

eISSN: 2468-4929

April 2019
Volume 4
Issue 2

PEDAGOGICAL RESEARCH

Published by: **Modestum Limited**

Publication Office: Suite 124, Challenge House 616 Mitcham Road, CR0 3AA, Croydon,
London, United Kingdom

Phone: + 44 208 936 7681

Email: publications@modestum.co.uk

Publisher: <https://modestum.co.uk>

Journal Web: <https://www.pedagogicalresearch.com>

© 2016-2019. All rights reserved by Modestum Limited. Copyright for Open Access Content is Retained by Authors. Also, authors continue to hold the copyrights of their own papers by acknowledging that their papers are originally published in the Pedagogical Research. Hence, articles published are licensed under a "Creative Commons Attribution 4.0 International License."

ISSN: 2468-4929 (Online)

PEDAGOGICAL RESEARCH

April 2019
Volume 4
Issue 2



This page is intentionally left blank

PEDAGOGICAL RESEARCH

Pedagogical Research (PEDRE) is an open access, double-blind peer-reviewed and scholarly journal which covers all areas of the educational sciences. Pedagogical Research publishes four issues per year (January, April, July, October).

A non-exhaustive list of topics that can be published in Pedagogical Research:

- Comparative Education
- Early Childhood Education
- Educational Administration
- Educational Technologies
- Educational Psychology
- Environmental Education
- Evaluation and Assessment
- Educational Effectiveness
- Foreign Language Education
- Geography Education
- Gifted Education
- Health & Sex Education
- Language Education
- Mathematics Education
- Medical Education
- Qualitative and quantitative methodological approaches
- Science Education
- Biology education
- Chemistry education
- Physics education
- Social Science Education
- Special Education
- Teacher Education

Pedagogical Research accepts only research and review articles and does not publish commentaries, opinion articles, and reports.

Pedagogical Research publishes only original works. It does not accept manuscripts which are derivative of the author(s)' previous articles. In such case, the responsibility solely belongs to the authors.

Pedagogical Research applies a constructive peer review process and high ethical standards. Articles that are scientifically and methodologically sound are to be published in the journal.

Pedagogical Research is indexed and abstracted by:

- ERIC
- J-GATE
- GOOGLE SCHOLAR
- SEMANTIC SCHOLAR

- SCILIT
- CROSSREF

All articles are archived by:

- The British Library
- Portico

Authors should submit their manuscripts online via <https://www.editorialpark.com/pr>.
Manuscripts are accepted only in Word format.

EDITORIAL BOARD

Editor-in-Chief

Zehra Gabillon, University of French Polynesia (Tahiti)

Editorial Advisory Board

Anastasios Barkatsas, Monash University, (Australia)

António Almeida, Lisbon Higher School of Education / Center of Geology of University of Porto, (Portugal)

Benard Chigonga, University of Limpopo, (South Africa)

Carlos Alberto Torres, University of California- Los Angeles, (USA)

Douglas Paton, University of Tasmania, (Australia)

Duduzile Mzindle, School of Education, Durban University of Technology (South Africa)

Emrah Cinkara, Gaziantep Faculty of Education, Gaziantep University (Turkey)

Eunice Ivala, Cape Peninsula University of Technology-CPUT, (South Africa)

Francois Victor Tochon, Departments of Curriculum & Instruction and French & Italian, University of Wisconsin-Madison (USA)

Fulvia Furinghetti, University of Genova, (Italy)

Gandharva Joshi, Department of Psychology, Saurashtra University (India)

Guang Yang, Abu Dhabi Educational Council, (United Arab Emirates)

Hasan Seker, Mugla Sıtkı Kocman University, (Turkey)

Ismail Thamarasserri, Department of Education, Central University of Kashmir (India)

Jim Wilson, University of Georgia, (USA)

Maura Mbunyuza-deHeer Menlah, University of South Africa (UNISA), (South Africa)

Mohamed Amin Embi, University Kebangsaan Malaysia, (Malaysia)

Moshe Makgato, Tshwane University of Technology (South Africa)

Mulu Nega, Addis Ababa University, (Ethiopia)

Peter O. Olapegba, Faculty of the Social Sciences, University of Ibadan (Nigeria)

Philip Clarkson, Australian Catholic University, (Australia)

Pilot Mudhovozi, Department of Psychology, Great Zimbabwe University (Zimbabwe)

Qiao-Ping Zhang, The Chinese University of Hong Kong, (Hong Kong)

Raja Maznah Raja Hussain, University of Malaya, (Malaysia)

Salmiza Saleh, University of Science Malaysia; (Malaysia)

Seval Fer, Hacettepe University; (Turkey)

Shimeles Assefa, Addis Ababa University (Ethiopia)

Thulani Zengele, University of South Africa, (South Africa)

Tsediso Michael Makoelle, Graduate School of Education, Nazarbayev University (Kazakhstan)

CONTENTS

- Book Review: Corpus Approaches to Evaluation: Phraseology and Evaluative Language** em0030
Yang Chen, Fei Deng
<https://doi.org/10.29333/pr/5767>
-
- Teaching Senior High School Mathematics: Problems and Interventions** em0031
Aljemedin Sakilan Jaudinez
<https://doi.org/10.29333/pr/5779>
-
- What we Teach in Science, and What Learners Learn: A Gap that Needs Bridging** em0032
Paul Nnanyereugo Iwuanyanwu
<https://doi.org/10.29333/pr/5780>
-
- Students' Ability to Pose a Problem: The Case of Waste** em0033
Ifigenia Iliopoulou
<https://doi.org/10.29333/pr/5783>