significant moderating effect of internet technology on the relationship between problem-based learning (PBL), and scenario-based learning (SBL) and student achievement.

IMPLICATIONS: These findings of this research could provide insights for decision-makers to optimize educational practice, promote innovation and adapt to the changing pattern of higher education.

SIGNIFICANCE OF STUDY: The study contributes to explore the integration of PBL, SBL and internet technology in international trade course, improve student achievement, emphasize the role of Internet technology.

Key words: Problem-Based Learning; Scenario-based Learning; motivation; internet technology; student achievement

The Influence of Gender on Creative Thinking Skills Via the Immersive Virtual Reality Teaching Method in China

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ABSTRACT

INTRODUCTION: Digital transformation has become a key topic of global concern. The education sector is facing the challenge of preparing students for an uncertain and complex future. Innovation-driven is the key to human development. How to effectively deal with the contemporary challenges faced by digital transformation, promote innovation and improve students' creative thinking ability has become the focus of China's higher education.

AIM OF STUDY: This paper aims to investigate the effectiveness of immersive virtual reality teaching method on the creative thinking skill of Chinese college students according to gender.

METHODOLOGY: This is a pilot study and uses a quantitative research method with a small sample size of 30 lecturers, which was conducted in a university in Liao Ning, China.

FINDINGS: The results show that more than 50% of the participants were female. Under the gender ratio, through the independent sample t-test, there is no significant difference when we compare the gender ($t=-1.353$, $p>0.05$). And the adoption of I-VR technology has no significant impact on the development of students' fluency of creative thinking skill but has significant positive impact on the other three dimensions.

IMPLICATIONS: The research findings can promote the innovative application of I-VR technology in classroom teaching aimed at improving the creative thinking skill.

SIGNIFICANCE OF STUDY: This research contributes to the improvement of student learning outcomes, the professional development of teachers, and is in line with the application of digital transformation with a focus on quality education.

Keywords: Immersive Virtual Reality, Creative Thinking Skill, Gender

Students'Attitudes towards Digital Teaching in college : AQualitativeresearch in the Fine Art Education;

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ABSTRACT

INTRODUCTION: At present, the digital construction of fine art majors in Chinese collegeisrelatively backward. The application of digital teaching method can promote the reformanddevelopment of fine art education. Understanding students' attitudes and opinions providesabasis for the improvement of art teaching methods, improves educators' understanding of students' needs, and promotes the sustainable development of digital art education.

AIM OF STUDY: This paper aims to describe and deeply understand the attitude of collegefine art students towards digital teaching and their experience in the learning process.

METHODOLOGY: This study is a pilot study and uses a qualitative research method withasmall sample size of 15 fine arts students of different grades, which was a college in Shanxi
province, China.

FINDINGS: Results show that most students had a positive attitude towards this teachingmethod, and students gained the most in terms of personal growth, especially the inspirationfor creative thinking. in addition, students repeatedly mentioned the improvement inclassparticipation and learning efficiency.

IMPLICATIONS: Findings of this research could understand the learning needs of art major students in colleges and universities in future digital learning.Explore the potential impact of digital teaching method in fine art education.

SIGNIFICANCE OF STUDY: The study contributes to enhance the level of innovativethinking and critical thinking of students , improve teachers' digital teaching concepts, strengthen their own digital literacy, and actively innovate digital teaching evaluationmethods.

Keywords: digital teaching, attitude, fine art education, college

The Application of Large-Unit Teaching Concept in Project-Based Learning Teaching Method

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ABSTRACT

INTRODUCTION: Project-based learning teaching method is a method of active learning. The concept of large unit teaching concept promotes students' active learning. Large unit teaching concept integrates the course content into a larger learning unit to promote the systematization and depth of knowledge. This study aims to study the application of large-unit teaching concept in project-based learning teaching, and explore how to optimize the implementation of project-based learning teaching through large-unit teaching concept, so as to improve students' learning motivation.

AIM OF STUDY: Discuss how the large-unit teaching concept improves the system and depth of learning and promotes the learning motivation in the project-based learning teaching method.

METHODOLOGY: Systematically review the relevant literature on project-based teaching method and large-unit teaching concept, establish the theoretical framework; analyze the project-based teaching case of large-unit teaching concept, and summarize the experience.

FINDINGS: The large-unit teaching concept can effectively integrate knowledge points and help students build a systematic knowledge system. Through the large-unit teaching concept, students can improve their learning motivation and can deeply participate in the project.

IMPLICATIONS: In the project-based learning teaching method, the large-unit teaching concept course should be considered to increase the system and depth of the course content, so as to ensure the coherence and practical application of students 'learning content, so as to improve students' learning motivation.

SIGNIFICANCE OF STUDY: This study deeply discusses the application of large-unit teaching concept in project-based learning teaching method, and provides valuable theoretical support and practical experience for educational practice. The results help to improve the quality of teaching, optimize the teaching design, and promote the development of students' active learning and overall quality, which has important reference value for educators, curriculum designers and educational decision makers.

Keywords: Large unit, learning motivation, project-type teaching

Impact of Distance Learning on Academic Performance, Engagement, and Satisfaction of Students in Chongqing City, China

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ABSTRACT

INTRODUCTION: Over the years, traditional classroom-based learning has been the predominant mode of education delivery . However, with advancements in technology, distance learning has become an integral part of today's education landscape offering students an alternative way to access education from anywhere, anytime . In China, universities have also embraced distance learning as a means of providing education to their students.

AIM OF STUDY: This thesis aims to investigate the impact of distance learning towards traditional learning among university students in Chongqing City, China.

METHODOLOGY: This study will be a quantitative research method. A questionnaire will be constructed based on the constructs of the Independent Variable and the Dependent Variable.

FINDINGS: The findings of this study will contribute to the existing literature on distance learning and traditional learning by providing insights into the impact of both modes of education delivery on students' academic performance, engagement, and satisfaction. The study will also offer recommendations to educational institutions on how to design and implement effective distance learning programs that cater to students' needs.

IMPLICATIONS: This study seeks to contribute to the growing body of knowledge on distance learning and traditional learning by investigating their impact on students' academic performance, engagement, and satisfaction among university students in Chongqing City.

SIGNIFICANCE OF STUDY: The study the research purpose of the study is to provide insights into the impact of distance learning on traditional learning among university students and to inform the development of effective learning strategies that meet the needs of students.

Keywords: Distance learning,traditional learning ,academic performance, engagement, satisfaction

The Influence of Gyge Distance Model on the Enhancement of Traditional Chinese Medicine Internationalization Teachers Cultivation Online

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ABSTRACT

I**NTRODUCTION:** TCM is the best-preserved and most influential traditional medical system with the most users globally. Teachers are crucial to TCM internationalization implementation. TCM use has grown rapidly in recent years, but globalization is still underway. Teachers' development has faced internal and external challenges. This research investigates elements that enhance TCM globalization and teacher cultivation.

AIM OF STUDY: Study aims to identify elements promoting TCM vocational education internationalization teacher cultivation. Using SWOT analysis to identify possibilities and obstacles for TCM vocational education internationalization teacher cultivation.

METHODOLOGY: This study utilized a quantitative approach, focusing on three public vocational education colleges in China that specialize in Traditional Chinese Medicine (TCM). This study utilized a hybrid approach that combined three stages of fuzzy Delphi and structural equation modeling.

FINDINGS: This study will examine all impacting aspects, including cultural, psychological, system, managerial, economic, and geographical distance. Policy stipulation, college-enterprise cooperation, and teacher exchange programs should be addressed.

IMPLICATIONS: The novel technique and findings will add to the literature on TCM internationalization teacher cultivation. It would provide a novel conceptual framework to enhance gyge distance model. The findings imply that internationalizing teachers requires a comprehensive collaboration between government, academia, and business.

SIGNIFICANCE OF STUDY: This study helps explain TCM globalization Teachers cultivation during its growth. It offers insights on effective strategies and places for improvement. Global collaboration is needed to create a talent cultivation system that meets global needs.

Keyword： Gyge Distance Model; TCM internationalization teachers cultivation; fuzzy Delphi; SWOT analysis

Exploring the Impact of Psychological Capital on the Well-Being of University Teachers in China

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ABSTRACT

INTRODUCTION: The well-being of university teachers in China has been steadily declining, resulting in significant physical and psychological health issues. Many teachers suffer from problems such as insufficient sleep, constant anxiety, and fatigue due to their demanding work conditions. These health issues can lead to decreased job satisfaction, burnout, and impaired teaching effectiveness. It is crucial to address these concerns to maintain a healthy and efficient educational workforce.

AIM OF STUDY: This study aims to investigate how the sub-constructs of Psychological Capital predict well-being.

METHODOLOGY: This study employs a quantitative research method, using stratified sampling to select 435 university teachers from three universities in Guangxi Zhuang Autonomous Region, China.

FINDINGS: The four sub-constructs of Psychological Capital significantly predict well-being among university teachers, collectively explaining 57.5% of the variance in well-being. Each sub-construct has a meaningful positive impact on well-being.

IMPLICATIONS: The findings suggest that universities should focus on developing Psychological Capital to enhance teacher well-being. Implementing programs and policies that foster hope, optimism, resilience, and self-efficacy can improve job satisfaction and teaching effectiveness.

SIGNIFICANCE OF STUDY: This study provides valuable insights for educators and administrators on the role of psychological capital in influencing well-being. Enhancing psychological capital can promote a healthier and more motivated teaching workforce, aligning with the goals of quality education.

Keywords: Psychological capital, well-being, university teachers

The Effect of Explicit Training of Inferencing Strategies on College Students' Reading Comprehension Performance

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ABSTRACT

INTRODUCTION:This study investigates the effect of explicit inferencing strategy use on university students' inferencing strategy use and reading comprehension performance in three private universities in Shandong Province, China.

AIM OF STUDY: This study seeks to explore and address this possibility by investigating the impact of explicit inferencing strategy training on the development of first-year university students' reading comprehension performance and inferencing strategy use, and their attitudes to strategy-based training in an EFL context.

METHODOLOGY: This is a Quasi-Experiment Research with an explanatory sequential design, gathering data through questionnaires, reading comprehension tests and focus group interview, with the sample size of 240 university students, which will be conducted in three private universities in Shandong Province, China.

FINDINGS: The research will find out the relationship between inferencing strategy training and participants' reading performance and the relationship between inferencing strategy training and participants' inferencing strategy use. The researcher hopes the findings will reveal that the explicit inferencing strategies will have a positive impact on the development of learners' reading comprehension performance and inferencing strategy use. The findings will also reveal students' attitudes towards this strategy-based training.

IMPLICATIONS: Hope it will provide practical insights to researchers and scholars toward strategy-based training on English reading comprehension through the implementation of inferencing strategy training for first-year students.

SIGNIFICANCE OF THE STUDY:
If the experiment succeeds, it may contribute to the study of strategy-based learning and provide reference for university teachers on the implementation of explicit inferencing strategy training to help college students improve their reading comprehension performance and inferencing strategy use. In addition, for administrators and policy-makers, the study may make them recognize the benefits of the strategy-based learning and may include the strategy-based training on the syllabus.

Keywords: language learning strategies, inferencing strategy training, reading comprehension performance, cet4

Educated Professionals in The Malaysian Gig Economy: A Conceptual Study

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ABSTRACT

INTRODUCTION: The term Gig Economy has been in the rise with the advent of the digital platform and the advancement of technology where short-term, flexible work opportunities are readily available. During the economic recessions, most workers began to rely on short-term employment as alternative sources of income and job security. In Malaysia, the gig economy has seen significant growth, with an estimated 26% of the workforce engaged in gig work as of 2023, contributing to around RM 3 billion to the national GDP.

AIM OF STUDY: This paper explores the factors that drive educated professionals towards gig work and examines how these factors vary across different demographics. METHODOLOGY: This conceptual paper emphasizes a literature review to identify the factors that influence educated professionals' engagement in gig economy.

FINDINGS: Preliminary findings suggest that factors such as flexibility and financial motivation significantly influence the decision to join the gig economy. Besides, younger adults and women show higher participation rates in gig work due to the flexible nature of these jobs and the ability to balance personal commitments.

IMPLICATION: Based on this study, targeted policies to support educated gig workers, including providing access to social protections, fair wages, training programs can be provided by the organizations and policy makers.

SIGNIFICANCE OF STUDY: An empirical study using self-determination theory, will be proposed to be carried out to determine the push factors and pull factors which affect the participation of Malaysian educated professionals in the gig economy. This may contribute to policymakers, businesses, and educators in developing strategies to support gig workers and optimize the benefits of this growing sector.

Keywords: Gig economy, Professional gig work, flexibility,

Effect on incorporating Traditional Chinese Culture in College English Teaching to Improve Communication Skills to EFL Students

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ABSTRACT

INTRODUCTION: In the globalized world, effective communication skills are crucial, especially for English as a Foreign Language (EFL) students. Integrating Traditional Chinese Culture (TCC) into college English teaching is increasingly recognized as a means to enhance these skills by fostering cultural awareness and deeper understanding.

AIM OF STUDY: It aims to assess how cultural integration influences students' linguistic competence, intercultural communication abilities, and overall engagement in the learning process.

METHODOLOGY: A mixed-methods approach was employed, combining quantitative surveys and qualitative interviews. The study involved 384 college EFL students in Changchun university in China. Data were collected through questionnaire, students' feedback, and teachers' observations.

FINDINGS: The results indicate that students exposed to TCC-integrated English instruction showed significant improvements in communication skills. Students demonstrated greater confidence in speaking, enhanced vocabulary retention, and a better understanding of cultural nuances in language use.

IMPLICATIONS: The findings suggest that incorporating TCC in EFL teaching not only enhances language proficiency but also promotes intercultural competence, which is essential in today's multicultural communication landscape. Educators can use this approach to create more effective and culturally responsive teaching strategies.

SIGNIFICANCE OF STUDY: This study highlights the importance of cultural integration in language education, offering valuable insights for curriculum designers, educators, and policymakers. By demonstrating the positive effects of TCC on EFL students' communication skills, it provides a framework for improving English language teaching in China and other similar contexts.

Keywords: traditional Chinese culture, communication skills, EFL students

The Impact of Immersive VR Technology on the Learning Experiences among College Arts and Crafts Courses Students Based on Gender

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ABSTRACT

INTRODUCTION: Immersive virtual reality (VR) technology offers new opportunities for interactive and engaging learning experiences. This study explores how immersive VR technology impacts the learning experiences of male and female students in college arts and crafts courses. It aims to provide insights into the benefits and challenges of VR technology, guiding educators in creating more effective and inclusive learning environments.

AIM OF STUDY: The study investigates the impact of immersive VR technology on college arts and crafts courses students' learning experiences in term of motivation, cognitive and creative expression based on gender.

METHODOLOGY: This is a pilot study using a quantitative research method with a total of 210 questionnaires distributed to students at a university in Xinjiang, China.

FINDINGS: The integration of immersive VR technology in college arts and crafts courses significantly enhanced learning outcomes. Motivation increased by 30% for male and 35% for female students, while cognitive benefits included a 25% improvement in spatial skills for males and a 20% boost in creative expression for females. These results highlight VR's potential to improve educational experiences in arts and crafts education.

IMPLICATIONS: This study explores gender-specific VR learning experiences, providing lessons for educators and developers to optimize teaching methods and content.

SIGNIFICANCE OF STUDY: The study explores the influence of immersive VR technology on college arts and crafts courses, focusing on motivation, cognitive benefits, reflective thinking, perceived value, and curiosity stimulation, offering insights for teaching methods.

Keywords: Virtual Reality (VR), Gender Differences, Learning Experiences

Cultivating EFL Undergraduates' Learner Autonomy in a Blended English Writing Course in a Normal University in China

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Abstract

INTRODUCTION: The integration of blended learning in higher education has seen a remarkable rise, offering a rich landscape for educational innovation from a socio-constructivist viewpoint.

AIM OF STUDY: This study aims to explore the EFL undergraduates' understanding of the blended learning writing environment, investigate their perception of the blended learning environment in developing their learner autonomy, and determine the factors that can positively impact their learner autonomy.

METHODOLOGY: This study uses a qualitative research method with data collected through interviews with six EFL undergraduates, and thematic analysis employed to analyze the data.

FINDINGS: Findings reveal that while social, cognitive, and teaching presences are evident, there are instances where students engage in self-directed learning propelled by intrinsic motivation, even in the absence of direct teaching influence.

IMPLICATIONS: This study suggests that a blended learning approach can be instrumental in developing learner autonomy. It recommends the incorporation of interactive and collaborative activities, the use of online platforms for personalized learning, and the importance of teacher support and encouragement. It also highlights the need for students to develop self-monitoring, self-evaluation, and self-adjustment skills.

SIGNIFICANCE OF STUDY: The study contributes to the understanding of how blended learning can be leveraged to foster learner autonomy in EFL contexts, providing insights for educators on designing effective blended learning environments and offers a framework for future research on learner autonomy in technology-enhanced educational settings.

Keywords: Learner autonomy, blended learning, English writing, Community of Inquiry; motivation

Students' Perception of Hybrid Teaching Approach Based on Student Engagement in A Private College in Shandong Province, China

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ABSTRACT

INTRODUCTION: This study is motivated by the shift from traditional to hybrid teaching approaches in higher education, which raises different perceptions among students, educators, and policymakers, especially resulting in the focus on the importance of student engagement.

AIM OF STUDY: This research proposes an evaluation model for assessing the hybrid teaching approach by examining factors that affect student engagement in the hybrid teaching approaches in a private college in Shandong, China.

METHODOLOGY: A semi-structured interview is employed among undergraduate students aged between 20 and 22 years with 158 undergraduate students.

FINDINGS: Results show that the evaluation model based on student motivation, learner autonomy, peer interaction, and student-teacher interaction can highly impact student engagement, and contribute to students' involvement in the hybrid teaching.

IMPLICATIONS: This research could help students perceive student engagement in hybrid teaching in private HEIs in China by improving motivation, learner autonomy, peer interaction, and teacher-student interaction.

SIGNIFICANCE OF STUDY: The study contributes to promoting college students' overall growth and development, and improves the teaching quality and efficiency by focusing on student engagement in HEIs which is helpful for teaching and learning quality education.

Keywords: Students' perception; Hybrid teaching approach; Student engagement

Exploring ChatGPT for Content Delivery in Pre-Service TESL Instruction

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ABSTRACT

INTRODUCTION: Malaysian Higher Education Institutions (HEIs) are undergoing significant changes, with new TESL educators navigating the shift towards modern instructional strategies. The incorporation of digital tools, such as ChatGPT presents opportunities to enhance content delivery and adapt teaching methodologies in the postpandemic educational landscape, which is aligned with SDG 4 (Quality Education) and UNESCO (2023).

AIM OF STUDY: This study aims to investigate the feasibility of the incorporation of ChatGPT in TESL instruction by pre-service teachers, specifically focusing on content delivery

METHODOLOGY: This study employs a qualitative multisite case study methodology, focusing on three pre-service teachers who are undergoing their 12-week teaching practicum in different schools in Malaysia.

FINDINGS: Studies highlight the growing integration of ChatGPT in instruction, emphasising its potential to enhance language learning and technological expertise. However, significant gaps remain, particularly in practical strategies, the quality of AI-generated content, and the preparation of educators.

IMPLICATIONS: Findings of this research could help guide TESL programmes in ensuring consistent demonstrations, providing effective learner guidance, incorporating relevant media, and considering the transferability of these strategies to various educational contexts. By focusing on these areas, it can enhance content delivery and better prepare pre-service teachers to effectively integrate ChatGPT into their instruction.

SIGNIFICANCE OF STUDY: The study contributes to improving student learning outcomes, advancing teachers' professional development, and supporting the advancement of educational technology, all while aligning with SDG 4 (Quality Education).

Keywords: ChatGPT, content delivery, pre-service teachers, TESL instruction, SDG 4

Effect of Perceived Institutional Support on Students' AcademicEngagement with Basic Psychological Needs and Academic Self-EfficacyasMediators

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ABSTRACT

INTRODUCTION: This study explores the role of perceived institutional support inenhancing academic engagement among Chinese university students. Drawing on Stimulus- Organism-Response (SOR) Theory, Self-Determination Theory (SDT), and Bandura's Social Cognitive Theory, the study addresses a gap in understanding how basic psychological needsand academic self-efficacy mediate the effects of institutional support on student engagement.

AIM OF STUDY: The study aims to examine the impact of perceivedinstitutional support on student engagement, focusing on the mediating roles of basicpsychological needs—autonomy, competence, relatedness—and academic self-efficacy. It seeksto develop a comprehensive theoretical framework that integrates these constructs tobetter understand their interactions.

METHODOLOGY: An explanatory sequential design is employed, starting with quantitative surveys of 1,000 students and 100 staff members to assess institutional support, psychological needs, self-efficacy, and engagement. This is followed by qualitativeinterviews with 12 participants to triangulate the findings, with thematic analysis used toenrichthe results.

FINDINGS: The study is expected to show that institutional support positivelyinfluences student engagement, with basic psychological needs and academic self-efficacyacting as key mediators. The discussion will integrate these findings with existing researchtooffer a comprehensive understanding of the relationships involved.

IMPLICATIONS: Recommendations will focus on howeducatorsand policymakers can enhance student engagement by supporting psychological needs andboosting self-efficacy. The study will also suggest areas for future research, such as cross- cultural studies and longitudinal analyses.

SIGNIFICANCE OF STUDY: The study contributes a theoretical framework that linksinstitutional support, psychological needs, and self-efficacy to student engagement. It offerspractical insights for universities and policy recommendations to create supportive learningenvironments that foster academic success.

Keywords: Institutional Support, Academic Engagement, Psychological Needs, Self-Eficacy, HigherEducation, Chinese Students

A Framework for Evaluation of the Conceptualisation and Implementation of a Sustainable Thinking Course in a Malaysian Private HEIs

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ABSTRACT

INTRODUCTION: The 2030 Agenda for Sustainable Development, embraced by United Nations Member States in 2015, provides a shared blueprint for global harmony and prosperity (United Nations, https://www.un.org/sustainabledevelopment/). The centrepiece of this strategy is the 17 Sustainable Development Goals (SDGs). Malaysia demonstrates its commitment to sustainable development through national policies and participation in global sustainability initiatives (Michael & Salleh, 2021).
AIM OF STUDY: This paper reviews the literature to develop a framework for a research on evaluation of the conceptualisation and implementation of a sustainable thinking course in a Malaysian private HEIs.

METHODOLOGY: The methodology for this conceptual paper involves conducting a thorough literature review to identify crucial theories and models related to sustainable thinking and evaluation of the conceptualization and implementation of a SDG related related course.

FINDINGS: This paper explores and documents the formulation of a framework for the evaluation of the conceptualisation and implementation of a sustainable thinking course in Malaysian private HEIs. A combination of Tyler's Model, UNESCO model of Education for Sustainable Development (ESD), Outcome-Based Education (OBE), Stufflebeam's CIPP Evaluation Model, and Theory of Sustainability Consciousness was used to formulate this framework. The framework was put through expert validation. It is envisioned that this framework can be used for research in SDG-related courses or programs.

IMPLICATIONS: The significant implication of this study is that it presents a pathway to systematise evaluation of sustainable thinking course in Malaysian HEIs, proving mitigating efforts and efficient sustainability education. As such, this framework can be used by policymakers and educators to evaluate programs related to SDG and sustainability thinking.

SIGNIFICANCE OF STUDY: This study's significance lies in its potential to bridge the gap between theoretical models of sustainability and their practical application in Malaysian HEIs. By providing a comprehensive and validated framework, the study can enhance the quality of sustainability education, fostering a generation of well-equipped graduates to address global sustainability challenges.

Keywords: sustainable thinking, sustainable development goals, higher educationinstitutions (HEIs),

Enhancing Critical Thinking in English Speaking for Lifelong Learning in China's EFL Students Through Collaborative Mobile-Blended Learning

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ABSTRACT

Introduction: This study investigates the effectiveness of Collaborative Mobile-blended Learning (CMbL) in fostering critical thinking among Chinese EFL students in speaking courses, grounded in constructivist and sociocultural theories to address the pressing need for critical thinking development as a lifelong learning skill in language learning and the limited empirical research in China.

Aim of Study: The research aims to explore how CMbL can enhance critical thinking and speaking proficiency, contributing to the cultivation of lifelong learning skills among Chinese EFL students.

Methodology: This study employed a mixed-methods approach, involving two groups of Chinese EFL students: the experimental group (EG) with 32 participants and the control group (CG) with 29 participants. Six students from six groups in EG were invited to attend the semi-structure interview.

Findings: The EG showed notable improvement in critical thinking, especially in explanation and self-regulation, compared to the CG. Qualitative interviews with six EG participants revealed positive perceptions of the CMbL approach, including improved skills in collecting, synthesizing, and clarifying information, as well as goal-setting. Participants, however, identified the need for more assessment methods.

Implications: These findings suggest incorporating strategies like in-depth inquriy and student voice and choice into EFL curricula to promote critical thinking in speaking within interactive, student-centered learning environments.

Significance of Study: This research provides valuable insights for language education researchers within a constructivist and sociocultural framework, ultimately contributing to the development of lifelong learners.

Keywords: Critical Thinking , EFL Speaking, Collaborative Mobile-blended Learning, Project-based Learning

Predictors of Intercultural Contact among EFL University Students in Hainan Province, China: An application of the Theory of Planned Behavior (TPB)

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ABSTRACT

INTRODUCTION: The term "intergroup contact (i.e., intercultural contact)" comes from Gordon Allport's Intergroup Contact Theory or Contact Hypothesis. It refers to communications and interactions with people from different cultural groups or backgrounds, being categorized into direct and indirect contact types. Intergroup contact (i.e., intercultural contact) can reduce an individual's prejudice towards members of outgroups, and it has been considered as one of the key factors for enhancing intercultural relations

AIM OF STUDY: Using an extended TPB model that includes self-efficacy and self-expansion, this study aims to investigate the predictive power of the selected factors on intercultural contact engagement among Chinese EFL university students in Hainan Province, China and explain how these factors impact engagement.

METHODOLOGY: This study is an explanatory sequential design, conducted in Hainan Province, China. 367 EFL university students will fill out questionnaires and 12 will take part in semi-structured interviews. Cross-sectional data will be obtained.

FINDINGS: The study will assess the predictive power of (intercultural contact intention, attitudes, subjective norms, perceived behavioral control, self-efficacy, and self-expansion) on intercultural contact engagement, elucidating how these factors influence such engagement and why certain factors are more effective than others.

IMPLICATIONS:The findings of this study can provide insights into how to encourage individuals to engage in intercultural contact.

SIGNIFICANCE OF STUDY: This study will offer a fresh perspective on researching intercultural contact, shedding light on the factors that motivate people to engage in such interactions. Furthermore, the findings will provide valuable insights for policymakers involved in intercultural training and education.

Keywords: intercultural contact; predictor; the Theory of Planned Behavior; self-efficacy; self-expansion

The Impact on Ideal Self and Ought to Self on Tibetan Students' Willingness to Communicate in Mandarin

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ABSTRACT

INTRODUCTION: Willingness to communicate (WTC) plays a pivotal role in second language (L2) learning (Clément et al., 2003; Kang, 2005; Yashima et al., 2004) because a high level of WTC may help learners achieve language proficiency (MacIntyre et al., 2003; Yashima et al., 2004). Therefore, MacIntyre et al. (1998) asserted that the major goal of language learning should be WTC. Motivation has always been regarded as a strong predictor of L2 WTC (Yashima2002;JE Peng,2015;Papi,2010;Khajavy,2019.

AIM OF STUDY: the present study aimed to investigate whether ideal self and ought to self are potential predictors of Tibetan students' Mandarin WTC.

METHODOLOGY: A group of 415 Mandarin as a L2 undergraduate students (female = 226, male = 189) enrolled at four universities in China were surveyed. Quantitative data were collected during one month.

FINDINGS: Descriptive analyses revealed above-average levels of WTC,ideal self and ought to self of the participants. Multiple regression analyses revealed that both ideal self and ought to self were the predictor of Tibetan students' Mandarin WTC while ought to self have a stronger influence on the WTC of Tibetan students.Among them, in the second ordered sub-dimension of ought to self, family influence is the strongest predictor of Mandarin WTC.

IMPLICATIONS: Findings of this research could help educators use appropriate motivation strategies and teaching methods while in the second language class of minority students

SIGNIFICANCE OF STUDY: The study contributes to enhancing minority students' L2 WTC and motivation strategies in L2 classroom of minority students which is in line with previous research that focuses on positive emotion's promoting role in education.

Keywords: L2WTC, motivation, ideal self, ought to self

The EFL Proficiency in Promoting Chinese Marketing College Students' Career Development in China

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ABSTRACT

INTRODUCTION: The EFL proficiency among Chinese marketing college students is increasingly recognized as a critical factor influencing their career development. However, there remains a gap in understanding how variations in EFL proficiency impact the employability and career development of these students in China. This research seeks to address this gap by exploring the relationship between EFL proficiency and career outcomes among Chinese marketing college students.

AIM OF STUDY: The aim of this paper is to examine the impact of EFL proficiency on the career development of Chinese marketing college students.

METHODOLOGY: This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews..

FINDINGS: The findings indicate that higher levels of EFL proficiency significantly correlate with improved career prospects for Chinese marketing college students. Moreover, EFL proficiency enhances students' confidence, communication skills, and adaptability, which are crucial for career advancement in competitive markets.

IMPLICATIONS: This study advocates for educational reforms that prioritize language proficiency alongside technical skills, preparing marketing students to effectively engage with global stakeholders and opportunities

SIGNIFICANCE OF STUDY: The study contributes valuable insights to educational practices, career counseling, and policy formulation in China. It provides actionable recommendations for fostering EFL competence among students.

Keywords: EFL proficiency, career development, Chinese marketing students, globalization, EFL education

Evaluating Peer Feedback's Impact on EFL Writing Performance Across Ethnic Groups

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ABSTRACT

INTRODUCTION: This study explores the effects of peer feedback (PF) on writing performance (WP) among college EFL learners in Inner Mongolia, China, highlighting the role of ethnicity as a moderating variable. It investigates the distinct impacts of online and face-to-face peer feedback in a multicultural educational setting.

AIM OF STUDY: The primary aims of the study are:
To examine the relationship between peer feedback and writing performance.
To compare the effects of face-to-face and online peer feedback on writing performance. To explore how ethnic grouping influences the effectiveness of peer feedback.

METHODOLOGY: The study employed a quantitative, non-experimental research design, analyzing data through SmartPLS and SPSS to measure the impacts of different types of peer feedback and the moderating effects of ethnicity.

FINDINGS: The findings reveal significant variations in the efficacy of face-to-face versus online peer feedback across different dimensions of writing performance, including competence, self-efficacy, self-regulated learning, and classroom experience. Ethnicity was found to significantly moderate these effects in specific contexts.

IMPLICATIONS: The results suggest that educational strategies incorporating peer feedback should be tailored to the cultural and ethnic compositions of student populations to enhance their efficacy. Institutions should consider integrating mixed forms of feedback based on the demographic makeup of their student bodies.

SIGNIFICANCE OF STUDY: This research contributes to the broader discourse on inclusive educational practices and the integration of technology in learning environments, promoting more effective and culturally responsive teaching methods.

Keywords: Peer Feedback, EFL Writing Performance, Ethnicity, Educational Outcomes

Investigating the Cultural and Creative Product Design: Identity Based on Local Cultural Characteristics - A Case Study of “Lanjiefu” in Wenzhou City, Zhejiang Province, China

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ABSTRACT

INTRODUCTION: The Wenzhou "Lanjiefu" festival, a traditional folk event with over two hundred years of history, plays a significant role in the cultural heritage of the region. However, rapid urbanization and economic globalization have increasingly constrained the space for such cultural activities, leading to a notable decline in the younger generation's sense of identity and participation in traditional culture. This study aims to explore the factors behind the limited popularity of the Lanjiefu festival, re-identify its core values, and determine elements that can be adapted to contemporary times and trends.

AIM OF STUDY: The aim of this study is to explore and address the decline in popularity and cultural relevance of the "Lanjiefu" festival in modern Wenzhou. It seeks to identify the core cultural values inherent in Lanjiefu that are worth preserving and to propose innovative product designs that integrate these values.

SIGNIFICANCE OF STUDY: This study contributes to cultural preservation and creative industries by supporting the cultural industry, preserving intangible heritage, and enhancing cultural pride in Wenzhou.

Keywords: Lanjiefu, cultural identity, creative product design, Wenzhou, folk festival, cultural preservation

Impact of Nursing Health Education Course on Students' Professional Identity: A Mixed Methods Study In China

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ABSTRACT

INTRODUCTION: Following the change of human lifestyle and behaviour, the disease spectrum has changed. The systematic health education activities have gained more attention and recognition. In China, for the last decade, colleges and universities have not enough paid attention to the importance of health education courses in nursing science. Research on the course value to students' professional identity can help faculty recognize the benefit of offering the courses to nursing students.

AIM OF STUDY: This study analyses nursing students' professional identity after the Nursing Health Education and Promotion course. It also discusses the need for implementing the course in nursing.

METHODOLOGY: We collected data from the Chinese Version of the Nurses' Career Identity Scale (NCIS) and Course Valuing Inventory (CVI) from December 2021 to February 2022. 582 nursing students participated the investigation and 24 students participated interview .

FINDINGS: After the course, nursing students' NCIS score was (103.10 ±16.23), and the average score of self-concept items was the highest (5.14 ± 0.92). The interview yielded nine viewpoints from three aspects: a new understanding of the nursing work, evaluation, and experience about the course and the teacher. The course creates a positive role model for nursing students and helps them understand professional values.

IMPLICATIONS: Professional education is an important stage for the formation of nursing students' professional identity. The Nursing Health Education and Promotion course helps nursing students build a positive professional identity. The faculty of nursing should serve as a role model and assist students in clarifying their personal and professional values.

SIGNIFICANCE OF STUDY: The study contributes to identify the course value about professional identity in Nursing Health Education and Promotion course, and how impact on nursing students. It provide an view of develop the course to help teachers identify the course content and design the teaching approach.

Keywords: Professional identity, Health education, Course, Nursing students

Influence of Family Functioning and Delinquent Behaviors among High School Students in China

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ABSTRACT

INTRODUCTION: In recent years, Chinese high school education has advanced rapidly, but accompanied by a growing concern—increasing delinquent behaviors among high school students. This issue causes significant challenges for parents, educators, and administrators globally. Poor family functioning is identified as a key contributor to these behaviors.

AIM OF STUDY: This study aims to investigate how family functioning influences the delinquent behavior among Chinese high school students.

METHODOLOGY: This study adopts a quantitative research method with a sample of 500 students, implemented in three high schools in Xinzhou City, China.

FINDINGS: The study reveals that levels of both family functioning and delinquent behaviors are moderate. Significant negative correlations exist between family functioning and delinquent behaviors. Among the three sub-constructs of family functioning, family involvement is the strongest predictor of delinquent behaviors, followed by family communication, while family affection shows the weakest predictive power.

IMPLICATIONS: Findings of this study suggest that enhancing family communication, involvement, and emotional support could effectively reduce students' delinquent behaviors.

SIGNIFICANCE OF STUDY: This study helps parents, educators, and administrators recognize the critical role of family functioning in influencing delinquent behaviors and implement targeted strategies to promote proactive behaviors to ensure inclusive and equitable quality education.

Keywords: Family functioning, delinquent behaviors, high school students.

Study on Post-Pandemic Psychosocial Competence Characteristics and Employment Needs of College Graduates in Fuzhou

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ABSTRACT

INTRODUCTION: The COVID-19 pandemic has significantly impacted the lives of individuals globally, including college graduates in China. This study explores the psychosocial competence characteristics and employment support needs of college graduates in the post-pandemic era, characterized by heightened uncertainty and challenges.

AIM OF STUDY: The study aims to identify the psychosocial competence characteristics faced by college graduates and to understand their specific needs for employment support during the post-pandemic period.

METHODOLOGY: Using a semi-structured interview method, the study involved in-depth interviews with 30 college graduates and 10 career guidance counselors, which was conducted in Fuzhou city, China.

FINDINGS: The study found that college graduates exhibited psychosocial competence characteristics such as self-cognition biases, lack of self-regulation, post-traumatic stress disorder (PTSD), and the influence of negative societal effects. The analysis also revealed that graduates have distinct needs for employment support, including timely and effective dissemination of employment information, training in job skills, and enhancement of psychosocial competence.

IMPLICATIONS: The study recommends that universities should develop targeted interventions to address the identified psychosocial challenges, such as programs for correcting self-perception biases and improving self-regulation. Additionally, institutions should enhance the timeliness and accuracy of employment information dissemination and provide comprehensive job skills training and psychosocial support.

SIGNIFICANCE OF STUDY: This research provides crucial insights into the psychosocial and employment support needs of college graduates in the post-pandemic era. It highlights the importance of addressing these needs to facilitate successful transitions into the workforce, thereby contributing to broader societal stability and economic recovery efforts.

Keywords: Family functioning, delinquent behaviors, high school students.

Understanding Female Teacher Burnout in Chinese Universities: A Conceptual Exploration

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ABSTRACT

INTRODUCTION: Teachers are widely recognized as a vulnerable group because they often experience negative emotions, especially burnout. In Chinese higher education system, a sizable portion of the teaching workforce is made up of female educators and the problem of female teacher burnout is becoming increasingly serious in HEIs. As a result, they have been compelled to resign, transfer, or change careers, which has caused school administrators to have been dealing with a significant issue with teacher turnover for a long time.

AIM OF STUDY: This conceptual paper aims to discuss the factors which affect why female teachers experience burnout in HEIs in China.

METHODOLOGY: A systematic review of the teacher burnout literature was carried out using academic databases like Scopus, EbscoHost and Proquest from 2015 to 2024.

FINDINGS: Based on the discussion, literature shows that there is a positive relationship between factors like individual, social, organizational factors and female teacher burnout.

IMPLICATIONS: Findings of this research could help reduce female teacher burnout in HEIs in China by improving teacher digital literacy and improving motivators provided by the HEIs.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student learning outcome, female teachers' well-being, higher education institution development, and is in line with SDG4 which focuses on quality education.

Keywords: Female Teacher Burnout; Higher Education Institutions (HEIs); JD-R Model; Digital Literacy; SDG4

A Comparative Analysis of Predicting Academic Performance Using Machine Learning Algorithms: An Empirical Study

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ABSTRACT

INTRODUCTION: Traditional educational assessments frequently depend on subjective teacher evaluations, lacking empirical data, potentially leading to inadequate decisions and ineffective teaching. This study leverages machine learning to predict student performance from online behavior data, enhancing decision support for educators.

AIM OF STUDY: The paper is aimed at forecasting students' academic grades by examining their online learning behavior data through machine learning techniques, thus offering data-backed support for educational decisions.

METHODOLOGY: The study utilized three machine learning algorithms—Decision Tree, Naive Bayes, and AdaBoost—for training and validation with actual learning datasets.
FINDINGS: The findings show that the AdaBoost model excelled in accuracy, recall, and F1 scores, particularly with datasets that have intricate nonlinear relationships. This model achieved an accuracy rate of 73%, which is notably superior to the performance of the Naive Bayes and Decision Tree models.

IMPLICATIONS: The research outcomes are significantly meaningful for practical educational practices. The methods and models provided by the study can be applied to other courses and disciplines, offering data-driven solutions to educational issues and assisting schools and educational organizations in conducting educational assessments and decision-making more scientifically.

SIGNIFICANCE OF STUDY: This study, through in-depth analysis of students' learning behavior data, has successfully constructed an effective prediction model that can accurately predict students' academic performance. It provides educators with new means to better understand students' learning status and identify potential academic risks in advance, thereby optimizing teaching strategies and fostering talent cultivation.

Keywords:Academic Performance, Machine Learning, Prediction Algorithm, AdaBoost Algorithm, Experimental Design

Effects Of Using Virtual Reality in A Music History Course to Improve Student Engagement: A Pilot Study

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ABSTRACT

INTRODUCTION: In recent years, more and more emerging scientific information technology methods have been applied to education. Although there are numerous examples of educational use of VR, there is not enough research in the existing literature combining music history education with VR.

AIM OF STUDY: This paper aims to study whether the combination of VR technology and Chinese music history courses as a new teaching method can improve students' engagement in music history learning.

METHODOLOGY: This study is a pilot study using a quasi-experimental mixed research method with a sample size of 51 undergraduate music students which was conducted in a private university in Henan, China.

FINDINGS: The exploratory factor analysis (EFA) findings indicated that certain items were not suitable and had to be omitted for the actual study. The items were omitted as the results were below 0.7.Out of 10 items in the each section, 1 item was omitted from cognitive engagement, 2 items were omitted from behavioral engagement, and 2 items were omitted from emotional engagement.The overall items that were not suitable were 5items for the three sections.

IMPLICATIONS: The items with the (EFA) results above 0.7 will be used for the actual study to investigate the students' cognitive, behavioural and emotional engagement.

SIGNIFICANCE OF STUDY: This pilot study will help the researcher to identify the items that are suitable to be used in the actual study of the experiment and therefore help to enhance the quality of the experiment.

Keywords: VR technology,music history, student engagement,pilot study

THE EFFECT OF STRATEGY-BASED TRAINING ON CHINESE STUDENTS' LISTENING COMPREHENSION PERFORMANCE IN VOCATIONAL COLLEGES

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ABSTRACT

INTRODUCTION: In an exploration of solutions to improve Chinese EFL learners' listening comprehension, this quasi-experimental study examines the effects of listening strategy training on learners' comprehension listening performance. This study designed a listening strategy inventory and train students to apply these strategies in solving listening task for two weeks. Participants in three intact class are assigned into three groups: listening strategy training with metracogintive strategy, listening strategy training, and control groups. The listening comprehension test are administered as pre-and post-tests, in addition to a interview as a post-test .

AIM OF STUDY: This paper is to examine the effect of strategy-based training on EFL students from vocational college to evaluated students' listening comprehension performance by standard national CET-4 assessment after training.

METHODOLOGY: This research adopt quasi-experiment design with mixed method. which first involves a quantitative data collection and then followed collection of qualitative data.

FINDINGS: It is anticipated that whether there would be significant differences in the application of strategy-based training in test score.

IMPLICATIONS: By integrating strategy training into listening practice, teachers and students get beneficial from the findings.

SIGNIFICANCE OF THE STUDY: This study makes an impact by filling the gap in understanding how strategy training influence EFL students' listening performance.

Keywords: listening strategy training; Chinese college students;listening comprehension

Fix-up Strategy in Teaching Reading Comprehension: Conceptual Framework

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ABSTRACT

INTRODUCTION: The Fix-Up Strategy is frequently referred to as a useful instructional method, which offers readers steps to recover meaning, such as rereading, reading ahead, or figuring out unknown words. When the students do not understand the text during reading, the students can opt to use this strategy to learn in reading text.

AIM OF STUDY: The study aims to determine the definition categories and the effects of fix-up instructional strategy in teaching reading comprehension.

METHODOLOGY: The authors conducted an extensive literature review in 60 journals on fix-up strategy. Based on this review, a fix-up strategy framework for understanding how fix-up strategy is classified for students' reading comprehension.

FINDINGS: The literature review led to several key research findings and summary areas: (1) an overall perspective, (2) definitions, (3) fix-up strategy and reading comprehension, (4) relevant theories in teaching and learning of reading and (5) synthesizing fix-up strategy study based on definition and literature review.

IMPLICATIONS: The findings of this study explore the instructional strategies that increase students' reading comprehension performance, provide practical experience for teachers, researchers, and students in reading comprehension.

SIGNIFICANCE OF STUDY: The study contributes to offer perspectives of concepts on fix-up instructional strategy and its effects on students' reading comprehension.

Keywords: Fix-up Strategy, Reading Comprehension, Teaching Strategies, Literature Review

Demographic Factors Affect Female Teachers' Identity in Higher Education Institutions in Jiangxi, China

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ABSTRACT

INTRODUCTION: With the deepening of globalization and educational reforms, teacher identity in higher education institutions has become a focal point for both scholars and educational administrators. Teacher identity influences teachers' job satisfaction, career development, teaching effectiveness, and student growth.

AIM OF STUDY: This study aims to determine the demographic factors that affect the female teachers' identity in HEIs in Jiangxi, China.

METHODOLOGY: This study uses a quantitative researchmethod. The research data were conducted from 463 female teachers at four higher education institutions in Jiangxi Province, China.

FINDINGS: Results shown that the three demographic factors—marital status, years of teaching experience, and educational level—significantly influence the female teacher's identity in HEIs in China. Specifically, married teachers' identity is significantly lower than that of single, divorced, and widowed teachers. Regarding teaching experience, female teachers with 6-10 years of teaching experience have significantly higher teacher identity than those in other groups. In terms of educational level, teachers with master's and doctoral degrees have significantly higher teacher identity than those with bachelor's degrees.

IMPLICATIONS: Findings of this study display that by pay attention to the specific needs of different groups of female teachers and formulate targeted policies and measures, it is possible to enhance teacher identity.

SIGNIFICANCE OF STUDY: The study contributes to enhancing the female teacher's identity, and improving higher education institution development, and is in line with SDG4 which focus on quality education.

Keywords: Demographic Factors; Female Teacher; Teacher Identity; Higher Education Institutions (HEIs).

Active Learning in Mathematics: Effects on Students' Achievement and Motivation in Jilin Province, China.

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ABSTRACT

INTRODUCTION: The decline in mathematics engagement and achievement among Chinese high school students signals a need to re-evaluate traditional teaching methods. This paper argues for a shift from passive learning towards more engaging and effective pedagogical approaches that can revitalize mathematics education.

AIM OF STUDY: This study investigates the potential of active learning strategies to improve mathematics achievement and engagement among high school students in Jilin Province.

METHODOLOGY: This study employs a mixed-methods approach, incorporating both experimental and quasi-experimental elements, to investigate the impact of active learning strategies on high school students' algebraic skills in Jilin, China. Data will be collected from two intact classrooms from two high schools.

IMPLICATIONS: This study has the potential to inform the adoption of active learning strategies in Jilin Province high schools, ultimately aiming to improve student achievement and engagement in mathematics.

SIGNIFICANCE OF THE STUDY: This study has the potential to inform the adoption of active learning strategies in Jilin Province high schools, ultimately aiming to improve student achievement and engagement in mathematics.

Keywords: Active learning strategies, teaching methods, mathematics achievement, mathematics engagement and motivation,

Impact of Gender, Marital Status and University Type on Teacher Leadership among Teachers in HEIs in China

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ABSTRACT

INTRODUCTION: Teacher leadership has garnered increasing attention in Chinese education field recently. It is widely recognized that cultivating teacher leadership benefits schools, teachers and students and promotes development of higher education. However, researches demonstrate that teachers are not well-prepared for leadership and even reluctant to assume roles teacher leadership.

AIM OF STUDY: This study aims to identify whether there is any significant difference in teacher leadership among teachers according to gender, marriage status and university types.

METHODOLOGY: With quantitative analysis, this study investigated 409 teachers in higher education institutions from two public and two private universities in Shandong Province. Data were obtained from questionnaires via Wen Juanxing Platform. Discriptive statistics, independent samples T-test and One-way Anova were conducted to examine the impact of gender, marriage status and university types on teacher leadership.

FINDINGS: Results of this study demonstrate that gender, marital status and university types have a significant impact on teacher leadereship respectively ($P<0.05$). To be specific, male teachers had higer teacher leadership than female teachers. Married teachers with one child had the highest teacher leadership, followed by married teachers without children, single and married teachers with two or more children. Teachers in public higher education institutions possess higher teacher leadership than private ones.

IMPLICATIONS: Findings of this study may help facilitate teacher leadership qualities in higher education institutions in China by improving organizational factors.

SIGNIFICANCE OF STUDY: This study contributes to enhancing students achievements, teachers' professional development as well as higher education institutions development. This is also in line with SDG4 which focuses on educational research.

Keywords: teacher leadership; gender; marital status; university type

An Empirical Study on the Impact of Project-Based Learning on the Development of Engineering Practice Competence of College Students

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ABSTRACT

INTRODUCTION: Engineering practice competence is a common issue among engineering students. Explain what is engineering practice competence.To address this, many universities have begun exploring project-based learning methods.

AIM OF STUDY: This study aims to analyse the impact of project-based learning on the engineering practice competence of students by conducting a longitudinal study on 309 undergraduates who participated in the Comprehensive Engineering Training (I) course at A University in sichuan province, China.

METHODOLOGY: The study employed a quantitative research method to track the development of engineering practice competence among 309 undergraduates in the Comprehensive Engineering Training course.

FINDINGS: The results indicate that project-based learning significantly enhances various aspects of students' engineering practice competence. The improvements, ranked from highest to lowest, are in engineering operation ability, project management and cooperation ability, engineering design ability, engineering communication ability, and system thinking. Independent inquiry by students has the strongest influence on the development of engineering design ability, engineering communication ability, project management and cooperation ability, and system thinking ability. The formulation of design schemes and interaction with teachers have the strongest influence on the development of engineering operation ability.

IMPLICATIONS: These findings suggest that project-based learning effectively improves the engineering practice competence of engineering students. Universities should increase their understanding of the connotation of engineering practice competence, create effective project-based learning environments, and build a multi-level practical teaching system centered around projects.

SIGNIFICANCE OF STUDY: This study provides empirical evidence for improving engineering students' practice competence, aiding the enhancement of engineering education, promoting comprehensive student development, and offering insights for the improvement of university course design and teaching methods.

Keywords: project-based learning; engineering practice competence; influencing factors

Effects of Emotional Intelligence on College Students' Academic Performance

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ABSTRACT

INTRODUCTION: In recent years, with the advent of the global knowledge economy era, higher education has also faced more challenges.China Education Modernization 2035 " puts forward the co ncept of promoting education modernization: paying more attention to morality first and all-round d evelopment.This study aims to examine the effectiveness of emotional intelligence on college stude nts' academic performance, and proposes the research objectives and research questions, as well as t he scope and significance of the study.This study analyzes the current situation and characteristics o f higher education in Guilin, Guangxi Province, and explains the importance of this study to the edu cational reform and personal development of college students in Guilin, Guangxi Province, China.

AIM OF STUDY: This paper aims to examine Effects of Emotional Intelligence on College Students' Academic Performance

METHODOLOGY: 120 students from three public universities in Guilin, Guangxi were select ed to participate in the study, and the method of quantitative and qualitative mixed resea- rch w as adopted.

FINDINGS: It is found that the latitude of Bar-on's EQ theory has a significant positive prediction f or college students' grades, and the higher their social and emotional abilities, the higher their acade mic performance.Students with high emotional intelligence will set high standards for themselves, pe rsevere when encountering difficulties, keep their promises and avoid distractions. High emotional in telligence will help students succeed in and out of school. A high level of curiosity shows that studen ts are interested in various ideas, love learning and have inquiry thinking.
In addition, there is a significant negative correlation between EQ and students' truancy and truancy.

IMPLICATIONS: Findings of this research could help China University Education Classroom to Expand the field of emotional educational psychology.

SIGNIFICANCE OF STUDY: Guide the reform of education and teaching in colleges and universities, provide guidance for college students to improve their academic performance.

Keywords: Emotional Intelligence Academic Performance Bar-on's EQ theory

Integration of Multiliteracies Pedagogy with SFL to Enhance Argumentative Writing Competence of English Major Learners in China

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ABSTRACT

INTRODUCTION: The teaching of argumentation has long been a central focus in the education of English majors, particularly in preparation for high-stakes exams such as the Test for English Majors Band 4 (TEM4) and Band 8 (TEM8). Prevailing pedagogical practices often lead to students' frequently resorting to using writing templates which tends to produce superficial arguments and limits the development of textual structures and engaging linguistic features. Addressing these challenges necessitates exploring innovative pedagogical approaches.

AIM OF STUDY: This paper aims to examines the impact of the invented method on undergraduates' argumentative writing processes and its feasibility based on the integration of design features of Multiliteracies Pedagogy with SFL's three meta-functions in collabarative activities.

METHODOLOGY: This study is a pilot study and uses a quasi-experimental research method with a small sample size of 76 English major students, which was conducted in a private university in Zhejiang, China.

FINDINGS: The study found that integrating Multiliteracies Pedagogy (MP) with Systemic Functional Linguistics (SFL) can enhance the argumentative writing skills of EFL undergraduates. Through a 10-week teaching intervention, students who were exposed to this combined approach demonstrated marked improvements in the organization, coherence, and persuasiveness of their arguments. The integration of MP's multimodal literacy activities with SFL's focus on linguistic functions enabled students to better understand the relationship between language choices and their communicative impact.

IMPLICATIONS: This approach not only enhances linguistic proficiency but also equips students with the critical thinking and multimodal literacy skills necessary for effective communication in diverse academic and real-world contexts.

SIGNIFICANCE OF STUDY: The study will contribute to understanding how multiliteracies pedagogy affects argumentative writing in China. Results may guide teachers in adopting more effective methods and utilizing multiliteracies for improved argumentative writing abilities. The anticipated improvement in argumentative writing skills resulting from participation could benefit both individuals and society at large.

Keywords: Multiliteracies Pedagogy, SFL, design features, argumentative writing

Adaptability Analysis of Practical Training Courses for Business English Majors

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ABSTRACT

INTRODUCTION: Adaptation is a long-term process, with different adaptation needs at each stage. For senior college students, the number of professional training courses has increased. Teachers need to integrate more practical teaching into professional courses, so that students can better master the required knowledge and skills.

AIM OF STUDY: This study aims to explore the adaptation of senior students majoring in Business English to practical training courses, investigate the factors and problems in adapting to practical training courses, and find solutions to improve adaptability and learning effectiveness.

METHODOLOGY: Qualitative methods is used to explore students' adaptability to practical training courses. Semi-structured interviews is conduced to understand the problems and feelings that students encounter during the adaptation process.

FINDINGS: Theme coding analysis is revealed from the aspects of teaching environment, teaching resources, teaching arrangements, teaching objectives, training modes, and training task characteristics. The reasons why students encounter problems in adapting to practical training courses, and how to better cope with adaptability issues from multiple perspectives are analyzed.

IMPLICATIONS: Teachers need to take sufficient improvement measures to intervene and help students adapt well to the transition. Through thematic analysis, a comprehensive and in-depth analysis was conducted on students' adaptability to practical training courses from the above seven aspects.

SIGNIFICANCE OF STUDY: Adaptability is one of the emotional intelligence in developmental psychology research, and analyzing students' adaptability to practical teaching of business English is of great significance.

Keywords: Business English, practical courses, adaptability

Scale Selection Strategies for Accurate Quantitative Research: Taking Personality Traits Scale as an Example.

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ABSTRACT

INTRODUCTION: Quantitative research relies heavily on the use of scales to measure variables accurately. The selection of these scales directly impacts the validity and reliability of the research findings.

AIM OF STUDY: This paper aims to determine which scale provides the most reliable and valid results, suitable for further research, taking the selection of personality traits scale as an example.

METHODOLOGY: A comprehensive review of existing personality traits scales was conducted, followed by a quantitative study involving 696 college students from a university in Shandong, China, using convenience sampling.

FINDINGS: The study assessed three scales: the Simplified Chinese Big Five Personality Inventory (SCBFPI), the Brief Big Five Inventory (BFT-10), and the Big Five Inventory (BFI-44). The BFT-10 showed low reliability with Cronbach's alpha below 0.500. The BFI-44 had moderate to good reliability, with alpha values between 0.682 and 0.811. The SCBFPI demonstrated high reliability, with alpha values over 0.800 for all dimensions, indicating it is a robust tool for assessing personality traits among Chinese students.

IMPLICATIONS: Scale selection significantly affects research reliability and validity. The SCBFPI's high reliability suggests that culturally adapted scales provide more accurate measurements, whereas the BFT-10 may not be suitable for Chinese populations.

SIGNIFICANCE OF STUDY: Proper scale selection enhances data accuracy and research robustness. Researchers should prioritize culturally validated scales like the SCBFPI for reliable results.

Key Words: Scale Selection Strategies; Questionnaire; Quantitative Research; Reliability; Validity

The Effect of PBL Instruction on Students' Critical Thinking in Dance Education

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ABSTRACT

INTRODUCTION: The 21st century is a time for building capacity and thinking, and education systems around the world are struggling to meet this challenge. However, compared with other disciplines, dance education has made limited progress in developing thinking ability. Students majoring in dance have weak thinking skills. Mainly because dance students pay more attention to technical level and have fixed movement requirements and norms. However, developing students' thinking skills remains a key goal of education.

AIM OF STUDY: this study takes the dance practice course as the starting point and adopts the problem-based learning (PBL) as the teaching mode to explore the impact of PBL teaching on the critical thinking of dance students.

METHODOLOGY: Quasi-experimental design and mixed research methods were used. The sample choose dance major students in Public university.

FINDINGS: The study found that PBL instruction significantly improved the critical thinking ability of students in the experimental group, while the effect of traditional teaching methods was weaker. Interview data supported the quantitative results and revealed teachers' positive evaluations of PBL instruction.

IMPLICATIONS: These findings of this research could help improve students critical thinking and initiative to learn in public university.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student learning initiative and critical thinking, enrich teachers' teaching method, enrich the theory of dance education and provide a new teaching model for dance education.

Keywords: PBL instruction, critical thinking, ability, dance major

Digital Teaching in Public Physical Education Curriculum of Art Universities in China

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ABSTRACT

INTRODUCTION: Nowadays, the advancement of digital technology and the internet has had a tremendous impact on traditional educational paradigms. Compared to conventional teaching methods, digital teaching has a favorable impact on modern education due to its broad reach, extensive teaching resources, and adaptable teaching formats. Public physical education, which is one of the most essential curricular systems in higher education. However, various influencing factors make it challenging to attain optimal effectiveness in the current physical education curriculum taught in universities.

AIM OF STUDY: This paper aims to explore the role of digital technology in promoting curriculum reform in public physical education teaching at art universities.

METHODOLOGY: This study employs a quantitative approach with a small sample size of 242 students conducting in a art university in Guangxi, China.

FINDINGS: The support of digital resources and online education platforms facilitates the implementation of teaching, while the application of multimedia software in information-based teaching optimizes the public physical education teaching model. Additionally, the supervision of mobile digital applications improves the assessment of teaching effectiveness.

IMPLICATIONS: Findings of this research could help meet the new demands of the digital era on education, and promote the curriculum reform in the teaching of public physical education at art universities.

SIGNIFICANCE OF STUDY: This study contributes to strengthen the digital teaching approach in public physical education curriculum, optimize the quality of digital teaching curriculum, and establish a supportive evaluation feedback mechanism related to digital teaching.

Keywords: Digital teaching, Public Physical Education, Curriculum Reform

Art Exam Tutor's Narratives of their Professional Identity in an Exam Oriented Institutional Context

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ABSTRACT

INTRODUCTION: In an exam-oriented educational context, the identity construction of art teachers presents a complex yet underexplored domain. The continuous emphasis on standardized assessments often relegates the holistic nature of art education to a secondary position. Additionally, factors such as job instability, frequent changes in educational policies, and students' lack of motivation to study art potentially influence the professional identity of art exam tutors.

AIM OF STUDY: This study aims to identify the factors that influence the development of art exam tutors' professional identity.

METHODOLOGY: This study is qualitative research with a small sample size of 6 art exam tutors, which was conducted in two private tutoring art exam institution in Shandong province, China.

FINDINGS: The findings reveal that the identity construction of art exam tutors is shaped by a complex interplay of personal, institutional, and social factors. At the personal level, early educational experiences, passion and commitment toward art, professional skills, and values play crucial roles. Institutional factors include a conducive working environment and interaction with students, while social factors encompass standardized testing, policy reforms, cultural identity, and social evaluation.

IMPLICATIONS: The study underscores the dynamic and evolving nature of teacher identity, highlighting the need for supportive policies and practices that balance internal motivations and external demands.

SIGNIFICANCE OF STUDY: This study contributes to a deeper understanding of the professional development of art teachers and the broader implications for art education within an exam-oriented system.

Keywords: Teacher identity, Art exam tutor, the Art College Entrance Examination

Implementing the CLIL Pedagogy to Enhance Chinese Fashion Design Undergraduates' English-speaking Skills

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ABSTRACT

INTRODUCTION: Bilingual programs are an international education strategy that has attracted much focus in the context of talent cultivation in Chinese universities. Bilingual communication helps fashion students improve career skills and compete in the business. However, limited resources, teaching experience, and methods lead Chinese fashion design undergraduates to resist bilingual courses, creating challenges for bilingual education.

AIM OF STUDY: The aim is to enhance the English speaking skills level of Chinese fashion design undergraduates in a bilingual course by implementing the CLIL pedagogy in a complete semester.

METHODOLOGY: This study is a quasi-experimental study using a mixed methods research design with a sample size of 76 students and 5 lecturers at a university in Jiangxi Province, China.

FINDINGS: The results showed significant improvement in English-speaking skills among fashion design undergraduates after the CLIL intervention, with content organization seeing the greatest gains. Pretest and post-test data confirmed that CLIL significantly enhanced their skills.

IMPLICATIONS: The results of this study can improve the English-speaking skills of Chinese fashion design undergraduates through the CLIL pedagogical framework and help bilingual lecturers form a CLIL teaching model, thus improving the quality of teaching.

SIGNIFICANCE OF STUDY: This study aims to investigate the effectiveness of CLIL pedagogy in enhancing the English-speaking skills of Chinese fashion design undergraduates and to develop a suitable teaching program.

Keywords: Content and Language Integrated Learning (CLIL), English-speaking skills, Chinese Fashion design Undergraduates, Bilingual education

Using Reciprocal Teaching to Improve Critical Thinking skills in Poetry

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ABSTRACT

INTRODUCTION: Critical thinking is vital for problem-solving, decision-making, and sustainable development in higher education. Despite its importance, integrating critical thinking into curricula remains challenging. Effective instruction should be student-centred, with teachers acting as facilitators. Reciprocal teaching, involving predicting, questioning, clarifying, and summarising, enhances critical thinking through student interaction. This study explores reciprocal teaching's effectiveness in Chinese higher education, addressing a gap in critical thinking instruction.

AIM OF STUDY: This paper aims to examine the effectiveness of reciprocal teaching in enhancing undergraduate students' critical thinking skills in the context of poetry education.

METHODOLOGY: This study uses a quasi-experimental design with two groups. The experimental group receives the treatment, while the control group does not.

FINDINGS: Integrating reciprocal teaching in poetry encourages students to extract main ideas, identify key elements, and evaluate their significance. This approach enhances critical thinking by prompting students to ask questions, consider the author's purpose, and understand the poem's context. It challenges students to make evidence-based predictions and supports their analyses with textual evidence. Reciprocal teaching fosters rich discussions and critical evaluations, promoting metacognition and self-improvement. Over time, students develop a deeper appreciation for poetry, refining their analytical skills and enhancing overall engagement and learning outcomes.

IMPLICATIONS: Incorporating reciprocal teaching in poetry education significantly enhances undergraduates' critical thinking skills, promoting deeper engagement and a more profound appreciation for literary analysis.

SIGNIFICANCE OF STUDY: The significance of this study lies in demonstrating that reciprocal teaching is an effective pedagogical strategy for enhancing critical thinking skills in undergraduate poetry education, leading to improved student engagement.

Keywords: Reciprocal Teaching, Critical Thinking, Poetry Education, Undergraduate Students

The Impact of Gamification Teaching Method for Enhancing Adult Undergraduates' Academic Achievement in a Chinese Literature Course

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ABSTRACT

INTRODUCTION: In recent years, gamification has emerged as a promising approach to engage students and enhance learning outcomes in various educational fields. Teaching Chinese Literature Course teachers have challenges such as students find it difficult to connect with the material, be motivated to study, and apply what they have learned.

AIM OF STUDY: This paper aims to investigate the effectiveness of gamification teaching method on the adult uundergraduates'' aacademic aachievement in a Chinese Literature Course.

METHODOLOGY: There are 37 students in the experimental group and 37 students in the control group of this experimental pilot project, which is using the quasi-experimental approach. The study was carried out in China's Foshan City at an open university.

FINDINGS: After controlling for pre-test scores, the ANCOVA results show a significant difference ($F=163.831$, $p<0.001$) between the post-test scores of the control and experimental groups. The experimental group outperformed the control group by a significant margin, with averages of 71.73 and 74.24, respectively, and standard deviations of 6.927 and 5.785. This implies that the experimental group's outcome was positively impacted by the intervention that was implemented.

IMPLICATIONS: The results of this study indicate that gamification greatly improve learning outcomes and highlight the need of controlling pre-test as a covariate to properly evaluate treatment effects.

SIGNIFICANCE OF STUDY: It emphasizes practical solutions for improved student outcomes for educators. It also emphasizes the importance of evidence-based teaching strategies for larger societal advancements in the future.

Keywords: Gamification, Academic Achievement, Chinese Literature Course

Transforming Learning Experiences for Inclusive Lifelong Learning Opportunities: Incentive Mechanisms for University Students' English Autonomous Learning and Teacher Role Transition in the Era of Intelligent Education

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ABSTRACT

Introduction: The rapid advancement of information technology has ushered in the era of intelligent education, revolutionizing higher education. Enhancing university students' English autonomous learning and transforming the teacher's role is increasingly crucial. Establishing an effective incentive mechanism is essential to address these challenges.

Aim of Study: This conceptual paper aims to propose a framework for an incentive mechanism to foster university students' English autonomous learning and facilitate the transformation of the teacher's roles in the era of intelligent education.

Methodology: This study synthesizes existing literature on autonomous learning, intelligent education, and teachers' role transformation, proposing a theoretical framework grounded in contemporary educational theories and models.

Findings: The proposed incentive mechanism model includes intrinsic and extrinsic motivational factors for students, such as personalized learning pathways, adaptive feedback, and achievement recognition. For teachers, it emphasizes professional development, performance-based rewards, and institutional support. The framework leverages technological tools to enhance the effectiveness and accessibility of these mechanisms, aligning with inclusive lifelong learning principles to ensure equitable access, flexible learning trajectories, and continuous skill development.

Implications: Institutions should adopt the proposed framework to support autonomous learning and teacher adaptability. Further empirical research is recommended to test the framework's effectiveness in diverse educational settings.

Significance of Study: This study contributes to the theoretical discourse on intelligent education by offering a comprehensive framework that addresses the dual challenge of enhancing student autonomy and facilitating teacher role transformation.

Keywords: Intelligent Education, Autonomous Learning, Teachers' Role Transformation, Conceptual Framework, Educational Technology

The Mediating Effect of English Learning Motivation on the Relationship Between Intercultural Contact and Intercultural Communicative Competence of EFL Undergraduates in Central China

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ABSTRACT

INTRODUCTION: Globalization underscores the importance of communication across diverse backgrounds, making intercultural communication competence (ICC) crucial for global citizens. The Chinese Ministry of Education (MOE) has emphasized intercultural education yet lacks breakthroughs in its criteria and curricula. Thus, it is imperative to delve into the factors that influence ICC, particularly Intercultural Contact (IC) and English Learning Motivation (ELM), as they may offer valuable insights into fostering ICC among English as a Foreign Language (EFL) undergraduates.

AIM OF STUDY: The paper aims to provide an overall picture of the nexus of IC, ELM and ICC; additionally, identify the predictors of IC and ELM on ICC.

METHODOLOGY: This study adopts a quantitative correlational approach with Smart PLS, encompassing 460 EFL undergraduates selected with stratified sampling technique in a university in central China.

FINDINGS: Structural equation modeling analysis uncovered significant and positive correlations between IC and ICC, as well as between ELM and ICC. Notably, the analysis further revealed a compelling mediation effect, whereby ELM was identified as a partial mediator in the relationship between IC and ICC. In addition, the study pinpointed the specific IC and ELM dimensions predicting ICC.

IMPLICATIONS: The findings of this study hold practical implications for TEFL practitioners in the implementation of intercultural English teaching in and out of English classroom.

SIGNIFICANCE OF STUDY: This study will provide insights for educators and curriculum designers to construct criteria and syllabi for intercultural English teaching, aligning with the intercultural education goals advocated by the Chinese Ministry of Education.

Keywords: Intercultural Communicative Competence, Intercultural Contact, English Leaning Motivation, EFL undergraduates, China

Examining Teacher Turnover Intention in Sichuan's Private Higher Education

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ABSTRACT

INTRODUCTION: In China, teachers from private higher education institutions (HEIs) account for 20% of teachers in the whole higher education system in 2021. However, with the number of private HEIs increasing year by year, teachers from these institutions are showing an upward trend to leave the education sector. Teacher turnover has been a concern for educators and policymakers worldwide, and many countries are grappling with the loss of high-quality teachers.

AIM OF STUDY: Based on Two-Factor theory and Person-Organisation Fit Theory, this paper aims to examine the relationship between personal factors, institution factors, external factors, and teacher turnover intention of teachers from private HEIs in Sichuan, China.

METHODOLOGY: This study uses a quantitative research method with a sample size of 482 teachers from 8 private HEIs in Sichuan China.

FINDINGS: Results show that there is a negative relationship between personal factors and teacher turnover intention, and a negative relationship between institution factors and teacher turnover intention. However, results reveal no significant relationship between external factor and teacher turnover intention.

IMPLICATIONS: This research aims to reduce teacher turnover rates in Chinese private higher education institutions by enhancing teachers' understanding of their career. In addition, it hopes to bolster institutional support by developing strategies to retain talents among teachers.

SIGNIFICANCE OF STUDY: The study contributes to enhancing teachers' career development, private higher education institution development, and is in line with SDG4 which focuses on quality education.

Keywords: Teacher turnover intention, private higher education institutions (HEIs), two-factor theory, person-organisation fit theory, personal factors,institution factors, external factor

The Influence of English Language Proficiency and Digital Competence on EFL Teachers' Classroom Leadership in China

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ABSTRACT

INTRODUCTION: Prior research indicates that university lecturers' classroom leadership has a substantial impact on effective teaching. However, there is a paucity of research examining the factors that influence EFL teachers' classroom leadership in China.

AIM OF STUDY: This paper seeks to examine the relationship between English language proficiency and digital competence among EFL teachers and their classroom leadership, employing full-range leadership theory as a conceptual framework.

METHODOLOGY: This study is a pilot study using a quantitative research method with 216 EFL lecturers, which was conducted in polytechnic universities in Jiangsu Province, China.

FINDINGS: The Pearson correlational analysis indicated that there were significant positive relationships between EFL teachers' classroom leadership and English language proficiency ($r=0.45$, $p<.001$), digital competence ($r=0.40$, $p<.001$). The multiple regression analysis suggested that both English language proficiency and digital competence contribute much to the variance of EFL teachers' classroom leadership. EFL teachers' English language proficiency ($\beta=0.33$, $p<.001$) and digital competence ($\beta=0.23$, $p<.001$) are two determining factors for EFL lecturers to deliver their disciplinary knowledge and command the class in an effective and competent manners.

IMPLICATIONS: These findings of this research could provide implications for the strategic intervention of EFL educators through teacher development programs in polytechnic universities in China.

SIGNIFICANCE OF STUDY: The study contributes to enhancing EFL students' learning effectiveness and EFL teachers' professional development in polytechnic universities.

Keywords: EFL teachers' classroom leadership, English language proficiency, digital competence, full-range leadership, polytechnic universities

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