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CONFERENCE PROCEEDINGS

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KEYNOTE SPEAKER

Navidreza Ahadi

Institute of International Studies, Ramkhamhaeng University King Mongkut's Institute of Technology Ladkrabang Bangkok, Thailand

"Local community perception toward Sustainable Tourism"

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Chiam Chooi Chea GICLEAP1610053	The Correlation between Socioeconomic and Open Distance Learning Attributes In Malaysia
	Chiam Chooi Chea **Open University Malaysia, Kuala Lumpur, Malaysia** chooi_chea@oum.edu.my

ABSTRACT
Education has been commercialized and higher education institutions faced stiff and strong competition over the years. These institutions always try to improve their service and facilities in order to stay top notch in the tier. Education trend has tremendous change and therefore it also changes the need of potential students seeking in a higher education. Open and distance (ODL) learning pedagogy has been on the upward trend over the years. ODL provides flexibility and most of its learners are adult-matured learners with much commitment such as work burden and family commitment. This paper aims to determine the attributes learners willing-to-pay based on the learners' characteristics or background. A total of 4680 items were collected for this study from ODL learners in Malaysia using the multinomial logit (MNL) model. The results of this study would be able to highlight and identify the attributes ODL learners are willing to pay and seeking in a higher education institution. The results showed that male respondents with higher income are significant for the programme and facilities offered to female respondents. The attribute of institution reputation too has increasing positive value for both levels for respondents who are single with higher income. While attribute facilities offered level 2 is significant for male with higher income respondents. The highest level of attribute for programme offered is significant for male respondents in this study.
Keywords: Open and distance learning (ODL), attributes, socioeconomic

P. Bouchard GICLEAP160055	Some Recommendations For The Development Of A Policy Of Open Networked Education In A World Of Commodified Knowledge
	P. Bouchard **Concordia University, Canada** paulbou32@gmail.com

ABSTRACT
Throughout the world there is a confirmed tendency toward openness in access to technological, cultural and educational innovations. In the context of open-source educational resources and peer-to- peer learning in Ecuador, several factors must be considered. Basic education needs to enter the digital world by affording access to broadband technologies either optical or mobile, and by preparing teachers to navigate the new environment. Adult basic education needs must also be considered, as literacy goals have not been met. In higher education, focus on open educational

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materials and peer-to- peer learning must be achieved. In so doing the role of the university will challenged and modified to include Previous Learning Assessment and Recognition (PLAR). In order to counteract worldwide tendencies that threaten openness, such means should be put in place as to promote a culture of openness in innovation, to check international corporate piracy, both academic and traditional (indigenous), and to curb the world trend of radicalized copyright legislation. Ecuador's National Plan Buen Vivir acknowledges the necessity for the national economy to reduce its dependency on natural resources and accelerate its engagement in building a "knowledge economy". To this end, education and training are considered investments for the well-being of the nation. The second direct engagement of the plan is to encourage openness in educational resources. This commitment is compatible with a world trend that calls for a de- centralization of information and knowledge, and the emergence of a free knowledge society - free from proprietary rights, that is. Open learning not only means access to existing resources, it is also the openness of the educational materials themselves- the free contribution of all interested persons in building educational resources collectively. This spontaneous collaboration between experts and peers is enabled by the connectivity of the internet. Although still in its infancy, the phenomenon carries formidable potential as demonstrated by successful experiments such as Wikipedia and open-source software. One of the consequences of openly accessible learning resources is that the control of educational institutions is inevitably reduced. Knowledge and information can be accessed by anyone, anywhere, so that teaching institutions become just another resource, among others. The question is, what is the role of higher learning institutions in a world of open-access knowledge? One of the answers to that question is that they will play a crucial role in assessing and accrediting knowledge and competence that was acquired outside their own walls. There is also a new phenomenon that is transforming the way we know and the way we learn. We are not only able to access large amounts of information and learning resources online, but humans now also have an unprecedented access to each other. The potential of the network cannot be understated, especially in its incarnation where the main feature of the environment is interactivity. Experts and peers are no longer found in the rooms and hallways of academia, they are found online. This paper examines the challenges to building a true open knowledge policy and formulates some specific recommendations. The study was funded by the government of Ecuador but its applications offer far-reaching potential for other countries around the world.

Keywords: Open education, Open knowledge, Ecuador, education policy, networked learning, indigenous learning

The Effectiveness of Using Pictorial Vocabulary to Teach Vocabulary to ESL/EFL Learners

Mohd Haniff Mohd Tahir
University of Malaysia, Terengganu
m.haniff@umt.edu.my

Mohd Haniff Mohd Tahir
GICLEAP160056

ABSTRACT
In the KBSM English syllabus, vocabulary learning is only incorporated in the teaching according to the four main skills; reading, writing, listening and speaking as target words are usually taught implicitly. Often, learners may miss out the different meaning that can be accounted for a word and its spelling due to the common method used to teach the target words. This study investigated the effectiveness of the use of

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pictorial vocabulary for vocabulary teaching involving 60 selected students from Form Three classes of a sub-urban school in Ipoh. The mean scores of the pre and post-tests are analysed by using descriptive statistics. The questionnaire in the student's evaluation form was analysed descriptively in terms of frequency counts and percentages of responses. An interview was also conducted to clarify the findings. The results suggest that the incorporation of pictorial vocabulary is effective in learning the target words among Form Three learners.

Keywords: English as a second language/English as a foreign language (ESL/EFL) learners, target words, pictorial vocabulary, vocabulary teaching

The Problems And Prospects of Physical Education In Maharashtra

Dr. Ravindra Baliram Khandare
Director of Physical Education Arts, commerce & Science College, Sonai
Ta: - Newasa . Dist. - Ahmednagar (MS) – 414105 INDIA
ravikhandare03@gmail.com

Dr. Ravindra Baliram Khandare GICLEAP160057

Abstract
The importance of physical education has never been emphasized more than it is today. It is widely recognized that physical education (PE) and sports is relevant and important in developing an active and healthy lifestyle and the solution to rising obesity rates worldwide. Although in most countries, physical education is part of the school curriculum, lessons are not given, thus leading to a reduced experience of physical activity for children and youth. The practice of a physically active lifestyle in combination with healthy nutrition, however, needs to be started in early childhood. Therefore, ensuring that all children engage in regular physical activity is crucial, and the schools are the only place where all children can be reached. Quality Physical Education is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport and is the only school subject whose primary focus is on the body, physical activity, physical development and health. The present study will identify the current trends, issues and challenges in PE and sports based on which future challenges will be addressed.

Keywords: - Quality Physical Education, participation,

Eloisa A. Rivera GICLEAP1610058

Mother tongue-based mathematics iloko language Competence of grade i learners in bauang district, Division of la union

Eloisa A. Rivera
Department of Education, Philippines
mrserivera@gmail.com

Introduction:

The 21st century has been swamped with changes and challenges brought about by modern science and technology. Every aspect of human life has been through radical adjustments and the international community has to adapt to these multitude of innovative technical and scientific undertakings.

     To be abreast with these changes and to be one with the modern world requires quality education which has become the modern man's primordial concern. Educators and school administrators have been geared to effect and sustain an efficient and effective paradigm shift to address the transformations in these

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contemporary times (Cristobal, 2004).

Quality education springs from quality instruction and since Mathematics is an essential subject in any educational system, this subject must also be taught with competence and learned from excellent instruction. Mathematics has a major role not only in the advancement and innovations in science and technology. It, too, provides a solid foundation to the many aspects of man's daily activities and it sheds light on the comprehension of complexities inherent in apparently quite simple situations (mathforum.org). Even in the simplest of man's undertakings, Mathematics is necessary so that everyone needs sufficient competence in the fundamental operations, as well as thorough understanding of its basic concepts. One needs the ability to compute numbers in any form and apply this in seeking solutions to any problem that may arise. As such, principles and standards for school Mathematics emphasize that students learn important Mathematical concepts or processes with understanding. However, according to the Third International Mathematics and Science Study (TIMMS) which was carried out to students in the final year of secondary school undertaken in 2008, the Philippines had an average scale score of 355 in Advanced Mathematics courses. This was the lowest average achievement among the countries who participated in the study. This is a proof of the claim of many about the worsening levels of Mathematics and Science competency of Filipino students in international assessment tests. This, they say, can be attributed to problems in the country's basic education sector which critics have described as being in an alarming state.

Moreover, in the National Achievement Test for Grade VI in 2009-2010, the passing rate obtained was 69.21%. Although this posted a 24% improvement compared to the rate in 2005-2006, further improvement is needed to be at par with the standards. Also, the 2009 NAT results for High School in 2009-2010 was 46.38%, showing a decrease from 47.40% in 2008-2009.

DepEd records also show that many students who finished basic education do not possess sufficient mastery of basic competencies. Region I had a national mean of 66.47% and a regional mean of 65.64% in the Grade VI NAT in 2011-2012. Though this was a slight improvement compared with the performance in 2010-2011, the passing rate was still below the standard international average performance.

In this Grade VI NAT results in 2011-2012, the Division of La Union placed third from the bottom among the 14 divisions in Region I with an over-all mean of 64.19% and a 65.72% mean in Mathematics. Meanwhile, the Bauang North District obtained in 2010-2011 a mean of 50.68 in the Grade VI NAT, but this went down to 42.53% in 2011-2012. On the other hand, the Bauang South District achieved 66.54% in 2010-2011 which improved; although, very minimal in 2011-2012 with a rate of 67.89%.

The aforementioned scenarios attest that the Philippine educational system has been hounded by a host of challenges posed by low-level achievements of learners particularly in the field of Science and Mathematics. One reason is that, many children in the Philippines study Mathematics in a language they do not understand. Rinon (2011) said that the mother tongue of most Filipino children in the Philippines is neither Filipino nor English. Using these languages may not help the child carry out basic functions in his own contextual milieu. In class, listening to the strange sound and accent may at first enchant the child, but as the lessons become cognitively demanding, he begins to feel disillusioned. The language barrier consequently stores up episodes of communication breakdowns between the teacher and the child as well as between the child and the unknown concept. Daunted by the feeling of not being able to communicate well in the foreign language, the child eventually drops out of

school. Many children today leave school too early because the language of instruction has failed to facilitate their learning.

Learning is apparently connected to the language of instruction and mathematics classes are not spared from this learning-language connection. De Castro (2005) noted that when children do badly in Mathematics, it is because they do not understand the lessons, not the subject. He contends that the child's inability to cope with Mathematics is due to the excessively rapid passage from the qualitative (logical) to the quantitative (numerical). This rapid passage involves a complex course of actions, such as learning new knowledge and skills; active construction of meaning; control and monitoring of one's own process of understanding; the physical, social and cultural context of the learning task; and the children's individual differences. As the learning process is influenced by the physical, social and cultural context of the learning task, the quality of interactions between the child and the significant others around him would be affected by the language of communication at home, in school and in the community. Studies have proven that the use of the mother tongue elevates the young child's self-esteem and eliminates his fears and inhibitions. Hence, language cannot be brushed aside in all learning situations.

The K-12 Mathematics Curriculum has been crafted to provide the necessary solid foundation in Mathematics. But to further improve the dismal state of learning, the subject in Basic Education, DepEd Order No. 31, s. 2009 has been implemented. This mandates the use of the Mother Tongue as a medium of instruction from Kindergarten to Grade III and is also taught as a subject. This DepEd Order is the Mother Tongue-Based Multilingual Education (MTBMLE) Program which has been carried out in 2012-2013. This program has been anchored from researches worldwide, which found out that top performing countries in International Mathematics and Science studies are those that always make reference to the language they already know and that in international Mathematics competitions, the high performing countries are those that allow their students to use their home language (http://conferences.cluteonline.com).

In Nolasco's Multilingual Education Primer (2011), it was also cited that young learners start from where they are and from what they already know. This could mean that the mother tongue is the primary tool in learning how to read and write as well as in learning about other subjects such as Mathematics, Science and Health, and Social Studies.

With the adoption of the MTBMLE Program in the Philippine Educational System, the stakeholders pin their hopes for an improvement in the quality of teaching and learning. But then, due to the novelty of the program and the alacrity of its implementation, the dearth of instructional resources, references, books and materials for the use of teachers as well as learners especially in Mother Tongue Based Mathematics is a real problem the basic education teacher is beset with.

This is true, especially in Bauang District. As it is been observed, the learners' materials used by the teachers and pupils are not enough to provide effective teaching-learning situation for the acquisition of basic skills in Mother Tongue-Based Mathematics. In fact, the learners' material provided by the DEPED in Mathematics for Grade I, Quarters 1 and 2 are written in English. This is the reason why teachers were having a hard time to supplement their lesson. The lack of additional references, learners' material and supplementary materials is one of the manifestations of difficulties in teaching Mother Tongue-Based Mathematics.

Considering the low performance in Mathematics and the shortage of references, learners' material and supplementary materials for Grade I pupils, the

researcher has crafted a skillbook which can serve as a ready reference for the Grade I teacher and as an authentic workbook for the learner.

Abstract

The study aimed to determine the Mother Tongue-Based Mathematics Iloko Language Competence of Grade I pupils of Bauang District, Division of La Union, during the school year 2013-2014 which serves as basis in developing a Mother Tongue-Based Mathematics Skillbook for Grade I. It identified the profile of the respondents along Socio-Economic Status, Ethnic Background, and Dominant Language Used as well as the level of competence in Mother Tongue-Based Mathematics of the Grade I pupils along Conceptual Skills, Analytical Skills, Computational Skills and Problem Solving Skills. It also determined the significant relationship between the respondents' profile variables and their Mother Tongue-Based Mathematics Competence as well as the strengths and weaknesses in Mother Tongue-Based Mathematics. The descriptive method of research was used in this study and documentary analysis was also utilized in gathering the needed data for the profile of the respondents. Further, the study also tried to determine the level of competence of the respondents with a validated and reliable competence test which was constructed by the researcher. The results of the competence test were used as basis in the development of a Mother Tongue-Based Mathematics Skillbook.

Based on the data gathered, the following were the salient findings of the study: Majority of the respondents were Ilokanos who are of low socio-economic status. The pupils have high competence in conceptual and analytical skills and moderate competence in computational and problem solving skills. There existed a significant relationship between the respondents' ethnic background and their level of competence, as well as dominant language used and their level of competence. There is no significant relationship between the respondents' socio-economic status and their level of competence in Mother Tongue-Based Mathematics. Conceptual skills and analytical skills were discovered as the respondents' strengths while Computational skills and Problem solving skills were discovered as their weaknesses; And finally, a validated skillbook was developed to address the identified weaknesses of the respondents.

Based on the findings of the study, the following conclusions were arrived: the Grade I pupils are Ilokanos who come from below average class of families, the pupils are good in Mathematics, the pupils' ethnic background and dominant language used influence their Mathematics skills, the pupils' skills in computation and problem solving need enhancement. The validated Skillbook is an instructional material that can be used as reference of teachers or as a workbook for the learners to improve their competence in Mother Tongue-Based Mathematics.

To address the perceived needs/constraints, the following recommendations are forwarded: First, Teachers and Grade I pupils should adopt the Skillbook to improve the mathematical competence of the pupils and to equip them with the needed skills especially in problem solving and higher-order thinking. Second, a regular assessment of the competence level of the pupils in Mother Tongue-Based Mathematics should be conducted. Third, a parallel study should be undertaken in all the other subject areas to find out the difficulties from the implementation of the MTB-MLE program in order that these could be addressed the soonest. Fourth, parallel studies should be undertaken in order to encourage teachers to design and craft relevant and authentic instructional materials. Finally, continuous seminars, trainings and workshops in the utilization and pedagogy using the Mother Tongue should be undertaken to enhance the linguistic and pedagogical skills of Basic Education teachers.

Development of Transformative Learning Process for Enhancing Self Development in Lifelong Learning Management Potentials of Thai Non-Formal Education Facilitators: A Qualitative Study

Prasak Santiparp
Department of Community Health, Faculty of Public Health, Mahidol University, Bangkok, Thailand

Prasak Santiparp
GICLEAP160059

Abstract
For community development, lifelong learning is necessary in Thailand as the Promotion of Non-Formal and Informal Education Act, B.E.2551 indicated. Thereby the non-formal education facilitators had to acquire knowledge and skills for their learners. Therefore facilitators must be improved their self-development process to acquire knowledge and skill with 7 concepts: 1) Desire to learn 2) Self-diagnosis 3) Set goals 4) Finding appropriate resources 5) Recruit of other people 6) Attempt to do 7) Self-evaluation by transformative learning. Thus the purpose of this study was to find a transformative learning process for enhancing self-development of non-formal education facilitators' potential in lifelong learning management for sustainable community development. The triangulated data by systematic reviewing, interviewing and surveying to find transformative learning process of non-formal education facilitators' self-development to enhance potential in lifelong learning management were conducted. The findings showed that the transformative learning process was a cycle of disoriented dilemma, proposed premise, inspiration occurring and action with reflection in each step (DR-PR-IR-AR). Thai lifelong learning management consisted of educational services, fundamental education, career education, community development. The starting of Thai Bhudist way of life was suitable for triggering transformative learning process.
Keyword: Lifelong learning management; Self–development; Non-formal facilitator's potential; transformative learning, Thailand

The Disposition of Motivation among English Language Tutors in a Public University in Malaysia.

Suhaida Omar
English Language Department, Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, Bachok, Kelantan, Malaysia
suhaida.o@umk.edu.my

Nik Ahmad Farhan bin Azim @ Nik Azimb
English Language Department, Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, Bachok, Kelantan, Malaysia.

Suhaida Omar
GICLEAP160060

Abstract
The English language is one of the compulsory subjects in both primary and secondary schools in Malaysia, and among the related research studies are the methodology of learning English, and attitude and motivation towards this subject. In the case of motivation in teaching and/or learning English, there has been an increase on the research on motivation in language teaching, i.e. the effects of motivation on teachers. On the other hand, little attention is given to language tutors' motivation in higher education institution (HIE). Since it has also been suggested that teacher motivation could affect student motivation in schools, it is also worth to research on the extent of

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language tutors' paradigm of motivation on the undergraduates' motivation and language performance, which is the aim of this research. It is important to emphasise that unlike the school teachers who receive constant academic supports from Ministry of Education Malaysia, the language tutors hardly receive the equal amount of supports and attention from the education authority. The methods that will be used for data collection are interviews; individual and focus groups with the language instructors and the students. This will be a pilot study to gain a better understanding of the language tutors' current motivational level and, and prior to a full research in which the researchers will propose the intervention modules to increase the their motivational level and ultimately to what extent they can influence students' motivation and language performance in learning English.

Keywords: ESL, language tutors, motivation

Teacher-Centered Teaching Methods verses Learner-Centered Teaching Methods in Teaching High School Mathematics Classes.

Jumana Swaid
American International School Jeddah, Saudi Arabia
Jswaid@aisj.edu.ds

Jumana Swaid
GICLEAP160061

Abstract

Eeducation researchers have investigated and highlighted the impact of Learner - Centered Teaching Methods on learners for decades leading education towards a gradual shift from delivering instruction in a traditional instructional styles that involves teachers lecturing and students taking notes to more active learning and teaching styles .

In High school mathematics classes Learner -Centered Methods has been implemented in the last decades on a small scale primarily by teachers interested in experimenting with new teaching strategies.But today's instructional technologies revaluation, coupled with cognitive researches findings accelerated the need to transform both teaching and learning styles and strategies in High School Mathematics classes.

While using Learner-Centered Teaching Methods in High School proved to be more effective in the learning and teaching all sciences , using it in High School Mathematics classes is still limited and subject to broad discussions among mathematics educators.

To identify and compare characteristics of both methods , a study was conducted over a sample of 150 High School Students in American International School of Jeddah in Algebra 2 classes were 50 % of students were approached using Teacher-Centered Teaching Methods while the rest of the students were approached using Learner - Centered teaching methods.

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Educational Technology Supported Data-Driven Learning for Institutional Research

Yi-Chun Lin
National Pingtung University, Center of Institutional Research and Development,
Taiwan (R.O.C.)
jellyplum@gmail.com

Yen-Ting Lin
National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)
ricky014@gmail.com

Yi-Chun Lin
GICLEAP1610063

Abstract
In recent years, development of institutional research is an important issue to each university. The aim of institutional research is to collect and administer inter- and intra-relationships between universities, offices, faculties, curriculums, and student learning behaviors. Moreover, based on the quantitative and qualitative data, institutional researchers can further investigate the relationships between students' learning performance and institutional developments, and further assist institutions in making correct decisions. With regard to student learning behaviors, it is relatively difficult to obtain the data for universities especially in real-world learning environments. Therefore, the aim of this study is to propose the developments of data-driven learning and assessment in real-world and digital-world learning environments for developing institutional research. Firstly, well-design online learning platforms are essential for various learning devices to support different learning activities. Responsive web design (RWD) web applications are suitable to the developments. Following that, bring your own device (BYOD) or bring your own technology (BYOT) policies have to be implemented in higher education for effectively collecting student learning behaviors. Moreover, wearable devices are effective and applicable tools to detect and collect student learning behaviors, especially developing affective learning environments. Finally, internet of things (IOT) can enable institutions to expand learning situations and connect students, peers, and learning environments with each other to conduct smart learning environments.
Keywords: institutional research, data-driven learning, smart classroom and campus

Web Technology Acceptance in Higher Education: A Malaysian Scenario

Puvaneswary Murugaiah
School of Distance Education, Universiti Sains, Malaysia
ampuva@usm.my

Vijaya Latshmi Suppiah
School of Languages, Literacies and Translation, Universiti Sains Malaysia

Yen Siew Hwa
School of Distance Education, Universiti Sains Malaysia

Puvaneswary Murugaiah
GICLEAP1610064

ABSTRACT
The presence of web technology in higher education institutions has changed the way courses are taught and learnt. Bearing in mind that technology is a core element in both instructional strategies and student preference, it is crucial that it is incorporated effectively as it would impact not only on the effectiveness of instruction but more

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	significantly on student achievement. It is largely dependent on the attitudes and willingness of faculty in adopting it. This study therefore, explores the factors that impact on faculty acceptance and adoption of web technologies in English language teaching in four Malaysian public universities. The Technology Acceptance Model (TAM) forms the basis of the study. Employing a quantitative exploratory approach, the findings indicate that perceived usefulness is a strong indicator of faculty acceptance. It can be implied that by understanding the factors underlying the adoption of web technologies, university administrators can implement effective measures to help and enhance instructors' adoption of technologies in higher education institutions. Keywords: web technology, technology acceptance, higher education institutions, TAM
Prof. Novembrieta R. Sumil GICLEAP1610065	**Innovative Teaching-Learning Engagements For Adult Learners: An Advocacy Training Course On Creative Intelligence And Innovation In Teaching-Learning** **Novembrieta Sumil** **Institute for Social Research, Kampala International University (KIU), Kampala, Uganda, East Africa** **novembrietas@yahoo.com** **Abstract** **This empirical investigation orchestrated the applied research component of an action research through a quasi experiment, post test technique of 202 postgraduate students (masters and PhD) in an in-site university setting, towards advocating a change in the teaching-learning process from traditional authoritarianism to contemporary learner-centered engagements. Accentuated under the innovative teaching-learning engagements were the substantial engagements (cognitive, affective and motor engagements); learner-centered philosophies of creative pedagogy (innovative teaching); andragogy (self-directed learning); heutagogy (self-determined learning) and learning mechanisms namely: blended/hybrid learning (80% course related engagements, 20% on line engagements related to the course or computer aided engagements). From January 2015-April 2016 semester periods, the courses taught that were included in the experiment were Research Methods, Doctoral Research Seminar, and Organizational Behavior. For each of the three experimental groups, a set of innovative teaching-learning engagements were employed consisting of interactive dynamics, panel discussion, case report, journal sharing, interactive seminar, on line leaning engagements and computer hands-on/applications while these techniques were utilized as learning outcomes assessments: reflection and reaction papers, action research, research forum, case analysis/critique and computer aided gamification. The findings elicited from a validated and tested for reliability post engagement questionnaire revealed a very high acceptability (mean=3.54) of the teaching-learning engagements and very high domains of affective (mean=3.71), motor (mean=3.55) and cognitive (mean=3.53) engagements. These results from the student respondents implied an expanded implementation of the innovative teaching-learning engagements through a training course in three months for university educators to serve as an advocacy for creative intelligence and innovation in the teaching-learning milieu.** **Keywords: acceptability, adult learners, advocacy training course, creative intelligence, domains, innovative teaching-learning engagements.**

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

Samuel Dunsin Ojo
University of Abuja, Centre for Distance Learning and Continuing Education, Nigeria
ojoosamuel@gmail.com

Samuel Dunsin Ojo
GICLEAP1610067

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' 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.

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.

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.

Key Words: Distance Learning, Nigerian Universities, Nuc, Education

The Relationship Between Pre-Service Teachers' Information Literacy And Metacognitive Strategies

Nihal Tunca
Dumlupınar University, Education Faculty, Department of Educational Sciences
tuncanihal@gmail.com

Özge Özer
Anadolu University, Education Faculty, Department of Educational Sciences
ozgeo@anadolu.edu.tr

Özge Özer
GICLEAP1610068

ABSTRACT

Information literacy has an extensive scope including recognition, gathering, organization, evaluation and sharing of information. Information literacy consists of processes such as recognition and comprehension of information, gathering and organization of information, arrangement of organization, analysis and evaluation of information, interpretation and presentation of information, communication of

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information and establishing cooperation. Metacognition is in general defined as one's own knowledge about his/her cognition. That is, the concept of metacognition is defined as one's own knowledge about his/her cognitive processes and the use of this knowledge to control cognitive processes. The skills expected to emerge in an individual at metacognitive level are self-awareness and awareness of learning patterns, conscious behaviors, self-control, planning, monitoring of how one learns, self-regulation and self-evaluation. When the literature on these two variables is examined, it is seen that there is a theoretical relationship established between information literacy and metacognition. Considering the theoretical background of these two variables, the current study aimed to determine the relationship between the pre-service teachers' information literacy and metacognitive thinking skills. The study group of the current research employing the survey model is comprised of a total of 576 pre-service teachers attending two different universities in Turkey in the spring term of 2016-2017 academic year. In the collection of the data "Metacognitive Learning Strategies Scale" and "Information Literacy Scale" were used. In the analysis of the data, Pearson Product-Moment Correlation Coefficient, t-test and ANOVA and Kruskal Wallis H test were employed. The research is still in progress with the analysis of the data.

Effect of Spiral Curriculum on the Retention of Science Lessons of F.E.U. Diliman Grade 9 Students A.Y. 2015-2016.

OCTAVIANO, EDIE AIMEE C.
University of the Philippines Los Banos

Prof. Ivan Marcelo A. Duka

OCTAVIANO, EDIE AIMEE C.
GICLEAP1610069

The K to 12 Program uses the spiral curriculum approach in learning. In the spiral curriculum approach, each of the four disciplines chemistry, physics, biology, and earth science is taught per quarter with increasing difficulty every year level. The general objective of this study is to assess whether grade 9 students retained what they have learned in science from the previous year, when they were in grade 8. The specific objectives of the study were to measure the retention of grade 9 students of their grade 8 science the previous year, to evaluate which of the four disciplines, earth science, biology, chemistry, or physics, did the students retain most; and to compare which of the four disciplines the students excel most with relation to the retention interval. To test the retention of Grade 9 students of FEU Diliman A.Y. 2015-2016 of what they have learned the previous year, the students answered a 60-item Grade 8 science test consisting 15 items of each science discipline; chemistry, physics, biology and earth science. Data was gathered and analyzed. Chemistry showed the highest mean amongst the five areas, 6.86, followed by biology (5.88), physics (5.43) and earth science (4.64). Results showed that among the four disciplines of science taught in secondary education under the spiral curriculum, chemistry was the discipline the students obtained the highest scores in therefore it was the discipline most retained. Since chemistry was taught first in the school the study was conducted, it has the longest retention interval and earth science, the lowest since it was the most recent learned area. Factors such as the sequence of learning the disciplines and the duration of learning should be taken into consideration.

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Prof. Mokhtar Amin Abud El Gany
GICLEAP1610076

The Personal and social factors which related with the professionally female's wrestling

Prof. Mokhtar Amin
Professor of sports psychology, Dean of the Faculty of Physical Education -
University of Beni Suef

Dr. Nermeen Farg
Assistant Professor Department of Psychology University Sports Sadat

ABSTRACT

This study aimed to identify the most important factors which are associated with the professionally female wrestling in Egypt, the study included 30 girls and 11 coaches by using designing questionnaire which contains four dimensions of needs (fame - social desirability - financial - proving oneself), coms to the financial needs most important findings that explained . 5 The preliminary results were ex tended to a desire for fame, while I got the need to prove oneself on 73.6% were social desirability percentage 70.1 % and finally the need for money of 55.8%, the study recommended the need to spread the culture of Ashtray building blocks for individual games Ladies , pay attention to their participation in the international competitions and the Olympic games

keywords: Sports psychology - psychological trends - humanitarian and social sciences

Melihan ÜNLÜ
GICLEAP1610077

The Examination of Strategies used by Mathematics Teacher Candidates in Solving Non-Routine Problems

Melihan ÜNLÜ
Elementary Mathematics Education, Aksaray University, Turkey
melihanunlu@yahoo.com

ABSTRACT

1. Background/ Objectives and Goals

Problem is a situation that requires resolution, and for which the path to the solution is not immediately known (Posamantier&Krulik, 1998). Problem solving is one of the important factor that affects mathematics learning and can be defined as trying to find a suitable action to reach a desired point but being unable to reach expected end (Polya, 1962). Principles and Standards for School Mathematics in the USA (NCTM, 2000) stated that "Solving problems is not only a goal of learning mathematics but also a major means of doing so" (p. 52). Polya (1990), focus on four problem solving steps: understanding the problem, planning, applying the plan, and evaluating the solution. Posamantier&Krulik (1998) classified problem solving strategies as Working Backwards, Finding a Pattern, Adopting a Different Point of View, Solving a Simpler Analogous Problem, Considering Extreme Cases, Making A Drawing (Visual Representation), Intelligent Guessing and Testing, Accounting for All Possibilities, Organizing Data, Logical Reasoning. Many researches focused on problem solving (Silver&Cai, 1996; Yazgan&Bintaş, 2005; Elia, Heuvel-Panhuizen&Kolovou, 2009; Olkun et. al., 2009; Çelebioğlu&Yazgan, 2009; Gür&Hangül, 2015; Aksoy, Bayazit&Kırnap-Dönmez, 2015).

In light of this researches it was seen that studies related to problem solving strategies generally examine investigated the strategies generally used by teachers and students in problem solving process. However when the literature is examined, there has

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	been limited researches which directly questioned to examine strategies used by mathematics teacher candidates in solving non-routine problems. This research also focus on how Strategies used by the teachers' problem solving is conducted to determine whether they are aware of. **For this purpose the aim of the study was to examine mathematics teacher candidates' strategies used in solving non-routine problems.**
Betül Keray Dinçel **GICLEAP1610078**	**Analyzing of Children's Songs According to Values** **Betül Keray Dinçel** **Turkish Language Teaching, Faculty of Education, Aksaray, Turkey** **betulkeraydincel@gmail.com** **ABSTRACT** **1. Background/ Objectives and Goals** **Music penetrates into the inner world of man. Music has an important place in human life. Children's songs inspire the love of music in children and improve their musical skills and at the same time, teach national values and societal rules, contribute to their personality development, make children feel happier, foster interpersonal communication and particularly contribute to the cognitive and linguistic development of children at early ages.** **Children's songs play an important role in imparting values to children. There are many classifications in value education. Values are included into Turkish Curriculum. Research on children's songs has mostly focused on their musical characteristics; hence, there is a greater need for the analysis of songs in terms of their content. In this regard, the problem statement of the study is expressed as follows: "What is the distribution of the songs from TRT (Turkish Radio and Television Corporation) popular children's songs competitions according to values in Turkish curriculum?"** **2. Methods** **In the current study, totally 59 songs competing in the finals between two thousand and four and two thousand and fifteen were analyzed according to values. In the analysis of the songs, content analysis was employed. In the content analysis, all of the songs were subjected to content analysis based upon values included into Turkish curriculum. Content analysis was carried out manually. Songs were listened one by one, were numbered from 1 to 59 and written down. For reliability of the research, after analyzing, songs were examined by another researcher and were also examined again by the researcher one and half months later, and it was seen that there were no differences between examinations.** **In the current study, ten songs from two thousand and four, ten songs from two thousand and seven, nine songs from two thousand and nine, ten songs from two thousand and eleven, ten songs from two thousand and thirteen and ten songs from two thousand and fifteen so totally 59 songs from eleven-year period were included.** **3. Expected Results/ Conclusion/ Contribution** **More than one value was seen to be included in some of the songs. Frequency and percentage calculations were carried out according to the number of total value. Accordingly, frequencies related to values are as the following: diligence 2, solidarity 19, love of nature 16, honesty 1, rightness 1, faith 3, tolerance 1, self-confidence 4, sharing 5, respect 2, love 24, patriotism 3, peace 19, openness to innovation 12, joy of living 6, happiness 13, hope 12, favor 4.** **It is seen that the values of solidarity, love of nature, love, peace mainly take place in children's songs and however, the values of diligence, honesty, rightness, faith,**

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	tolerance, self-confidence, respect, patriotism, favor take place too little in them. The fact that both future hopes of children are bringing to an end of wars, not causing death of children, bringing peace, and saying that the world is not an impossible-to-share thing are the indicators of the extent to which the values of the child were affected by the problems in the world. In this respect, while composing children's songs, not only musical characteristics but also their content should be taken into consideration. And while selecting the content of the song, spiritual world of children should be considered. Keywords: Children songs, values.
Suyantiningsih GICLEAP1610079	**Developing Instructional Multimedia Based Scientific Approach For Students In Yogyakarta** **Suyantiningsih** **Departement of Curriculum and Educational Technology, Faculty of Education, State University of Yogyakarta ,Yogyakarta, Indonesia** **yanti.abrizam@gmail.com** **Isniatun Munawaroh** **Departement of Curriculum and Educational Technology, Faculty of Education, State University of Yogyakarta ,Yogyakarta, Indonesia** **iis_tp@yahoo.com** **Sisca Rahmadonna** **Departement of Curriculum and Educational Technology, Faculty of Education, State University of Yogyakarta ,Yogyakarta, Indonesia** **donna.uny@gmail.com** **Abstract** **This study aimed at developing an instructional multimedia based scientific approach for students in Yogyakarta. The approach used in this study was Research and Development (R & D) which was adopted from development model of Borg and Gall. Subjects consisted of teachers and students at first grade in elementary school of Yogyakarta. Data was collected using questionnaire, observation, and documentation study, supported with focus group discussion (FGD) and also logbook. Data was analysed using descriptive quantitative and qualitative. The results were including: (1) A prototype of learning multimedia was developed and produced; and the multimedia had been validated by experts; (2) The instructional multimedia had been tested through small group, medium group, and large group (operational) of field testing; (3) The instuctional multimedia had been disseminated to primary schools' teachers through Focus Group Discussion.** **Keywords: Instuctional multimedia, scientific approach, primary school**
Gülfem SARPKAYA AKTAŞ GICLEAP1610080	**Qualifications of an Ideal Mathematics Teacher according to Elementary Mathematics Preservice Teachers** **Gülfem SARPKAYA AKTAŞ** **Elementary Mathematics Education, Aksaray University, Faculty of Education,Turkey** **gulfemsarpkaya@yahoo.com** **Teacher quality is an important issue in terms of education and teacher qualifications**

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is a factor to be considered in terms of the quality of teaching (Darling-Hammond, 2000). Determining the general and specific areas of competence of the profession and these competencies can be gained with the pre-service and in-service training programs should have improve the quality of teaching profession. In addition, qualification of teachers, students in achieving success in motivating students is stated in the literature the opinion is a factor (Cohen-Vogel, 2005; Darling-Hammond, 2000; Rockoff, 2003). The aim of this study is to examine elementary mathematics preservice teachers' perceptions about the qualifications of an ideal teacher. In this study, qualitative approach was used to describe all aspects of elementary mathematics preservice teachers' perceptions, experiences about the qualifications of an ideal teacher In this study, it was tried to provide examining of elementary mathematics preservice teachers' perceptions about the qualifications of an ideal teacher without any limitations like questions, directions and etc. In this case, document analysis, one of the methods of qualitative approach was used in the study, and researcher demanded from elemantary preservice teachers to write an authentic composition on qualifications of an ideal teacher. 39 elemantary mathematics preservice teachers in the third grade level participated in the study. The data were collected on 2015-2016 spring semester. From the findings it is understood that teaching skills and qualifications, subject-matter knowledge, general culture knowledge and personal characteristics are important factors to become an ideal teacher. Ideal for elemantary mathematics teachers professional skills and qualifications necessary to have a teacher; importance to communication, making quality education ,be disciplined, being a good leader, to love the profession and be a good guide.

Keywords: Elemantary Mathematics Preservice Teacher, Ideal Teacher, Teacher Qualifications

Estu Miyarso **GICLEAP1610084**	**Development of karaoke interactive multimedia design To improve verbal communication ability In early childhood** **Estu Miyarso** **Lecturer Department of Curriculum and Educational Technology FIP UNY** **estutp_uny@yahoo.com** **Ariawan Agung Nugroho** **Lecturer Department of Curriculum and Educational Technology FIP UNY** **ariyawan@uny.ac.id** **ABSTRACT** This study aimed to 1) obtain data on the results of the analysis of the needs of the development of multimedia products 2) generated product design multimedia interactive karaoke child to improve verbal communication skills in early childhood. This research method using the Research and Development. Subject and location of this study are the parents and teachers of early childhood education in the Yogyakarta area. Data collection techniques are: FGD, the questionnaire; interview; and documentation. Results of the analysis showed the need of support from teachers and parents about the need for the development of multimedia products karaoke interatif this child. Initial validation test results concluded multimedia product design is still included in the criteria is not good so it must be revised up to an average score of at least good assessment indicates validator. **Keywords: Karaoke Interactive Multimedia Design, Verbal Communication Skills, Early Childhood**

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Dr Hiroshi Hasegawa **GICLEAP1610084**	**The critical role of universities in impacting English education in Japan** **Dr Hiroshi Hasegawa** **Curtin University** **h.hasegawa@curtin.du.au** **ABSTRACT** **Foreign language education in Japan is a compulsory subject in the primary and secondary school curriculums, with most schools selecting English as their foreign language. Japan's MEXT (Ministry of Education, Culture, Sports and Technology) clearly identifies one of the main aims of teaching foreign languages is to improve students' communicative abilities in the target language, however, many students in Japan continue to think of themselves as having only very little oral English communication skills, and are not confident when interacting orally. The majority of Japanese students are primarily externally-motivated English learners; they study it simply to pass examinations. Thus one may judge that students' motivation for studying English is inconsistent with the Ministry's aim. Even so, the current lack of opportunities for students to practise their English communication skills could be overcome by implementing systematic plans and achievable strategies. To provide these opportunities, the role of Japan's higher educational institutions, such as universities, must be reassessed.** **This paper attempts to rationalise the theory that universities could play a critical role in promoting practical strategies in schools to positively impact and influence students' practical English skills. The paper discusses three key approaches for improving the use of English as an oral communication tool: (1) the inclusion of students' oral performance in English for university entrance examination, (2) the development of coherent learning processes for achieving certain outcomes at the university level, and (3) the introduction of training opportunities for current university lecturers of English, as well as future Japanese teachers of English.** **Keywords: English education in Japan, role of universities, oral performance in English, coherent learning process, training opportunities**

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"Madness" and "Crime" in Tenessee Williams' play "Suddenly Last Summer"

Dilek Caliskan
Anadolu University, Eskisehir, Turkey
dcaliskan@anadolu.edu.tr

Dilek Caliskan
GICLEAP1610087

ABSTRACT
The aim of this study is to deal with the concept of madness and crime in the light of the anti-psychiatrist R.D. Laing's view of madness and to deconstruct the concepts of "madness" by making the invisible crimes visible. Tennessee Williams' Suddenly Last Summer set in a Victorian Gothic mansion in New Orleans' Garden District, displays the visible and invisible crimes committed in capitalistic American society represented by the so called "respectable " men and women in the society, like Mrs. Venable a wealthy Southern matron and her son Sebastian. Madness as a metaphor stands for destructiveness, greed and vulnerability. It is the mass psychology that shapes the individual's behavior. The collective unconscious prevents the individual to be powerful and to protest because others behave similarly fearing gossip and scandal. Madness is another threat, that is a spectre in many woman's lives as Katherine is labeled "bad" and "mad" by her aunt Violet Venable. The "family" is the source of "suffering" and "pain." From this viewpoint Tenessee William's play Suddenly Last Summer will be analyzed as it presents characters committing crimes (visible & invisible).
Keywords: Madness, Crime, R. D. Laing, anti-psychiatry, deconstruction

The Conceptual Framework and Research Design of Developing "Speak-O-Rama" as a Public Speaking Module: A Case Study in 2 Islamic Integrated Primary Schools

Noraini Binti Hj Zaini
University Malaysia Kelantan, Kelantan, Malaysia
noraini.zaini@umk.edu.my

Noraini Binti Hj Zaini
GICLEAP1610088

Abstract
This paper describes the conceptual framework and research design in developing a public speaking module for primary school level. The module development will be structured according to ASSURE Model with the Communcative Language Teaching (CLT) as the basis used in designing the module activities. The learners analysed will be of four groups of Year 4 students from 2 Islamic integrated schools, and the research methods employed are quasi-experimental research with pre and post-tests as well as interviews with the English teachers on the students' performance and the usefulness of the module. Students will also be interviewed to identify their self confidence level before and after the exposure to the public speaking module. This research project is hoped to increase students' oral proficiency along with implementing self-confidence in public speaking at a young age, and to propose the implementation of this module as reference in primary education.
Keywords: public speaking, primary school, communicative language teaching, oral proficiency, speaking skills, integrated schools, Islamic private school

Dr. Lokinder Kumar Tyagi
GICLEAP1610089

"Skills Development Practices – A Study on MBA students in Delhi (India) towards important skills and their relationship with employability"

Dr. Lokinder Kumar Tyagi, Associate Professor
lokinder.tyagi@gmail.com

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	Ms.Indu Rani, Assistant Professor & PhD Scholar **Abstract** **This is an exploratory research and purpose is to study the perception of management students in Delhi towards important skills and their relationship with employability. The data has been collected from 500 MBA students and its applicability was successfully verified and validated through questionnaire from management educational Institutions and Universities in Delhi. The research has also proposed a model, which was developed based on the analysis of literature and outcome from data collections through questionnaire, personal interviews with the stakeholders. The model construct were identified and confirmed by respondent representing management students from different Universities. The study revealed that there is positive and significant relationship exists between skills and employability of Management students.**
Suhendra Yusuf GICLEAP1610091	**A Character-Based Academic Advising Model To Improve The Students' Self-Concept** **Dr. Suhendra Yusuf, Dr. Ayi Najmul, Dr. Husen S Insan, Gatot E Yusuf, M.M.** **College of Education, Universitas Islam Nusantara** **suhendrayusuf@gmail.com & ayinajmul@gmail.com** **Abstract** **This paper explored the model of faculty academic advising and its relationship with the sudent's self-concept, i.e., self-understanding, self-awareness, and self-recognition. A so-called Character-based academic advising was proposed in response to the ineffectiveness of implementation of academic guidance at the Teachers College of Universitas Islam Nusantara. The purpose was to improve faculty advising for all advisors in the University. A number of students from Indonesian Department and Special Education Program along with their academic advisors were the subjects of this study. The results showed that the model was able to enhance the students' self-concept in moderate to high category consisting of self-understanding (33% high, 38.3% moderate, and 29.7% low), self-awareness (37% high, 39.5% moderate, and 23.5% low), and of self-recognition (43.66% high, 31% moderate, and 25.33% low). In addition, the response of the students to the model was positive even though its implementation was considered not optimum. The Academic Supervisors also stipulate positive response to the model due to its efficiency, effectiveness, relevance, and flexibility.** **Keywords: academic advising, character, self-concept.**
Miss Sutiporn Khanom GICLEAP1610093	**Preliminary Study on Administrative Model of Professional Learning Community to Develop Thai Language Teaching Capacity of Primary School Teachers in Three Southern Border Provinces** **Sutiporn Khanom,** **School of Educational Studies, Sukhothai Thammathirat Open University, Nonthaburi, Thailand** **sutipornkh23@gmail.com** **Ratana Daungkaew, Ed.D.** **School of Educational Studies,Sukhothai Thammathirat Open University, Nonthaburi, Thailand**

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ratadaung@hotmail.com

Sungworn Ngudgratoke, Ph.D.
School of Educational Studies,Sukhothai Thammathirat Open University, Nonthaburi, Thailand
sungworn@hotmail.com

Wanna Numun, Ph.D.
Prince of Songkla University,Songkhla, Thailand
wannanumun@gmail.com

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 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.
Key words: Professional learning community, Thai language, Teaching capacity, Southern border province

SARTIKA GICLEAP1610094	**The existence of mother tongue in English Foreign Language Classroom** **SARTIKA** **Graduate Program, English Education Department** **Sebelas Maret University** **tikaika1692@gmail.com** **Abstract** **It is inevitable that teaching a foreign language, in this case English cannot be separated from students' mother tongue although some experts believe that the mother tongue will disturb the teaching and learning process. However, some others**

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claim that mother tongue precisely give valuable contribution in teaching and learning process so it becomes a controversial issue in teaching English. This paper tries to provide some information to get insight of mother tongue in foreign language classroom. The presenters will discuss about the nature of mother tongue, pro and contra of using of mother tongue, and form and function of mother tongue in English language classroom. The present of this paper is expected can give explanation to the teachers dealing with whether mother tongue may or may not be used in English foreign language classroom.

Keywords: Mother tongue, Teaching, FL classroom

Sartika **GICLEAP1610096**	**Conversation Analysis Of Interview Session To Teach Speaking Skill In Efl Class**

Sartika
Sebelas Maret University
tikaika1692@gmail.com

Arina Afiyati Shadikah
Sebelas Maret University
arshadikah@gmail.com

Abstract

This article explores a conversation analysis of job interview in teaching speaking. The interview script becomes the authentic material taught in the speaking class. It was retrieved from YouTube video and drawn into written script. There are six kinds of conversation analysis in this article. Those are turn-taking, a relational language, topic shift, speech and grammar, adjacency pairs, and seeking clarification. This article also gives explanation about the steps in teaching speaking through job interview. All of the things discussed in this article will provide teachers with a clear instruction how to apply conversation analysis in teaching speaking and the conversation analysis done to lead the students know about what they have to understand and to do during the interview session. It is expected to give the students experience how to do the job interview test after they graduated from university.

Key words: Conversation Analysis; Discourse Approach; Speaking Skill

The Management of Parental Involvement to Develop an Individualized Learning Program to Increase Educational Opportunity for Homeschoolers

Bongkot Sewatarmra
School of Educational Studies, Sukhothai Thammathirat Open University,
Nonthaburi, Thailand
dhon63@gmail.com

Ratana Daungkaew, Ed.D.
School of Educational Studies, Sukhothai Thammathirat Open University,
Nonthaburi, Thailand
ratadaung@hotmail.com

Choochart Phuangsomjit, Ph.D.
School of Educational Studies, Sukhothai Thammathirat Open University,
Nonthaburi, Thailand
Choochat.Phu@stou.ac.th

(Bongkot Sewatarmra — GICLEAP1610097)

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Abstract

This research project addresses the roles of parents involved in Thailand's education as an alternative for students who switch from formal schools to homeschooling. Qualitative research methods were conducted over eighteen-months period, with six purposively selected homeschool families: three with learning disability; one music prodigy; and two normal students from progressive parents. Additional contextual information was gathered from other homeschool families, evaluators, and advocates. Content analysis was applied. The data was validated with triangulation technique and confirmed with informants. In their views, although Thailand joins international education campaigns, such as 'Education for All,' 'Life-long Learning,' and recently '21st Century Skills and Competency,' schools fail to bring their children to achieve the promised outcomes, due to three major factors: national curriculum adapted by schools not accommodating student's needs individually; incompetent and immature teachers; and the failure of school administrators to promote comprehensive parental involvement. Disappointedly, despite their efforts, these homeschool families cannot provide satisfying education for their children. Researchers find that they need better understanding in homeschooling approaches, pedagogical skills, and developmental psychology. They are too merciful and protective to promote their child's basic skills, such as self-discipline, emotion and time management. After obtaining educational resources, training, and consultations from reliable and comforting supporters, parents become capable to develop eclectic homeschooling curriculum, adopt the roles of life coach and learning process facilitator, and adapt the experiential learning cycle (Kolb, 2000) with problem-based or project-based learning for individualized learning programs. Gradually, each child demonstrates achievements at the top goal of Bloom's Taxonomy, i.e., creation. They enhance their child's learning and appropriate behavior, resulting in the escalation of 21st century skills even in children with learning disability. Researchers call for educational agencies to establish a program to provide these technical services for homeschool families to extend education opportunity for school dropouts.

Keywords: Homeschool, special needs student, parental-involvement, project-based learning, Educational Opportunity

Atirah Izzah Binti Che Abas **GICLEAP1610098**	**The Conceptual Framework and Research Design of Developing "Speak-O-Rama" As a Public Speaking Module: A Case Study In 2 Islamic Integrated Schools** **Atirah Izzah Binti Che Abas** **English Language Department, English Language Department, Kelantan, Malaysia** trh_izzah@yahoo.com **Abstract** This paper describes the conceptual framework and research design in developing a public speaking module for primary school level. The module development will be structured according to ASSURE Model with the Communcative Language Teaching (CLT) as the basis used in designing the module activities. The learners analysed will be of four groups of Year 4 students from 2 Islamic integrated schools, and the research methods employed are quasi-experimental research with pre and post-tests as well as interviews with the English teachers on the students' performance and the usefulness of the module. Students will also be interviewed to identify their self confidence level before and after the exposure to the public speaking module. This research project is hoped to increase students' oral proficiency along with implementing self-confidence in public speaking at a young age, and to propose the

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implementation of this module as reference in primary education.

Keywords: public speaking, primary school, communicative language teaching, oral proficiency, speaking skills, integrated schools, Islamic private school

The Aim and the Present Gap in Mathematics Education using Technology
- Illustration of complete proof and incomplete proof -

Tadashi Takahashi
Department of Intelligence and Informatics, Konan University,
8-9-1 Okamoto, Higashinada, Kobe, Japan
takahasi@konan-u.ac.jp

Tadashi Takahashi
GICLEAP1610099

ABSTRACT

Using software for proofs is effective, but incomplete proofs also exist, as discussed in Polya [1]. In current mathematics education, fostering the intellectual power to create a complete proof with software is effective, but also to use incomplete proofs is an effective method. Technology is a tool, and many Japanese teachers have tried instruction methods that use this tool effectively, but these have not yet become ubiquitous. The reason often given for this is that learner cannot use it in the university entrance exam in Japan, but our hypothesis is that this is not actually the case. We believe that mathematics education using technology can be effective if we can develop an instruction method appropriate for Japan. We are now developing a study to validate this hypothesis, and as a first step. First, we illustrate the distinction between a complete proof and an incomplete proof for the learner in mathematics education using dynamic geometric software (DGS).

Complete proof

The study of the elements of plane geometry yields the best opportunity to grasp the idea of a rigorous proof. Let us take as an example the proof of the following theorem: For any triangle, the sum of the three angles is equal to two right angles, which is an inalienable mental property for most of us. Assume a line through a vertex A parallel to the side BC of a triangle. Then the angles of the triangle at B and at C are equal to certain angles at A, since alternate angles are equal in general. The three angles of the triangle are equal to three angles with a common vertex A forming a straight angle, that is, two right angles, and so the theorem is proved.

Incomplete proof

Incomplete proofs ought to be carefully distinguished from complete proofs; to confuse one with the other is bad, but to pass off one as the other is worse. However, incomplete proofs may be useful when employed in their proper place and in good taste. Their purpose is not to replace complete proofs, which they never could, but to lend interest and coherence to the presentation of a fact.

As the example of a complete proof and an incomplete proof of the above, we show a typical example using DGS as below.

Example 1. (Example of a complete proof)

We draw a quadrangle ABCD and take the four middle point P, Q, R, S of the sides AB, BC, CD, DA, respectively. Then the problem is to show what kind of quadrangle PQRS is.

We consider the segment PS and the diagonal BD, which is a supplementary element, and apply the midpoint connector theorem. The segment PS and the diagonal BD are parallel to each other. Similarly, the segment QR and the diagonal BD are parallel, and so the segments PS and QR must be parallel by transitive inference. Therefore, the quadrilateral PQRS satisfies the definition of a parallelogram.

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	Example 2. (**Example of an incomplete proof**) The angle of circumference is half of the central angle. This famous theorem is often shown to a learner by performing many measurements. In this example of using DGS, the theorem is not proved with technology, rather by the teacher only showing cases. However, then learners' interest in the theorem is excited, and learners incise the property of the properties of the angle of circumference. This is an effective way for letting learners recognize the objective. In addition, this example is a typical one for showing how an incomplete proof is different from a complete proof. **"Trial and error" in incomplete proof** In the study of [2], the author let students think about various relations (between lengths of sides and angles) related to the Pythagorean theorem. This was done without using the word "proving". The study took an experimental approach, with students trying to build an incomplete proof of the Pythagorean theorem. We are now reanalyzing the activities of those students from the viewpoint of an incomplete proof, and are considering a method for utilizing incomplete proof effectively. **References** [1] G. Polya, How to Solve It: A New Aspect of Mathematical Method, Princeton Science Library, 1954. [2] Y. Umeno, Application of graphic calculator in mathematics education, Kawashima-Insatsu, pp.113-125, 2015 (in Japanese).
Nurul Iman Ahmad Bukhari **GICLEAP1610100**	**Developing "Speak-O-Rama" as a Public Speaking Module: A Case Study in 2 Islamic Integrated Primary Schools** **Nurul Iman Ahmad Bukhari (Corresponding author)** Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16100 Kota Bharu, Kelantan, Malaysia iman@umk.edu.my **Suhaida Omar** Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16300 Bachok, Kelantan, Malaysia suhaida.o@umk.edu.my **Atirah Izzah Che Abas** Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16100 Kota Bharu, Kelantan, Malaysia atirah@umk.edu.my **Bazilah Raihan Mat Shawal** Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16300 Bachok, Kelantan, Malaysia bazilah@umk.edu.my **Wan Suzanna Aafanii Adeeba Wan Ibrahim** Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16300 Bachok, Kelantan, Malaysia suzanna@umk.edu.my **Ariezal Afzan Hassan**

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Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16300 Bachok, Kelantan, Malaysia
ariezal@umk.edu.my

Kavarljit Kaur Gill A/P Nand Singh
Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan, 16300 Bachok, Kelantan, Malaysia
kavarljitkaur@umk.edu.my

Abstract
This paper describes the conceptual framework and research design in developing a public speaking module for primary school level. The module development will be structured according to ASSURE Model with the Communcative Language Teaching (CLT) as the basis used in designing the module activities. The learners analysed will be of four groups of Year 4 students from 2 Islamic integrated schools, and the research methods employed are quasi-experimental research with pre and post-tests as well as interviews with the English teachers on the students' performance and the usefulness of the module. Students will also be interviewed to identify their self confidence level before and after the exposure to the public speaking module. This research project is hoped to increase students' oral proficiency along with implementing self-confidence in public speaking at a young age, and to propose the implementation of this module as reference in primary education.
Keywords: public speaking, primary school, communicative language teaching, oral proficiency, speaking skills, integrated schools, Islamic private school

Developing Oral Communication Skill in Bangladesh: A Further study

Muhammad Afsar Kayum
Assistant Professor of English, Manarat International University, Dhaka, Bangladesh
afsar_kaium@yahoo.com

Muhammad Afsar Kayum
GICLEAP1610101

Abstract
Competency in Oral Communication has become the most spoken issue of the present Bangladesh. English Language /is no more the communication medium for the English only; it has achieved the status of the official or the dominant language for above two billion in more than 60 countries. In a short period of time, English received a wide Geographical coverage and become one of the leading means of communication. In line with the present competitive world, Bangladesh is not an exception. In here, also, English continues its domination and expansion as the highly demandable and an inevitable language. People who have a very sound communication skill in English, especially of spoken English, are in the triumphant march. However, the way of increasing this oral communicative competences for the students of Bangladesh, is indeed a very crucial and burning issue. Despite acknowledging the great importance of this language, our students cannot reach to that required level. Only 'mutual intelligibility' or ' mere communication through English' cannot be considered as competency in speaking. Even the students entering the University level have a very poor knowledge in English Language. This paper, therefore, tends to go through the present scenario of communicative skill especially speaking skill of today's students and the existing methods of developing this oral communication skill in Bangladesh. It also endeavors to diagnose the reasons behind the students' incompetency , and to propose some new strategies to overcome this language barrier.

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	Keywords: Communicative skill, speaking, existing practices, correction, development, methods.
Berna Timur GICLEAP1610051	**Use Of Culture In Foreign Language Classes** **Berna Timur** **Department of English, Hacettepe University, Ankara ,Turkey** **bernatimur@yahoo.com** **ABSTRACT** Within the field of foreign languages education we refer language abilities listening, reading, writing and speaking as separate skills but we should also refer to culture as the "fifth skill". It means as generally accepted, culture is an integrated part of language instruction. Language does not exist apart from culture so we can't put aside culture while we are learning or teaching language. This presentation mainly aimed to describe the use of culture in classes by instructors working at a state university, in Ankara, Turkey. The purpose of this study is to determine whether the instructors (native or non native instructors) consider culture teaching as an integrated part of their language teaching and what the do to maintain or improve their cultural knowledge as well as how do they teach culture in their lessons. And finally, I tried to determine the teacher-related variables such as educational or personal background, teaching in a foreign language experience and actual teaching practices and their personal attitude towards the issue. The data were collected with a questionary distributed to the 53 instructors mainly of English language instructors and a few of other language instructors who are generally native speakers of Japanese, French, Chinese, Russia and Korea. According to the questionary, the interviwers were divided into two groups; the ones who showed high utilization of culture were named A; and the ones with medium utilization of culture were named B. The results indicated that most instructors found culture teaching in foreign language classes as a vital part of their job. For them, while culture-teaching helps students to accept cultural differences, it also improves not only the ability to perceive and recognize cultural differences but also the ability to appreciate and value them. However, there is little consensus on what, how and how much we should teach it. On the other hand, instructors found it difficult not only to improve themselves on this issue but also to allocate a great deal of time to it in lessons due to time restrictions and intense syllabi. And finally, some native speakers complain about students' prejudices.
Professor ABEL G. ISHUMI GICLEAP1610052	**The Centrality Of The Classroom Teacher And The Case For Reforms In Education** **Professor ABEL G. ISHUMI** **University of Dar es Salaam, Tanzania** **amitkumar5284@gmail.com** **ABSTRACT** This paper is motivated by the several contradictions that lie between how society views and says about the teacher, on the one hand, and how—through the agency of its representatives, mainly the governments—it treats the teacher. It seeks to trace and analyse the historical groundings and ideals about the classroom teacher in order to portray a realistic picture of the gains and losses that the teaching profession has experienced overtime. The research and cross-comparative studies reported serve to

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draw some conclusions concerning trends in the training, status and facilitation of teachers for their optimal response and performance in classroom situations today, especially within the developing counties in Africa and particularly eastern-southern Africa, including Tanzania. Major issues surrounding teachers and the teaching vocation have been delineated for policy discussion and for necessary reforms if the teaching profession is to reclaim its position, its old glory and its vibrancy in society and if the younger generation of today have to feel attracted, as opposed to just conscripted, into the teaching job as a life-vocation rather than a transitory station.

Key words: teacher; lecturer; teaching profession; eastern-southern Africa

Polytechnic Learners' Perception on Pronunciation Acquisition Via Questionnaire Administration Today

Regina lim swee kim
Universiti sultan zainal abiding, Kuala Terengganu, Malaysia
limsweekimregina78@gmail.com

Mohd nazri latiff azmi
Universiti sultan zainal abiding, Kuala Terengganu, Malaysia
mohdnazri@unisza.edu.my

Kamarul shukri mat the
Universiti sultan zainal abiding, Kuala Terengganu, Malaysia
kamarul@unisza.edu.my

Regina Lim Swee Kim
GICLEAP1610053

ABSTRACT

This study examines perceptions of learners on pronunciation acquisition. learning phonetic transcriptions and their sounds associations amongst Polytechnic Kuala Terengganu Learners. This study was carried-out amongst semester one diploma of Electronics and Electrical Engineering learners in Kuala Terengganu Polytechnic, Terengganu, Malaysia. This study also hopes to show that by learning to recognise and read phonetic symbols learners will be able to overcome any pronunciation disability using the dictionary. This research follows the quasi- experimental design of a control-group A and treatment group B selected randomly doing a pre-test and post test. The treatment of explicit instruction of phonetic transcriptions for 45 hours was given only to the experimental group. This study focuses on the analysis of oral test answers by learners. Some of the challenges identified in the acquisition of pronunciation are mother tongue interference, mispronunciation because spelling does not reflect pronunciation, unintelligibility and miscommunication and lack of confidence to speak the English Language. Whilst factors that affect pronunciation acquisition are mother tongue, exposure, motivation, students' perception, ways of learning, which English to speak and others. However, it was discovered that phonetic instruction of transcriptions and their sounds' association improves pronunciation competence. Some of the implications of this study are aimed at ELT academicians and practitioners to apply the method used in this study to up-grade the standard of pronunciation proficiency and a suggestion that the learning of pronunciation using phonetic symbols should be taught earlier in their education.

KEYWORDS: Pronunciation; unintelligibility; phonetic transcriptions instruction; oral tests, polytechnic learners.

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N.Congo-Poottaren **GICLEAP1610054**	**The Influence Of Impression Management Of School Leaders On Followers: A Case Study In A Secondary School In Mauritius** **N.Congo-Poottaren** **Department of Educational Administration and Management, Mauritius Institute of Education, Mauritius** **n.congo@mieonline.org** **Abstract** Impression management forms an integral part of the arena of tools which school leaders use to influence their followers. School leaders control the amount and type of information provided to followers. Consequently, school leaders engage in a performance and followers are expected to react accordingly. Although, not well documented in the literature, the role of followers has been recognized as being important in the interplay between leaders and followers. Yet, school leaders engage in impression management whether intentionally or unintentionally. This is done for various reasons and can have innumerable consequences on the followers. This paper examines the influence of impression management of school leaders on followers. The followers are the section leaders who have, by nature of their duties, to work closely with the school leaders (n=7). A qualitative research design was followed. Semi-structured interviews with the section leaders were used to collect data while content analysis was used to identify themes and analyse the data collected. The research established that section leaders experienced many challenges and confusion when school leaders resort to using impression management. Based on the findings of this study, measures were suggested on how school leaders could practice more effective impression management. Key terms: school leaders, impression management, followers
Yen-Ting Lin **GICLEAP1610062**	**Development of a SOLOMO game-based App for supporting historic monument learning in Taiwan** **Yen-Ting Lin** **National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)** **ricky014@gmail.com** **Yu-Ming Tseng** **National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)** **trueblue@livemail.tw** **Yi-Sheng Lee** **National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)** **jason8183344@gmail.com** **Tz-Chi Wang** **National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)** **kk196kk196@yahoo.com.tw** **Shu-I Tsai** **National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)** **scorpion09@kimo.com**

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Yun-Jhih Yi
National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)
MasterYi9202@gmail.com

Hong-Wei Gao
National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)
davidak47k@yahoo.com.tw

Cheng-You Guo
National Pingtung University, Department of Computer Science, Taiwan (R.O.C.)
qaz813887@gmail.com

Yi-Chun Lin
National Pingtung University, Center of Institutional Research and Development,
Taiwan (R.O.C.)
jellyplum@gmail.com

Abstract
To facilitate students' historic monument learning in Taiwan, this study developed a game-based historic monument learning App based on SOLOMO (Social, Local, and Mobile) principles. The game style of this App is a kind of tile-matching puzzle game. To facilitate students' learning motivation, this study designed various virtual roles in the game that have different abilities to assist students in achieving game tasks and further stimulate students to collect them. Moreover, to promote students' historic monument learning, this study developed a location-awareness service to detect whether any historic monument surrounds students' location based on government open data in Taiwan and GPS technique. This App would guide students to visit the historic monument and further unlock limited virtual roles and games for students with regard to the particular historic monument. Furthermore, before starting the special games, this App would push relevant learning materials to facilitate students to learn the historic monument knowledge. During the games, this App would push relevant questions with regard to the historic monument. Students can obtain extra power to complete the game and collect the special virtual roles while answering the questions correctly. In addition, students can share and post personal learning achievements with peers on Facebook.
Keywords: social local mobile, game-based learning, historic monument learning

A Study on Reformation of Vocational Educational System and Training System Based on National Competency Standards

Dr. Hyeon Mi Rha
KRIVET, Seoul, KOREA, hmrha@krivet.re.kr
hdrha67@daum.net

Hyeonmi Rha
GICLEAP1610066

Abstract
As the industrial structure has been advanced, the company's expected competency required for a successful transition to the labor market from school was increased. For this, it is required to develop National competency Standard(NCS) which reflect industry demand, and it is necessary to present NCS, required skills in real industry and occupation duties as a national level standardization.
National Competency Standards are basically skills, knowledges, and attitudes to

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perform one's duties in industrial setting, and NCS was organized into national sector-specific level.

A classification of the NCS was divided into 24 main large categories, 76 divisions, 213 small categories, 883 sub divisions at the result of job classification which is considering the aspects of own labor market employment, wage determination and work shifts.

In this paper, I propose to reorganize the curriculum of high school, college and university stages vocational training and reform the curriculum of the incumbent and the unemployed training and measures that can be systematically reorganized the 597 national technical qualifications with applying NCS.

Keywords: National Competency Standards, Vocational Educational System, Curriculum

Breakfast and Classroom Behaviour: An Observational Study of Grade 3 Students in a Bilingual Demonstration School, in Thailand

JONATHAN RICHARD WEBB
Faculty of Education, Rangsit University, Bangkok, Thailand
Jonwebb73@gmail.com

JONATHAN RICHARD WEBB GICLEAP1610071

ABSTRACT
This study investigated what students consumed for breakfast and their behaviours within the classroom. It attempted to determine whether there is a relationship with inappropriate, off-task or non-compliant behaviour. Recent literature suggests there is.

This was observed using a time sampling, coding system. Breakfast consumption was recorded by a self-completion questionnaire, using the Australian guide to healthy eating (AGHE) as a dietary guide. Correlational analysis was used to determine the relationship between breakfasts and behaviour, and ANOVA (analysis of variance) was used to determine if any significant relationships existed between each behaviour type and diet. The subjects were 23 Grade 3 students (19 boys, 4 girls) of a university affiliated bilingual school in Thailand. The coding of behaviour was done by trained professional observers using Revised Edition of School Observational Coding System (REDSOCS). The modified dietary recall questionnaire was administered at school over a period of 2 weeks. Upon reanalysis of the data there appeared to be a link between an unhealthy diet and off-task and non-compliant behaviours. However these data were not statistically significant. This study suggests that what is consumed in the morning may not have an important affect on students' classroom behaviour. It is also possible that culture and socio economic factors may have obscured any effects. It is recommended that further research be done to see if these present findings would hold for more varied populations and other types of Thai schools.

Student academic performance: does a student-specific starting line matter?

Sek Ngo Chi
School of Accounting and Finance, Hong Kong Polytechnic University, Hong Kong SAR
leo.sek@polyu.edu.hk

ABSTRACT
This study investigates the effects of student time allocation on the academic performance of undergraduate students in Hong Kong by using data envelopment

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Sek Ngo Chi **GICLEAP1610086**	analysis approach. To determine the factors affecting students' educational productive efficiency, we analyze whether a student-specific starting line (qipaoxian, in Chinese pinyin) matters. The pre-university student-specific attributes are identified as a starting line that comprises pre-university study ability, motivation, and parents' educational background. Results suggest that most starting line components have insignificant effects on university students' education efficiency, except students' self-motivation in terms of ambition to earn more money and students' pre-university English language proficiency. Research findings generate policy implications to the educational institutions on developmental perspectives. For example, universities in Hong Kong can consider offering more intense English language courses to students with relatively lower English language proficiency. In doing so, students' education efficiency can be enhanced. **KEYWORDS: Academic performance, student, starting line**
Jutamanee Kraikunasai **GICLEAP1610090**	**A Causal Model of Administrative Factors Affecting Educational Quality in Vocational Schools: Qualitative Empirical Evidence** **Jutamanee Kraikunasai** **School of Educational Studies, Sukhothaithammathirat Open University, Nontaburi, Thailand**
Mrs. Kanyamas Choojeen **GICLEAP1610092**	Factors affecting ethical leadership Of basic education school administrators under the office of the basic education commission : A structural equation model **Mrs. Kanyamas Choojeen** **Educational Administration, Faculty of School of Educational Studies, Sukhothai Thammathirat Open University, Pakkret Nonthaburi, Thailand** Kanch59@gmail.com 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 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 (χ^2 = 32.30; df = 29; P-value = 0.30; χ^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

A Causal Model of Administrative Factors Affecting Educational Quality in Vocational Schools: Qualitative Empirical Evidence

Jutamanee Kraikunasai,
Sukhothai Thammathirat Open University, Nonthaburi, Thailand,
jutamanee_ae@yahoo.com

Koolchalee Chongcharoen,
Sukhothai Thammathirat Open University, Nonthaburi, Thailand,
koolchalee.cho@stou.ac.th

Sungworn Ngudgratoke,
Sukhothai Thammathirat Open University, Nonthaburi, Thailand,
Sungworn@hotmail.com

Pronanchalee Pukchanka,
ational Institute for Development of Teachers, Faculty Staff and Educational Personnel,
Nakorn Pathom, Thailand,oil_puk@hotmail.com

Jutamanee
Kraikunasai
GICLEAP1610090

ABSTRACT
The purposes of this study were to develop the causal model of administrative factors affecting educational quality in vocational schools and to analyze the key administrative

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	factors affecting educational quality in vocational schools. This study employed a mixed-method research design comprising a qualitative data analysis of literature review on the administrative factors affecting educational quality, efficiency, and effectiveness followed by in-depth interviews and a quantitative data analysis of the extensive empirical survey. The sample for the interviews was 30 purposive participants which were 6 administrators, 18 teachers of selective schools, and 6 policymakers at the administrative level. The qualitative data analysis of the interviews confirmed the factors in the conceptual framework and provided the key behavioral definition to be used to create the questionnaire. A sample for the survey selected by purposive sampling consisted of 2,412 participants from 402 schools participated in EQA Phase 3, each of which included 1 administrator and 5 teachers. Then, the quantitative data analysis will continue by using descriptive analysis, confirmatory factor analysis, and SEM Analysis. The most significant key theme emerging from the results is the key administrative factors affecting educational quality in vocational schools: 1) Transformational Leadership 2) School Culture Strength 3) Resource Management Quality and 4) Learning Management Quality, which could be the preliminary evidence suggesting how to accomplish educational quality in vocational schools in Thailand. **Keywords** **Administrative factors, Educational quality, Vocational schools, Thailand**
Dr. Juan Antonio Caldero **GICLEAP1610104**	**Addressing pragmatics competence in approaches to teaching legal discourse** **Dr. Juan Antonio Caldero** **Department of English, Coventry University – SWUPL, Chongqing - China** **Abstract** Addressing pragmatics competence in approaches to teaching legal discourse International students of law need to consolidate pragmatic competence as "the competence in conveying and understanding communicative intent" (Celce-Murcia et al 1995: 17). Legal language is drafted as precisely as possible; however, confusion occurs over the legal meaning of certain words. Inference difficulties arise from the linguistic context of occurrence rather than from the individual word meaning. In this ongoing study, Coventry University researchers have begun facilitating the understanding of common law legal systems for SWUPL students by developing approaches with a dichotomy between pragmatic language perspectives and the teaching of law. The former, related to the explicit attention to language of legal discourse, assumes the work of the legal profession relies on the interpretation of questions and answers. The latter implies lack of inference in speech acts would lead to misconceptions between British and Chinese legal contexts. Addressing the latter, flying faculty intensive law modules might reduce the risk of pragmatic misunderstanding during legal study abroad. Outcomes will be shown by analysis of student performance in the 4th year of study in the UK. Key words: Grice's maxims, relevance, pragmatics, legal discourse
Nor Aini ABdul Rahman **GICLEAP1610105**	**TVET TRAINING IN MALAYSIA: PERSPECTIVE FROM ACADEMIC STAFF** **Nor Aini Binti Abdul Rahman** **Universiti Kuala Lumpur MITEC** **norainiar@unikl.edu.my** **ABSTRACT**

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	echnical and Vocational Education and Training (TVET) includes formal, non-formal nd informal learning that prepare young people with the knowledge and skills required n the world of work. According to the United Nations Organisation for Education, cience and Culture (UNESCO), TVET refers to the study of technologies and related riences as well as the acquisition of practical skills, attitudes, understanding, and nowledge relating to occupations in various sectors of economics and social life apart om providing general education. With that in mind, this on-going study aims to gain ews from teaching staff of a TVET university in Malaysia on the current and future irections of TVET in Malaysia. A set of questionnaire containing 30 items were istributed to one hundred teaching staff in the university. Results showed that espondents had a favorable view of the future of TVET in Malaysia.
Quazi Mohammad Faisal **GICLEAP1610106**	**The Pivotal Role of the Teacher to Create a Fear-Free Atmosphere in ELT Classrooms** **Quazi Mohammad Faisal** **Department of English and Modern Language, North South University, Dhaka, Bangladesh** **ABSTRACT** n most ELT classes in Bangladesh, the participants are largely very passive. The rimary reason behind this is the apprehension of the students. The traditional teacher-entric classrooms make the learners to take a back seat in the classroom. For an ffective learning process, there is no alternative to create a classroom atmosphere that is ree from any apprehension. The role of the teacher is pivotal here to develop a fear-free tmosphere. In this study, I am going to explore what role the teacher can play to remove ny fear from the learners' mind to ensure intuitive participation from all students. I ave conducted a survey on the secondary and higher secondary school students to lentify the causes that make the students passive in the classrooms. The survey sample ncludes 65 students from urban, sub-urban and rural areas. I have also interviewed everal English teachers who teach at secondary and higher secondary levels who all greed that most students are too passive for successful learning. This study would xamine the perception of these teacher towards the mindset of the students and the rategies that they use to improve the atmosphere. This research would also explore the ases of ELT classes of other countries to understand how they counter the challenge of assiveness. The aim of the study is to pin point the reasons behind this central problem f ELT classrooms and come up with ideas of effective strategies for teachers to foster ctive participation of all students in a flipped-classroom atmosphere.
Eugene A. Gasman **GICLEAP1610108**	**Philippines: Pattern On The National Budget For Education,2004-2016** **Eugene A. Gasman** **Student , De La Salle University , Philippines** **ABSTRACT** n annual basis, the Philippine government prepares its national budget taking in rent goals such as, pursuing good governance, making growth inclusive, lasting peace security, and sustaining the growth momentum. The national budget has come a long as an indispensable tool to achieve inclusive growth for the country (Abad, 2016). One of ajor platforms in increasing the ability of the citizens to reach potential well-being and opment is through budgeting social services specifically education as it is stipulated in Philippine Constitution Article 14 Section 2, paragraph 5 to be the highest budgetary

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ity.

ducation is an important need to live in modern world and it can be seen by how much he governments round the world spend on it. The valuable childhood is spent to ducation to live a better life in future enabling them to take up some related professional ork in future (Ranga, 2016).

enerally, education can be attained either in public (government) or private (non-overnment) institutions. But this study gives focus on the education subsidized by the overnment specifically between administration of the two former Presidents of the hilippines Gloria Macagapal Arroyo (2004-2010) and Benigno Aquino III (2011-2016). his will enable us to see the educational programs and policies prioritized by the entioned administration, its trend and its outcome with the underlying budget as its ain variable.

his study will determine the pattern of the national budget allocation for education for he year 2004 to 2016 .It will be a twelve-year comparison to know the trend which will esult in answering questions about the relationship of the trend to the quality of ducation provided, the efficiency of educational policy and programs based on end esults, sufficiency of budget and its relevance to future developmental plans and projects or sustainable development.

he results and discussions of this paper will benefit the policy makers, government fficials, social pundits, and advocates of sustainable development.

Studying the Effect of In-Service Training for Empowering Managers

Shirkhan Majid
Educational management, Azad University, Tehran, Iran

Shirkhan Majid
GICLEAP1610109

ABSTRACT

This research tries to study the effects of training courses held during working(short term) on promoting the capabilities, managerial ability, entrepreneurship mentality, and level of principals knowledge and identification the methods and principles of such which fulfil duties and play a small encouraging the principals to hold such courses. The research method is of measurement and descriptive nature, while the library and filed methods have been used to collect the required data and information. The statistical population in this research includes all the principals and teachers of guidance schools of Tehran city District No. 3, who were working during the 2009-2010 academic year, according to which it should be mentioned that the numbers of teachers and principals are 800 and 65, respectively, while due limited number of the principals population, all of them were considered as the sample, and the Morgan Table was used to determine the teachers sample volume, and a number of 260 teachers were determined for the same. Hence, some four teachers answered the compiled survey per principal. The survey tool has been the researcher's questionnaire composed of 32 closed questions in Likert five-option scale. The obtained information were analyzed using the descriptive(frequency, percentage, average), inferential(single sample"t" test) statistical methods, while the results of the research, considering the respective presumptions, showed that the training courses held during working(short term) are generally effective on promoting the principals' capabilities, and it is meaningfully effective on managerial ability, entrepreneurship mentality, and level of principals knowledge.

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Debby Mulya **GICLEAP1610110**	**Structural Approach and Pedagogical Implication in English Language Teaching** **Debby Mulya** **Graduate program** **Semarang state university** **debbymulya15@yahoo.com** **ABSTRACT** English language teaching nowadays has developed over decade. There is a shifting from the past decade where the process of teaching language tend to focus on traditional grammar then continually has changed into functional grammar. Starting from structural approach emphasize on acquiring the structure of language, then become communicative language teaching approach, which concern about the use of language for meaningful communication. This approach has gained popularity since 1960 untill now, because some studies reveal its successful to supports the goal of ELT in some countries. Neverthless, communicative language teaching (CLT) approach can not be separated from structural approach. It is because communicative language teaching CLT also adopts structural view. The pedagogical implication of structural approach can be seen from the teacher's lesson plan. It covers instructional learning the use of text types which is commonly used in CLT, and some activity procedures are applied by the teacher in the classroom. Keyword : structural approach, communicative language teaching (CLT), pedagogical implication
 Mrs.Kanyamas **Choojeen** **GICLEAP1610092**	**Factors affecting ethical leadership** **Of basic education school administrators under the office of the basic education commission : a structural equation model** **Mrs.Kanyamas Choojeen** **Educational Administration, Faculty of School of Educational Studies,** **Sukhothai Thammathirat Open University, Pakkret Nonthaburi, Thailand** **Kanch59@gmail.com** **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 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 (= 32.30; df = 29; P-value = 0.30; /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

Listeners

Kenneth Ray Bombales **Department of English ,New Era University,General Santos City, Philippines** **GICLEAP1610070**
Joey Oliver Ramos Ramos **Department of English and Science, Marcelo H. del Pilar National High School, Malolos, Philippines** **GICLEAP1610072**
Md Faisal Bin Aziz **Director , Executive Committee, AID Foundation, Dhaka, Bangladesh** **GICLEAP1610073**
Keang Rachny **Depaterment of Civil Engineering, NPIC, Cambodia,Institute of Cambodia , Cambodia** **GICLEAP1610074**

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Derrick Nault **Sophia University, Tokyo, Japan** **GICLEAP1610102**
Viraf Noshir Chiniwala **Dunnes Institute, Icse Board, New Delhi, India , Mumbai, India** **GICLEAP1610074**
Shavin Viraf Chiniwala **Dunnes Institute, Icse Board, New Delhi, India , Mumbai, India** **GICLEAP1610075**
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Zhengfang Yang **Department of Chinese, Shanghai HD Bilingual School, Shanghai, China** **GICLEAP1610082**
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Sitthichai Thepsura **Faculty of Liberal Arts, Ubon Ratchathani University , Thailand** **GICLEAP1610111**

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