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CONFERENCE PROCEEDINGS

**13th International Conference on Teaching, Education and Learning
(ICTEL), 06-07 Dec 2016, Kuala Lumpur**

06-07 December, 2016

Conference Venue

Linton University College, Persiaran Utl, Kampung Gebok Batu 12, 71700
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KEYNOTE SPEAKER



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Dual Career Academic Couple: Challenges and Prospects

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ABSTRACT

Currently, academic couples comprise a large Malaysia is recruiting a number of academic staff across the globe. Recruiting foreign academic staff is used to rank universities in the international ranking list. Undeniably, dual-career migrant couples in academic have the impacts on the academic world with regards to diversity and competitive workforce. However, dual career academic couples face a unique set of challenges within the academic world and family. The most of dual-career academic couple works separately with different organizations to thrive toward their career goals. Studies showed that one of the problems of pursuing two careers in the different geographic area is often encountered by dual-career couples, especially for women in academic dual-career marriages for balancing traditional familial roles and professional responsibilities. Several studies suggested that couple hiring policy is necessary for the universities that would impact on quality of work and diversity. In line with, the goals of the discussion are: (a) to discuss the importance or need of dual career couples (b) to know the common problems they are facing as dual career academic (c) to review the Dual Hire Policy for effectively managing their two careers and work-life balance.

Keywords—Dual Career, Migrant , Academic Couple, Dual hire policy, Gender



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Reviewing the Igbo Orthography: A Tool for Hands-Free Writing, Teaching and Learning of the Language

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ABSTRACT

In agreement with the Turkish proverb that "no matter how far you have gone on the wrong road, turn back", this paper reviews the present use of diacritics in Igbo orthography under the framework of Kay Williamson's Functional Parameters of Good Orthography. The paper is of the view that the use of diacritics in Igbo orthography has not fared better in the writing, teaching and learning of the language. In other to revitalize the Igbo language as a way of resuscitating it from the threat of being endangered in the highly competitive and contemporary society under the watchful eyes of modern technological advancements, this paper calls for a review of the use of diacritics in Igbo orthography. It recommends for either the modification of the four letters with diacritic marks in the Igbo orthography - i, o, u ñ - or the replacement of the current use of Onwu 1961 Igbo orthography with the earlier proposed Onwu 1953 Igbo orthography.

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	Key Words: Igbo, orthography, Language teaching, Language learning
Luo Zhanni GICLEAP1613054	<p>Design of an English Writing Class with the Use of Flipped Class Approach</p> <p>Luo Zhanni The University of Nottingham, Malaysia Campus, Malaysia luozhanni@gmail.com, kabx5lzz@nottingham.edu.my</p> <p>ABSTRACT</p> <p>Due to limited tutoring time and heavy workload, teachers face problems in making good use of in-class time and providing sufficient feedbacks in traditional English writing class. Without practicing and revising, students' writing skills show a poor rate of improvement. This study attempts to solve the problem by designing a flipped writing class with the use of synchronous peer editing. This researcher used 10 principles to design the flipped class framework and extended it with related pedagogical concepts such as the scaffolding theory. Based on this extended framework, this researcher designed a detailed procedure of implementing the flipped approach in an English language writing class. The design proved to be successful because it creates a student-centered and collaborative learning environment, makes good use of in-class time for high taxonomy of learning (applying, analyzing, evaluating and creating), reduces teachers' workload, and provides opportunities for teachers to give feedback that enhances learners' reflection process.</p>
Roswita Lioba Nahak GICLEAP1613055	<p>A Mixed Method Investigation Into the Relationship Between Iranian EFL Teachers' Burnout and Motivation</p> <p>Ali Roohani Assistant Professor, Shahrekord University, Iran roohani.ali@gmail.com</p> <p>Khadijeh Dayeri M.A. Student of TEFL, Shahrekord University, Iran kh.dayeri@yahoo.com</p> <p>ABSTRACT</p> <p>Teacher burnout has been a serious concern in mainstream education in recent years. However, the causes of this phenomenon and its relation to other educational and psychological variables have been less examined in the field of teaching English as a foreign language (EFL). Therefore, this study adopted a mixed method sequential design to address the gap in the literature by (a) exploring the sources of burnout among EFL teachers, (b) studying the relationship between teachers' burnout and their motivation to teach, and (b) investigating motivational factors which predicted teachers' burnout. The participants were 115 EFL teachers, selected through convenience sampling from private and public schools in the southwest of Iran. To collect data, Maslach Burnout Inventory-Educators Survey and Motivation to Teach Questionnaire, and a semi-structure interview were used. Descriptive data analysis revealed that emotional exhaustion was the main source of teacher burnout and it received a</p>

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	<p>high level among three components of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Correlation analysis also revealed statistically significant and negative relationships between two types of motivations (intrinsic and identification), and the teachers' burnout. Moreover, multiple regression analysis suggested the identification component of motivation as the best predictor of the participants' burnout. Furthermore, the data from the interview provided further insight into the quantitative results and explained some person- and work-related factors in relation to the teachers' burnout. Implications are provided for practitioners, policy makers, and researchers in the area of EFL pedagogy.</p> <p>Keywords: burnout; motivation; EFL teachers</p>
<p>Ali Roohani GICLEAP1613056</p>	<p>A Mixed Method Investigation Into the Relationship Between Iranian EFL Teachers' Burnout and Motivation</p> <p>Ali Roohani Assistant Professor, Shahrekord University, Iran roohani.ali@gmail.com</p> <p>Khadijeh Dayeri M.A. Student of TEFL, Shahrekord University, Iran kh.dayeri@yahoo.com</p> <p>ABSTRACT</p> <p>Teacher burnout has been a serious concern in mainstream education in recent years. However, the causes of this phenomenon and its relation to other educational and psychological variables have been less examined in the field of teaching English as a foreign language (EFL). Therefore, this study adopted a mixed method sequential design to address the gap in the literature by (a) exploring the sources of burnout among EFL teachers, (b) studying the relationship between teachers' burnout and their motivation to teach, and (b) investigating motivational factors which predicted teachers' burnout. The participants were 115 EFL teachers, selected through convenience sampling from private and public schools in the southwest of Iran. To collect data, Maslach Burnout Inventory-Educators Survey and Motivation to Teach Questionnaire, and a semi-structure interview were used. Descriptive data analysis revealed that emotional exhaustion was the main source of teacher burnout and it received a high level among three components of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Correlation analysis also revealed statistically significant and negative relationships between two types of motivations (intrinsic and identification), and the teachers' burnout. Moreover, multiple regression analysis suggested the identification component of motivation as the best predictor of the participants' burnout. Furthermore, the data from the interview provided further insight into the quantitative results and explained some person- and work-related factors in relation to the teachers' burnout. Implications are provided for practitioners, policy makers, and researchers in the area of EFL pedagogy.</p> <p>Keywords: burnout; motivation; EFL teachers</p>

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 <p>Elias A. Bensalem GICLEAP1613058</p>	<p>The Impact of Keyword and Full Video Captioning on Listening Comprehension</p> <p>Elias A. Bensalem Northern Border University, Arar, Saudi Arabia ebsalem@gmail.com</p> <p>ABSTRACT</p> <p>This study investigates the effect of two types of captioning (full and keyword captioning) on listening comprehension. Thirty-six university-level EFL students participated in the study. They were randomly assigned to watch three video clips under three conditions. The first group watched the video clips with full captions. The second group watched the same video clips with keyword captions. The control group watched the video clips without captions. After watching each clip, participants took a listening comprehension test. At the end of the experiment, participants completed a questionnaire to measure their perceptions about the use of captions and the video clips they watched. Results indicated that the full captioning group significantly outperformed both the keyword captioning and the no captioning group on the listening comprehension tests. However, this study did not find any significant difference between the keyword captioning group and the no captioning group. Results of the survey suggest that keyword captioning were a source of distraction for participants.</p> <p>Keywords: full captions, keyword captions, video, ESL, listening comprehension.</p>
 <p>Syafryadin GICICTEL1613060</p>	<p>Speech Training with Systematic Desensitization in reducing Students Speech Anxiety</p> <p>Syafryadin English Department, UNU Bojonegoro, Indonesia syafryadin2011@gmail.com</p> <p>ABSTRACT</p> <p>This study was designed to investigate the effectiveness of Speech Training with Systematic Desensitization to teach speaking for low and high anxiety students in alleviating students' speaking anxiety and speaking competence hindrances. This study used quasi experimental design. The population of this study was all fourth semester students in the English Department of Universitas Muhammadiyah Kendari in academic year of 2015/2016. The instruments of this study were speech test, anxiety test, observation checklist, interview guideline and note taking. The data were analyzed quantitatively and qualitatively. The findings of this study were Speech Training with Systematic Desensitization Technique (A1) was more effective than ABC Model Technique (A2) in enhancing the students speaking competence. It was proved that A1 (79.08) is higher than the students trained by using A2 (78.15).</p> <p>Keywords: Speech training, anxiety</p>

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Exploring the Impact of Let's Talk And Let's Go Global Programme On University's Students' Learning Interest

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ABSTRACT

The Ministry of Education in Malaysia has put forth a lot of emphasis on the English language syllabus to produce valuable students who can communicate effectively in English, locally and globally. English Language Teaching in Malaysian schools is responsible to focus on oral activities that would help students relate the language to the environment and enable them to communicate effectively in the language. The Malaysian government's aspiration is to increase the use of communicative approach as well as technology integration in the educational system to enable students to face global challenges. As technology increasingly takes centre-stage of our lives, there are compelling reasons for incorporating ICT into the language classroom to ensure that our students will be able to function in the societies of the 21st century. This study explores the impact of LET'S TALK AND LET'S GO GLOBAL programme on university's students' learning interest with the main aim to enhance students' communication skills and critical thinking skills. The primary focus of this study centres on how participants perceive the programme in a collaborative learning environment which covers a range of activities that is related to communication skills. The findings revealed that the programme impacted positively on the students' learning interest thus it promotes effective ways in enhancing the students' English language communication skills. Therefore, it is hoped that the findings will contribute to the development of students' communication skills as it is important for the language learning foundation to emerge successfully which can further develop other aspects of language skills. The study offers positive views for further study to be explored in order to attain a better understanding of what learners need to trigger their interest in language learning.

Keywords: communication skills, communicative approach, collaborative, language learning, ICT.



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Reality-Check for Flexibility Check: Assessing Open Distance Learning Status Among Nigerian Minors

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ABSTRACT

It is not gainsaying that education has significantly moved away from four-wall classroom. Technological innovations are being deployed to break barriers of TIME, DISTANCE, and LOCATION etc. in education. Little wonder NUC massively advocate for distance learning in Nigerian universities.

This research paper seeks to assess the sustainability of this new trend in education in Nigeria as regards the students. It seeks to examine various students'

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	<p>requisite skills, materials and peculiarities requires for this new trend of education. It tends to identify various challenges current Nigerian distance learners might be facing in this new system of education and how the concerned institutional bodies could flexibly factor these issues in designing Nigerian Social-friendly distance learning programmes.</p> <p>The research instrument used for this study is questionnaire which comprises of various questions carefully structured to assess distance learning students of University of Abuja as touching their current technical skills, financial capacities, socio-economic status among others. This research identifies challenges on 'Statorial' basis; it identifies the challenges from State to State within Nigeria. These and many factors are examined in this study to give an overview deliverables which could help to design/develop distance learning programmes that will be Nigeria-friendly considering her peculiar nature. The statistical method used in analysing the results gathered from respondents is Simple Percentage.</p> <p>The results of this paper identify various areas in distance learning that require local adaptation and not absolute absorption. It unravels heights that are still not yet attained in Nigerian distance learning and identifies strategies towards attaining them for excellent distance learning practices.</p> <p>Key Words: Distance Learning, Nigerian Universities, Nuc, Education</p>
 <p>Dr. Shabiba Khan GICICTEL1613064</p>	<p>Teacher Stress And Misbehavior Toward Students: A Problem of Work Motivation</p> <p>Dr. Shabiba Khan Head of Department – English Language and Literature Saifia Arts, Commerce & Law College, Bhopal – India Shabiba.khan@gmail.com</p> <p>ABSTRACT</p> <p>Teachers start their careers feeling motivated and desiring to make a difference in their students' lives. Teaching is challenging and stressful work, however. The considerable demands on their time and attention, limited resources for assistance, and ever-increasing performance requirements take a toll. Perhaps not surprising, beginning teachers soon feel burned out and emotionally exhausted. Studies find nearly half of teachers leave the profession in the first 5 years. The rest stay and, despite difficulties, report that their primary motivation remains caring for students. Nevertheless, researchers also note incidents of teacher misbehavior toward students. Festinger's (1957) Cognitive Dissonance Theory is used here to analyze and better understand such contradiction. The chapter proposes solutions to ease or abate teacher burnout and misbehavior given the above discussion as conclusion.</p>
 <p>Rene G. Nanit</p>	<p>Relationship of Birth Order and Scholastic Performance to Classroom Misbehavior of Kindergarten Pupils</p> <p>Rene G. Nanit Tarlac Agricultural University nanit_rene@hotmail.com</p> <p>ABSTRACT</p>

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<p>GICICTEL1613067</p>	<p>This study focused on analyzing the birth order, scholastic performance and classroom misbehavior of 189 kindergarten pupils in Santa Ignacia North District, during the S.Y. 2015-2016. The descriptive-correlational design was used to answer the research problems. The kindergarten pupils' birth order and scholastic performance were correlated to their classroom misbehavior. Statistical results revealed that seeking attention was the top most misbehavior of the pupils while profane language/inappropriate words was the least committed misbehavior. In addition, among the 12 misbehaviors of kindergarten pupils, only seeking attention was significantly related to their birth order. First-born pupils occasionally sought attention. Only child, last born and middle-born pupils seldom sought attention. The only child being the least to seek attention, followed by first born then middle born. It was also found out that aggression, running aimlessly around the classroom, shouting inside the room and temper tantrums were the misbehaviors that had negative significant relationship with scholastic performance of the pupils. The overall scholastic performance of the pupils in fine motor, receptive language, and cognitive domains was average. Findings also revealed that they were slightly delayed in gross motor, self-help, expressive language and socio-emotional domains. Based on the findings of the study, it is recommended that kindergarten teachers should strive to minimize or possibly eradicate misbehaviors of pupils which have negative significant relationship to their scholastic performance by trying to conduct the proposed make-over plan. They should also be provided with continual exposure and training on classroom management specifically handling classroom misbehaviors of kindergarten pupils. Keywords: Classroom misbehavior, Scholastic performance, Birth order, Kindergarten</p>
 <p>Zul Jalali Wal Ikram GICICTEL1613071</p>	<p>Reasoning Ability Students of Grade Twelve in Resolving Problems Trigonometry</p> <p>Zul Jalali Wal Ikram Master Program of Mathematics Education, Universitas Negeri Malang Malang, Indonesia Zuljalaliwalikram40@gmail.com</p> <p>ABSTRACT</p> <p>Reasoning ability is necessary for students to understand the material or mathematical concepts. But in fact many students are difficult to understand the material or mathematical concept, so that students learn less than the maximum in mathematics, especially in solving math problems. That is because the teacher is less attention to how students' reasoning abilities. Based on information from teacher, one material that is considered difficult is material trigonometry. Although the grade ten has got the material prerequisites are about determines distance by the cosine rule but there are still many students who have difficulty in applying the concept of cosine rule in matters. This made the researchers wanted to see how the reasoning abilities of students of grade twelve in solving trigonometry. This study is descriptive qualitative research. Subject of the study were 3 people, which are one of high ability students, one student capable of</p>

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	<p>being, and one low-ability students. Reasoning skills explored through descriptive analysis on the test results of students reasoning ability. From the analysis of the data, the researchers concluded that the reasoning abilities of students in solving congruency for high ability and capable students were good category, while the low-ability student was less category.</p> <p>Keywords: reasoning ability, trigonometry, concept of cosine rule</p>
 <p>Md. Amanullah GICICTEL1613073</p>	<p>E-learning Enhancing Student's Intelligent & Critical Thinking</p> <p>Abdul Rahman Ahmad Dahlan Faculty of Information & Communication Technology, International Islamic University Malaysia (IIUM), Kuala Lumpur 53100, Malaysia</p> <p>Md. Amanullah Faculty of Information & Communication Technology, International Islamic University Malaysia (IIUM), Kuala Lumpur 53100, Malaysia amd.amanullah@yahoo.com, aamd.amanullah@gmail.com</p> <p>Muhammad Bin Adnan Faculty of Information & Communication Technology, International Islamic University Malaysia (IIUM), Kuala Lumpur 53100, Malaysia</p> <p>ABSTRACT</p> <p>Education is an essential process for every human being especially students. However, students need to be more concerned with their Intelligent Quotient (IQ) and their critical thinking's skill. This paper intends to propose a conceptual solution that provides an E-learning development of students focusing on IQ and critical thinking knowledge. The paper is based on literature review, real world observations and adopting business model canvas (BMC) framework in building a conceptual solution for learning development of human talent to enhance student's intelligent and critical thinking. The findings of this paper shows that cyber world, that use the creativity of ICT and Internet, has been widely used around the world by entrepreneurs to build businesses based on sound human values and principles that takes into account the numerous benefits and virtues offered to the people, planet, and profits.</p> <p>Keywords: IQ, critical thinking, business model canvas, education, ICT, E-learning.</p>
 <p>Zeynab Jalali GICICTEL1613074</p>	<p>A Comparative Study of Using Cohesive Devices in the Writing of Iranian Arab Bilingual and Persian Monolingual EFL Learners</p> <p>Mohsen, Jannejad Shahid Chamran University of Ahvaz, Faculty of Letters and Humanities, Department of English Language and Literature m_jannejad@yahoo.com</p> <p>Zeynab Jalali Faculty of Letters and Humanities, Department of English Language and Literature</p>

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ABSTRACT

In today's world, most of the nations are bilingual. Thus the issue of bilinguality gained importance in recent years in ELT literature. The aim of the present study was to trace any differences in the use of grammatical cohesive devices (reference, substitution, ellipsis, conjunction) in the writings of Iranian Arab bilingual and Persian monolingual EFL learners. The participants were all female learners at high-intermediate level of proficiency. They were put in two different groups of Arab-Persian bilingual EFL learners and Persian monolingual EFL learners. The total final number of the participants of the study was 74 learners. Thirty four of them were Arab-Persian bilingual and 40 were Persian monolingual. Their homogeneity was assured by the placement test that their language institute has taken from its learners. Then, the participants were asked to write a two paragraph composition. The grammatical cohesive devices of each composition were identified and counted based on Halliday and Hasan's (1976) taxonomy of cohesive devices. The data collected from the compositions were analyzed using Mann-Whitney U. The result of this statistical procedure showed no significant difference between the two groups in terms of their use of cohesive devices.

Key words: Monolingualism, Bilingualism, Cohesive Devices



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**Factors Affecting Ethical Leadership of Basic Education School Administrators
under the Office of the Basic Education Commission : A Structural Equation
Model**

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Abstract

The purposes of this research were (1) to study ethical leadership, internal factors and external factors of the organization affecting ethical leadership of basic education school administrators under the Office of the Basic Education Commission; and (2) to study the influences of internal factors and external factors of the organization affecting ethical leadership of basic education school administrators under the Office of the Basic Education Commission. The research sample consisted of 215 basic education school administrators who were acknowledged as having ethical behaviors. Research informants totaling 860 teachers consisted of four teachers from each of the 215 sample schools. The employed research instruments were a form containing guidelines for in-depth interviews, and a 5-scale rating questionnaire to assess ethical leadership and factors affecting ethical leadership with reliability coefficients of 0.82 and 0.96. Data were analyzed using descriptive statistics, structural equation model analysis, and content analysis.

Research findings can be concluded as follows:

1. Based on results of assessment by teachers in schools, it was found that five aspects of ethical leadership of basic education school administrators under the Office of the Basic Education Commission were rated at the high level. They

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were the aspects of having good discipline, behaving as a good model, following the appropriate way of life, having love and faith in the teacher profession, and having professional responsibility (rating means ranging from 4.40 to 4.47). Based on results of assessment by school administrators, it was found that three external factors of the organization, namely, having a prototype model person and working with ethical persons, having received ethical enhancement from social institutions, and living in ethical enhancing social environment were rated at the high level (rating means ranging from 4.29 to 4.33).

2. Verification results of the structural equation model of factors affecting ethical leadership of basic education school administrators under the Office of the Basic Education Commission, developed by the researcher, revealed that the developed model conformed to empirical data ($\chi^2 = 32.30$; $df = 29$; $P\text{-value} = 0.30$; $\chi^2/df = 1.11$; $CFI = 0.99$; $AGFI = 0.86$; $RMSEA = 0.049$; $SRMR = 0.0034$; and the slope of Q-plot being parallel to the diagonal line).

3. As for the influences of factors affecting ethical leadership of basic education school administrators under the Office of the Basic Education Commission, it was found that the influence of the internal factors of the organization was a little higher than that of the external factors of the organization. The internal factors having influence on ethical leadership of school administrators were those of the practice based on social standards, and the administrator's characteristics that facilitate ethical development; while the external factors having influence on ethical leadership of school administrators were those of having received ethical enhancement from social institutions, having a prototype model person and working with ethical persons, and living in ethical enhancing social environment.

Keywords: Factors / Ethical leadership / Basic education school administrator / Structural equation model



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Contributions of Candidate Teachers' Thinking Styles to Entrepreneurship Dispositions

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ABSTRACT

The main purpose of the research was to determine the contributions of the candidate teachers' thinking styles to Entrepreneurship, Dispositions dispositions. Hence, it is aimed to determine whether thinking styles are related to Entrepreneurship dispositions and thinking styles measure Entrepreneurship dispositions or not. The research was designed in relational survey pattern. The research was carried out with 357 candidate teachers, including 172 males and 185 females. The findings of the research were obtained through Entrepreneurship Inventory and Thinking Styles Inventory. In the analysis of the findings, arithmetic average, standard deviations, and the correlations between variables were calculated. Afterwards, regression analyses were conducted to determine the candidate teachers' Entrepreneurship dispositions to thinking styles. A significant relationship was found between the teachers' Entrepreneurship dispositions and thinking styles. It was demonstrated that Entrepreneurship dispositions were measured by thinking styles.

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 <p>Che Raenahani GICICTEL1613060</p>	<p>Key Words: Thinking Styles, Enterpreneurship, candidate teachers</p> <p>Engaging Students through Flipped Classroom Model: The Malay Language Experience</p> <p>Che Raenahani Centre for Modern Languages, School of Humanities and Social Sciences, Nanyang Technological University, Singapore crhani@ntu.edu.sg</p> <p>ABSTRACT</p> <p>The Flipped Classroom Model has been touted as the latest method of teaching. It claims to improve engagement through meaningful learning activities and interactions. Educators believe that learning improves when students are engaged and learning tends to suffer when students are disengaged. While the concept of student engagement may seem straightforward, it can take fairly complex forms in practice. Educators have adopted various strategies to improve student engagement in classroom. This study looks at the effectiveness of adopting the flipped classroom model in the teaching of foreign languages, with Malay Language as its research subject. The hypothesis in this study is students want to be engaged and be active learners, the failure of which will result in students losing their interest in their learning. The research question is; how effective is the flipped classroom model in promoting and improving student engagement. The study involves students being exposed to different teaching strategies namely the flipped classroom model and the traditional teaching model in which teaching is primarily conducted in class, during a face-face session. The success of the flipped classroom model in the teaching of Malay as a foreign language is measured through survey questions and performance in assessments. The objective of the study is to ascertain to what extent flipping the classroom promotes the concept of student engagement. It is found that students who are exposed to a flipped classroom model are more prepared for learning in class. This in turns promotes better student engagement in terms of their degree of attention, curiosity, interest and optimism.</p> <p>Keywords— flipped classroom, engagement, foreign languages, Malay, teaching.</p>
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	<p>Elementary Science Education, 25240 Erzurum, Turkey simsekum@atauni.edu.tr</p> <p>ABSTRACT</p> <p>This study aims to examine Social Studies teachers' and prospective teachers' viewpoints and practices related two of the seven principles of good practice in education developed by Chickering and Gamson (1987). Research model utilized in this study is a descriptive method. The sample of the study consists of 31 Social Studies teachers, 50 second grade and 49 fourth grade Social Studies prospective teachers. Since this study focused on principle 4 (prompt feedback) and 6 (communicate high expectations) among seven principles a 20-item scale adopted from Chickering and Gamson (1987) which was originally consist 70 questions (10 questions for each principle) was used to gather required data. The total internal reliability coefficient of scale was calculated as 0.68. The result of the study shows that for principle 4 (prompt feedback) second and fourth grade prospective teachers have more affirmative statements than the teachers, while for principle 6 (communicate high expectations) the teachers have more positive statements than 2nd and 4th grade students.</p> <p>Keywords: Social Studies Teachers, Prompt Feedback, Communicate High Expectations, Seven Principles</p>
 <p>Datin M Nachiamal AV Muthiah GICICTEL1613072</p>	<p>Community colleges and their local communities. A study in Malaysia</p> <p>Datin M Nachiamal AV Muthiah The University of Waikato, New Zealand nachia@infoquest.com.my</p> <p>ABSTRACT</p> <p>In the beginning of the twenty-first century, a new set of institution – community colleges – emerged within Malaysian higher education. These community colleges were established almost simultaneously in other Southeast Asian countries. The promise of these institutions is likely to provide education to diverse segments of local communities, at the periphery of nations, regardless of age, position, and qualification. The focus of my qualitative study is to explore the goals, contributions and challenges of community colleges within Malaysian higher education. This is a multiple-case study which involves four community colleges in the context of Malaysia. Data were generated from three strata of participants from the four community colleges – directors, teachers, and students – through interviews and focus group discussions.</p> <p>In light of this study, I would like to share part of the outcome of my findings, concentrating on the contributions. My concern in this presentation is the different strategies adopted by community colleges to provide education to a diverse range of local communities. The focus is on varied practices employed by the community colleges, to entice more diverse learners who do not qualify for a college-level education. This presentation aims to contribute to the idea of social inclusion an aspect of lifelong learning which includes informal, non-formal and formal learning contexts.</p> <p>Key words: higher education, community colleges, lifelong learning, social inclusion, informal learning, non-formal learning</p>

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Preliminary Study on Administrative Model of Professional Learning Community to Develop Thai Language Teaching Capacity of Primary School Teachers in Three Southern Border Provinces

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ABSTRACT

The three southern border provinces of Thailand are unique with their own language and cultural identity. Most students speak Thai as a second language. Such conditions, educators put their effort seeking appropriate methods of teaching Thai language to the context of those areas. This research aims to develop the administrative model of professional learning communities to improve teaching skills of elementary school teachers in the three southern border provinces. The study was guided by two main questions: (1) what are the elements of the PLC administrative model?; and (2) how should the PLC administrative model be? A mixed-methods approach was employed, which consists of document analyses to identify the elements of the PLC administrative model, and then to synthesize the preliminary model. After that the researcher examined the suitability and feasibility of the model by using in-depth interviews with 17 key informants; focus group with 20 experts; and questionnaires with 705 school administrators and Thai language teachers from elementary schools in those three southern border provinces. Research data were analyzed using frequency, percentage, mean, standard deviation, and content analysis. The preliminary results revealed that the PLC administrative model for the development of Thai language teachers' teaching skills in those areas should comprise four main stages: (1) planning for establishing the objectives of a collaborative team and guidelines for action; (2) implementing the action plan into classroom practices along with teachers' shared learning and experiences, (3) investigating the performances of teachers by using methods of supervision, monitoring, and evaluation, and 4) rectifying all practices to improve the model for the sustainable development of Thai language teachers in the three southern

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	<p>border provinces. The results suggest that each stage of the effective model should be interrelated to the PLC principle. For better conclusion, the model are further experimented within two participative schools. Keywords: Professional learning community, Thai language, Teaching capacity, Southern border province</p>
<p>Zulkifli Abd Rahman GICICTEL1613082</p>	<p>MyO system as a direct measurement tool of CLO and PLO attainments for University of Selangor (UNISEL) Undergraduate Engineering Programs</p> <p>Zulkifli Abd Rahman, Faculty of Engineering and Life Sciences, Department of Engineering, University of Selangor, Bestari Jaya, 45600, Malaysia zulkifli@unisel.edu.my</p> <p>Juwairiyah Abd Rahman, Faculty of Engineering and Life Sciences, Department of Engineering, University of Selangor, Bestari Jaya, 45600, Malaysia juwairiyah@unisel.edu.my</p> <p>ABSTRACT</p> <p>In this paper, the details of MyOutcomes (MyO) system as a direct assessment tool at course and program level to assess the students' Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) attainments was developed. This system was developed by Department of Engineering and Academic Quality Improvement Unit's Portfolio, Faculty of Engineering and Life Sciences (FELS), UNISEL. The PLO is being assessed upon graduation and indicates the achievements of program students in their studies. Since Outcome Based Education (OBE) practice is becoming interest in Institute Higher Learning (IHL), suitable tools are required to support the whole OBE process throughout the planning stage until evaluation stage for quality assessments and ongoing program quality enhancement. It is important to measure the achievement of a university in producing high quality graduates who are equipped with a variety of knowledge and skills. This requires an essential knowledge and skills that students are expected to learn at the end of their learning experience and, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens. MyO is an excel software application that automatically calculates the student's individual CLOs and PLOs attainment based on their respective course's assessments mark. A CLO or a PLO is said to be achieved if the student's total assessment mark is greater than or equal to a defined Key Performance Indicator (KPI) related to that CLOs or PLOs. To accelerate such program achievement processes, we propose a novel MyO system for our OBE measuring engine and some of the results from MyO implementation were presented.</p>

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Nurturing 21st century skills through service learning:
From isolation to connection

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ABSTRACT

As our nation is gearing up towards 21 century learning, herculean measures have been taken to ensure that our students are geared with 21st century skills. One of the key milestone in tailoring our students with 21st century skills is Service Learning (SL). Although SL is incorporated in the education world, the advent of Service Learning concept itself is still relatively new in our region. This quasi-experimental study explored on the effects of service learning on student's attitude towards learning. The pre and post-survey data shows that service learning has significant positive impact on student's learning attitude (Mean=10.2, SD=1.74). Concomitantly, service learning has a bright prospect in our country towards honing 21st century skills among our students.

Keywords: Service learning, 21st century skills, attitude towards learning

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