

## 9ISC Guidelines for Abstract Submission

1. **Type:** Use MS Word, Calibri typeface, 11-point, single space. Leave a single space between sentences.
2. **Format:** Do not format the abstract except for the bolding indicated in the examples. With names of plants, animals or microbes, the name appears in italics by convention. Latin words commonly are italicized too.
3. **Title:** Present so that only nouns, pronouns, verbs, adverbs and adjectives are capitalized.  
Refer to <https://grammar.yourdictionary.com/capitalization/rules-for-capitalization-in-titles.html>
4. **Authors:** Give the full common name first and then the family name. In a list of authors, the second last name should be followed by “and” to link it with the last name. Bold name(s).
5. **Presenting author:** Underline the presenting author/s.
6. **Author affiliation:** Provide organization or institution affiliation information in minimal details as indicated in the examples. The information should list faculty, institution, the city and country (no titles, post codes or phone numbers please). Give the email address of the presenting author only. Indicate affiliations using superscripts.
7. **Abstract:** Limit the abstract to 200 well-chosen words. Use **bold** print for the title, author names, and the words “Abstract” and Keywords”, as shown in the examples below.
8. **Keywords:** Limit key search words to five words or short phrases. Bold keywords, as shown in examples.
9. Abstract must be justified to the left.
10. All abstract submissions must be in English.
11. Abstract should include the background, purpose, methodology, results, and conclusion of the study.

Following these guidelines will greatly assist preparation of the online Conference booklet.

See examples below:

Example 1:

### ***In Vitro* Antibacterial Effect of Ethanolic-Aqua Extract of *Stachytarpheta jamaicensis* Leaves against Four Selected Pathogenic Microorganisms**

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**Abstract:** *Stachytarpheta jamaicensis* have been widely used by the people throughout the world for various medicinal purposes. The present study was done to evaluate the antibacterial effect of ethanolic-aqua extract of *S. jamaicensis* leaves against four selected pathogenic bacterial organisms, namely *Bacillus cereus*, *Salmonella typhi*, *Proteus vulgaris* and *Streptococcus pyogenes*. The ethanolic extract was active against all the four selected microorganism. The zones of inhibitions were  $11.503 \pm 0.005$  for *B. cereus*,  $10.766 \pm 0.033$  for *S. typhi*,  $14.766 \pm 0.033$  for *P. vulgaris* and  $13.566 \pm 0.033$  for *S. pyogenes*. The zones of inhibitions of the three microorganism *B. cereus*, *P. vulgaris* and *S. pyogenes* were larger than their positive control penicillin. However, the zones of inhibitions of *S. typhi* were smaller than their positive control. Analysis of variance (ANOVA) showed significant differences ( $p < 0.05$ ) in the zones of inhibition among the organisms. The inhibition shown by the plant leaf extract indicates that such extracts may have great potential in controlling diseases caused by microbes. Further research is needed to show their effectiveness in the in vivo environment.

**Keywords:** *Stachytarpheta jamaicensis*, antibacterial, medicinal, plant leaves, microorganism

Example 2:

### **Segmentation of Tertiary English Second Language Students Language Learning Strategies**

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**Abstract:** Understanding the characteristics of University ESL students in terms of how they apply language-learning strategies has not been extensively studied. Therefore, the purpose of this study was to segment a sample population of ESL university students into several distinct clusters based on the six dimensions of the Strategy Inventory of Language Learning. Results indicated four clusters (Strategic, Moderate, Low and Unstrategic) based on the respondents' tendencies to use the various strategies. Furthermore, there were no differences found by gender or class level. However, a difference was found based on major with Business and Education majors being over three times more likely to be in the Unstrategic cluster when compared to the Strategic cluster. The implication of this is that non-English majors need additional support in developing language-learning skills, as the purpose of their studies is to acquire content knowledge primarily and English skills secondarily. In particular, support in affective and social learning skills are of the greatest need.

**Keywords:** ESL, clustering, multinomial logistic regression, language learning strategies