



**Global Research &  
Development Services**

**CONFERENCE PROCEEDINGS**

**18th International Conference on Teaching, Education & Learning  
(ICTEL), 19-20 July 2017, Bangkok, Thailand**

**19-20 July 2017**

Conference Venue

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

Email: [info@adtelweb.org](mailto:info@adtelweb.org)

<https://adtelweb.org/>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



**Global Research &  
Development Services**

**19<sup>th</sup> July, 2017**

**Arrival: 9:30 AM**

**Opening: 9:30 AM – 9: 45 AM**

**Keynote Talk 1: 9:45 AM – 10:05 AM**

**Coffee Break: 10:05 AM – 10:20 AM**

**Technical Session I: 10:20 AM – 12:00 Noon**

**Technical Session II: 12:00 Noon - 1:30 PM**

**Lunch/Poster Session/Group Photograph: 1:30 PM – 2:00 PM**

**Technical Session III: 2:00 PM - 3:30 PM**

**Technical Session IV: 3:30 PM - 5:30 PM**

**Certificate and Receipt Distribution: 5:30 PM- 6:00 PM**

**20<sup>th</sup> July, 2017**

**Arrival: 9:30 AM**

**Opening: 9:30 AM – 9: 45 AM**

**Keynote Talk 1: 9:45 AM – 10:05 AM**

**Coffee Break: 10:05 AM – 10:20 AM**

**Technical Session I: 10:20 AM – 11:40 AM**

**Technical Session II: 11:40 AM - 1:30 PM**

**Lunch/Poster Session/Group Photograph: 1:30 PM – 2:00 PM**

**Technical Session III: 2:00 PM - 3:30 PM**

**Technical Session IV: 3:30 PM - 5:30 PM**

**Certificate and Receipt Distribution: 5:30 PM- 6:00 PM**

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



**KEYNOTE SPEAKER**



**Potjane Kamolrat, Ph.D.**

**University Lecturer, Srinakharinwirot University International  
College for Sustainability Studies, Bangkok, Thailand**

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**  
Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<p>Elif GICICTEL1706052</p>	<p>Elicitation Versus Spoon-Feeding</p> <p>Elif Department of English, Gazi University, Ankara, Turkey</p> <p>Abstract</p> <p>Why language learners can not speak English although they start learning in primary school? What can it be the logic behind learning foreign language? Can EFL teachers WHO were educated in GTM apply eclectic method in their classes? To be able to answer all these questions ,we should change our attitude towards English.Language is not a tool that help people pass the exam.People should learn the language to use it.Language learning doesn't mean knowing the rules and getting high grades in exams.As a trainee we are the ones who make a new start.How will it be happen? Instead of memorisation, elicitation should be used especially for young learners because they learn hollistically and grammer rules are too abstract for them.If teachers give children a chance to use their capacity and if they learn questioning,comparing new learning with the previous knowledge, they won't afraid to ask and make mistake.This doesn't mean that grammer rules are useless,of course language rules are an important component of languages.The problem is that our education system doesn't teach language rules ,it just gives formula and students memorise this structure.Even some teachers don't know why they use these structures or can't explain some of them.To give a specific example,I asked my high school teacher that why we use gerund after look forward to and be accustomed to but she didn't answer she just said it is an exception.However, there is no exceptions in language.Instead there are rules.In addition, as an English teacher we should know the rules because one mistake might be a big mistake.If our education system and teachers focus on the correct usage of form, learner can not come up with anything original.Education should enhance creativity rather than spoon-feeding.As Picasso said "All children are born , the problem is to remain an artist as we grow up.</p>
 <p>Prof. Dr.Erhan Eroğlu GICICTEL1706053</p>	<p>Motivation in Classroom</p> <p>Prof. Dr.Erhan Eroğlu Communication Management and Design , Anadolu University, Eskişehir, Turkey</p> <p>Abstract</p> <p>The study aims to tell the teachers that even with the best materials and methods, teaching does not goes in its track without the key element, motivation. It is not a lapse to claim that people get the best out of themselves when they are eager to do the job. The source of motivation is mostly different for the learners than those what the educators think. They might try hard to strengthen the motivation in their classrooms, however, most of the times their efforts collapse without communicating with the students on the matter as they assume that all the learners are motivated by the same/ similar factors. This study aims to find out the learners' motivation reasons. To achieve that students have been asked about the factors which are crucial to make them motivated to learn and be engaged in the learning settings. The results show that the learners are dealing with lots of other details than the educators might list and they state that in the absence of those factors they take a dislike to be attentive in the classroom.</p> <p>Keyword: Motivation, Interaction, Communication</p>

18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



Dilek Eroğlu  
GICICTEL1706054

### Greatness in Teaching

Dilek Eroğlu

Foreign Languages Department, Anadolu University Eskişehir, Turkey

#### Abstract

Educating people is a tough job. You need to know your audiences' needs, learning styles, learning barriers, strategies, motivational levels, desires etc different than each other. Though the teachers do try hard to get the best out of their learners,, it doesnot guarantee the success or reaching the intended point. However, do the educators really know the nature of their learners? What are the learners' expectations? What makes them more involved and enthusiastic in learning? The aim of this study is trying to find out whether the students feel that their teachers know them well or the teachers assume they know their students needs, motivation sources or learning types. To gather the data, a qualitative method have been used and interviews with the students were done to find out whether they feel they are understood well or not. The results are really interesting and worth listening.

Keywords: Teaching, Quality, Students' Perceptions



Dilek Turan Eroğlu  
GICICTEL1706055

### Perfectness in Teaching

Dilek Turan Eroğlu

Foreign Languages Department, Anadolu University Eskişehir, Turkey

#### Abstract

Educating people is not an easy job. You need to know your audiences' needs, learning styles, learning barriers, learning strategies, motivational levels, desires etc. which are different than each other. Though the teachers try hard to get the best out of their learners, it does not guarantee the success or reaching the intended point. However, do the educators know the nature of their learners? What are the learners' expectations? What makes them more involved and enthusiastic in learning? The aim of this study is trying to find out whether the students feel that their teachers know them well or the teachers assume that they know their students' needs, motivation sources or learning types. To gather the data, a qualitative method has been used and interviews with the students were done to find out whether they feel they are understood well or not. The results are really interesting and worth listening.

Keywords: Teaching, Quality, Students' Perceptions

Cheng Ching Ho,  
Richard  
GICICTEL1706057

### The effects of task familiarity on Hong Kong students' oral performance

Cheng Ching Ho, Richard

Department of Curriculum and Instruction, the Education University of Hong Kong, Hong Kong, China

#### Abstract

This study investigated the effects of task familiarity on primary students' oral performance. Total of 40 participants were mainly primary school students, and their age range is between 10 years old and 12 years old. They have been divided into two groups, but they were in the same situation during the experiment. The participants' performance was measured in terms of fluency, accuracy and complexity, and independent T-test was used to analysis the means of both groups.

18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>This study intended to find out how task familiarity helps primary students in their oral production and their responds towards task-based teaching. Since there are a lot of questions towards this kind of teaching approach in Hong Kong, this study can further imply the impact of task-based language teaching affected on primary school students.</p> <p>Keywords: task familiarity, fluency, accuracy, complexity</p>
<p>Ali Hassanpour-Dehkordi GICICTEL1706058</p>	<p>The efficacy of three learning methods, collaborative, context-based learning, and traditional, on learning, attitude, and behavior of undergraduate nursing students' behavior: integrating theory and practice</p> <p>Ali Hassanpour-Dehkordi Shahrekord University of Medical Sciences, Department of Medical-surgical, Faculty of Nursing, and Midwifery Shahrekord, Iran</p> <p>Frogh Ezadi Emam Ali Hasspital-,Department Of Midwifery, Shahrekord –Iran</p> <p>Ayda hassanpour dehkordi Shahrekord Azad University, Department of psychology and psychiatric, Shahrekord, Iran</p> <p>Abstract</p> <p><b>Background:</b> Communication skills training, responsibility, and respect, self-awareness, are important indexes of changing learning behaviors in modern approaches. The aim of this study was to investigate the efficacy of three learning approaches, collaborative, context-based learning (CBL), and traditional, on learning, attitude, and behavior of undergraduate nursing students' behavior.</p> <p><b>Methods:</b> This study was a quasi-experimental study with pretest and posttest design and control group. The research units were nursing students of last semester. The samples were randomly assigned to three groups; CBL, collaborative, and traditional. The method of gathering data was the standard questionnaire of students' behavior and attitude assessment, filled out by the students prior to and after the intervention. Also, the rate of learning was investigated by researcher-developed questions prior to and after the intervention in the three groups.</p> <p><b>Results:</b> In CBL and collaborative learning groups, the mean score of behavior and attitude increased after intervention. But, no significant association was obtained between the mean scores of behavior and attitude prior to and after the intervention in the traditional group. However, the mean learning score increased significantly in the CBL, collaborative, and traditional group after the study in comparison to before the study.</p> <p><b>Conclusion:</b> Use of both CBL and collaborative approaches was useful in terms of increased respect, self-awareness, self-evaluation, communication skills, and responsibility as well as increased motivation and learning score in comparison to traditional approaches.</p> <p>Keywords: Collaborative, CBL, learning, behavior, attitude</p>



Muhammad Kamran  
GICICTEL1706060

**Teaching of Pakistani Literature in the age of digital technology and globalization**

**Muhammad Kamran**  
Urdu, University of the Punjab, Lahore, Pakistan

**Abstract**

In the present era, the teaching of Urdu language and literature and its progression lies in its synchronicity with digital technologies. This is the fact far away from doubt that in 21 st century, only the language that will be maintained with the contemporary requirements of the age will remain aligned to the roads of success. In this sense, the doors of success and prosperity will be opened for the languages that will be compatible with the modern techniques of the teaching and learning. Following the very dimension, Pakistani national language, Urdu has started exploring the possibilities of teaching with the modern digital technologies in many Universities. In my research paper, I will discuss the modern trends of teaching of Pakistani language and literature as well as the contemporary social, political and cultural situation of the Pakistani society in the 21st century.

Lynne Nuttall  
GICICTEL1706061

**Irlens Syndrome and Whānau Transformation**

**Lynne Nuttall**  
Te Puna Matauranga, Te Wānanga o Aotearoa, Te Awamutu, New Zealand

**Abstract**

This research paper seeks to explore the reality of Irlens Syndrome, the vision of Te Wānanga o Aotearoa, and the praxis that prompted educational transformation for one whānau.

Meares-Irlen Syndrome has been defined as the inability to see comfortably without distortion and discomfort (Kriss & Evans, 2005). The ability to read and understand written text is fundamental to learning and participation in all communities and for individuals who struggle with basic literacy due to this syndrome the acquisition of reading skills is often insurmountable. Socialising the existence and impact of specific learning disabilities within educational institutions is one step towards removing barriers to education.

Removing barriers to education has been at the forefront of Te Wānanga o Aotearoa (TWOA) revolutionary evolution as an education provider. TWOA is currently one of Aotearoa New Zealand largest tertiary education providers, guided by Māori principles and values. TWOA was founded to provide accessible education to students who for a range of reasons have been alienated by mainstream education.

This research project explores the intersection of TWOA and Irlens Syndrome as it occurred through the experiences of one whānau using reflective practice to explore how the praxis of Whānau transformation through education occurred. The research explores the layers of transformation that occur when a specific leaning disability is acknowledged but does not define an educational journey and offers an accessible narrative to socialise the symptoms and challenges this syndrome presents to whānau transformation.

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



**Alan Cross**  
GICICTEL1706062

**Reasoning in Primary Mathematics and Science**

**Alan Cross**

**Manchester Institute of Education, University of Manchester, United Kingdom**

**Alison Borthwick**

**Abstract**

Much is increasingly said in educational circles about pupils' reasoning. About how important it is and about how it contributes to and is contributed to by subjects like mathematics and science. There is international interest in achievement in, and integration of, STEM subjects such as mathematics and science. This paper will explore what we mean by reasoning and what it is not. This will centre around reasoning as a form of thinking in some cases deductive, in other inductive. The authors will consider how important this is and about how reasoning contributes to and is contributed to by subjects like mathematics and science. They will provide background and a rationale for primary teachers as well as very useful examples of how reasoning in primary mathematics and science classes can develop. It will argue that teachers themselves need to reason about a number of things including the curriculum and pedagogy and that teachers must provide opportunity to develop the powers of reasoning in pupils and that mathematics and science are excellent vehicles for this learning. It will show how reasoning skills in mathematics and science are very similar and thus provide justification for the connection of these two subjects in certain areas. The paper will include the responses of primary teachers to questions about reasoning in primary mathematics and science and consideration made for future research and possibilities for curricular development and classroom practice.

**Andrea Valerie I. Ramirez**  
GICICTEL1706064

**The Competency of Third Year English Major Students in Writing Learning Objectives**

**Andrea Valerie I. Ramirez**

**Department of English, Rizal Technological University, Philippines**

**Rowellyn P. Andaya**

**Blaise Ann M. Arambulo**

**John Paolo T. Palon**

**Abstract**

This study aimed to determine the competencies of the Third Year English majors in writing their learning objectives. This study also attempted to determine the strengths and weaknesses of the different learning objectives of the Third Year BSE – English major students, in compliance to their lesson planning on becoming a teacher and preparing for their teaching profession. This study will help both the teachers and students to attain learning outcomes.

The respondents of this study were the 19 Third Year English major students of Rizal Technological University enrolled in the Professional Education 9: Principles of Teaching subject during the first semester of the school year 2015-2016.

The researchers utilized both qualitative and quantitative research and made use of the Descriptive survey. The sampling scheme used was non-probability sampling technique. Specifically, the method used was the purposive method. The study

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>revealed that half of the respondents wrote learning objectives characterized as Specific, Measurable, Clear, and Related that can be assessed, modified and achieved. Furthermore, the learning objectives written by the respondents were found to be not match to the outcomes that the students must attain to their learning objectives. Most of the respondents had written their learning objectives in low level thinking skills. The different types of learning outcomes in their learning objectives were observed to enhance learners' learning style, capabilities and multiple intelligences.</p> <p>Lastly, most of the respondents considered the factors: Bloom's Taxonomy of Learning, Learning Competency, and Level of Thinking Skills of the Students that were essential in writing learning objectives.</p> <p>It is recommended that learning objectives should be performance-based and must be aligned with the K to 12 Curriculum Guide that has been implemented in the educational system. Teachers have to be aware of creating learning objectives that is specific, measurable, attainable, reliable and time-bound. The behavioural verbs used in constructing their learning objectives ought to follow the Bloom's Taxonomy of Learning and the content must adhere to the given learning competencies.</p> <p>Keywords—learning objectives, Bloom's Taxonomy of Learning, K to 12, categories of learning outcomes, thinking skills</p>
<p>Rodel O. Miniano GICICTEL1706065</p>	<p>Correlates Of The Career Assessment Aptitudes Of Grade 9 Students Of Based On Ncae Results</p> <p>Rodel O. Miniano Language Department, Paraoir National High School, Balaoan, La Union, Philippines</p> <p>Abstract</p> <p>This study aimed to determine the correlates of the career assessment aptitudes of the Grade 9 students in the Paraoir National High School of Balaoan District, Division of La Union as revealed by the results of the National Career Assessment Examination (NCAE).</p> <p>Specifically, it sought answers to the following problems: (1) What is the profile of the respondents in terms of gender, socio-economic status and Grade Point Average (GPA) in Mathematics; (b) Science; (c) English; (d) Filipino; and (e) Technology and Livelihood Education (TLE)? (2) What is the level of career aptitude of the student- respondents based on NCAE results? (3) Is there significant relationship between the profile of the students and their level of career assessment aptitude? (4) Which of the profile variables of the students predict their level of career assessment aptitude?</p> <p>This study used the descriptive-correlational method of research with documentary analysis. The subjects of the study were the Grade 9 students in the Paraoir National High School, Balaoan District, who took the NCAE. Frequency counts, percentages, mean and Pearson r were the statistical tools used to treat the data.</p> <p>The salient findings were: 52.38 percent females and 47.62 percent males participated in the study. Majority of the parents are high school graduates with a monthly income of P12, 999; 29.10 percent fathers and 37.74 percent mothers do not have work at all. Majority belong to families with 1-3 children.</p> <p>Most (50.09 percent) obtained grades in Mathematics ranging from 75-79 (Fair); while 6.18 percent obtained grades ranging from 90-94 (Outstanding). In Science, 41.62 percent had grades equivalent to Poor, and 6.18 percent obtained</p>

18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

Outstanding grades. In English, 53.08 percent obtained Fair grades and 4.06 percent had Outstanding grades. In Filipino, 41.98 percent had Fair GPA levels; and 8.11 percent had Outstanding grades. Along Technology and Livelihood Education (TLE), 56.97 percent had Fair ratings and 0.35 percent had Poor grades.



Wirya Ahmed Ameen  
GICICTEL1706066

**Fun-Class Activities and Foreign Language Teaching (FLT)**

**Wirya Ahmed Ameen**

**Department of English/College of Arts, Hayat Private University, Erbil-Iraq**

**Mohammad kiani Harchegani**

**College of Arts-English Department/ Hayat Private University / Erbil – Iraq**

**Abstract**

Everywhere, teachers of English as a foreign language are faced with enormous challenges in their classrooms. They are expected to meet the needs of an increasingly diverse number of learners every year; and there is more content to teach. Providing teachers with different strategies and teaching methods is the area of Applied Linguistics. This paper aims at highlighting the value of adding some sort of fun-class activities to the miscellaneous teaching methods that are at the discretion of foreign language teachers. It explores the role of such activities in motivating students, reducing the boredom of teaching and learning processes, as well as making the whole process as interesting as possible.

To tackle the topic, the paper is organized into five sections: section one is introductory. It sheds light on the topic in general and the type of fun-class activities involved. Section two, dwells on the discipline of applied linguistics and its contribution to the process of foreign language teaching. Section three, exhibits the various methods and approaches put forward by applied linguists to assist foreign language teachers in the teaching process. Section four is the core of the study in which different fun-class activities are presented along with the linguistic aspect they support in language classes. Section five, eventually presents the conclusions the study arrived at. The paper ends with a list of the references consulted.

**Key Words:** language , fun-class , teaching, methods



Ridha Ima  
GICICTEL1706072

**Students' Perception of Machine Translation Application in Enhancing English Literacy of Tridinanti University**

**Ridha Ima**

**A lecturer of English Education Study Program, Tridinanti University Palembang Palembang, Indonesia**

**Abstract**

The fast improvement of internet use in the world has also shown the high enhancement of English literacy. Translation as one of the way to achieve the understanding of English both generally and specifically has experienced a significant change, importantly influenced by the development of the Internet in the 1990s, and the successive availability of web-based translation resources, among them also of machine translation (MT) platforms such as Google Translate. The introduction of these resources into the translation will create two sides effect. One refers to all the advantages of the use of it and the other tends to bear some human hindrance in applying it. This paper therefore, attempts at giving all sorts

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>of information about students' perception of machine translation application in enhancing English literacy of Tridianti university. In doing the study, the writer will do a descriptive method by analyzing the result of questionnaire and interview to get the data. Then, all of students of Tridianti University Palembang will become the sample of the study. Hopefully, the result will give the awareness for lecturers to care more about students' needs and their behaviors of using machine translation in order to enhance their English literacy . <b>Keywords:</b> internet, machine translation, English literacy.</p>
 <p><b>Yuyun Hendrety</b> GICICTEL1706073</p>	<p><b>Perception and ICT Usage of Students and Lecturers of English Study Program of Faculty of Teacher Training and Education Tridianti University</b></p> <p><b>Yuyun Hendrety</b> English Study Program, Faculty of Teacher Training and Education, University of Tridianti Palembang, Palembang, Indonesia</p> <p><b>Abstract</b></p> <p>Huge developments which were led by the introduction of information and communication technologies (ICT) not only make people share knowledge faster but also create many challenges in all sectors including the educational sector. This study is aimed at investigating the perception and ICT usage of students and lecturers of English Study Program of Faculty of Teacher Training and Education Tridianti University. The existence of this paper discusses how lecturers perceive ICT in teaching, whether or not lecturers use ICT in teaching, how the lecturers use ICT in their classroom, how students perceive ICT and how students respond to the use of ICT in their classroom. Descriptive qualitative is used as the research method in this study. The population is all students and lecturers at the odd semester in the academic year of 2016/2017. Questionnaire with open ended questions is used as the instrument. The data is analyzed and interpreted by categorizing them based on the problems of the study. It is expected that this study will give an understanding dealing with ICT in teaching at English study program and give significant contribution in doing some improvements in teaching process as well. <b>Keywords:</b> perception, ICT, usage.</p>
<p><b>Thanh Pham</b> GICICTEL1706075</p>	<p><b>Student-centred pedagogical reforms in Asian countries: activity theory analysis of tensions, contradictions and hybrid practices</b></p> <p><b>Thanh Pham</b> Monash University, Monash, Vic, Australia</p> <p><b>Abstract</b></p> <p>There is renewed interest among policy-makers in many Asian countries in student-centred pedagogies both with regard to schooling systems and the university sector (Jensen et al., 2012). This focus on student-centred pedagogies coincides with economic policies designed to shift the regional economies from reliance on labour-intensive and large-scale forms of industrial production to knowledge-based forms of employment where innovation and problem-solving are key requirements of employees. However, bringing about change in pedagogical practices in Asian classrooms is not a simple technical issue of introducing different teaching, learning and assessment tools. Rather, it is a more fundamental issue concerned with challenging sociocultural values and changing ingrained practices about the centrality of knowledge transmission and the primacy of high-</p>

	<p>stakes testing. (Pham, 2014). Nonetheless, many Asian countries have recently adopted various student-centred pedagogical reform agendas, such as cooperative learning, enquiry learning and problem-based learning. This has sparked debate about the efficacy of simply grafting these Western educational approaches onto established traditions of learning and teaching. Tsui and Wong (2009), for example, proposed that reforms must be grounded in educational traditions and philosophies and in the situated experience of teachers. Likewise, Gu advocated for the ‘middle ground’ in order to deal with mismatches and conflicts when East meets West (see Gu, Nie &amp; Yi, 2002). This middle ground can be regarded as a ‘third space’ (Bhabha, 1994; Gutiérrez, Baquedano-López, &amp; Tejada, 1999) or a ‘boundary zone’ as described by activity theorists (Konkola, 2001). The present study used the notion of ‘third space’ and third generation of activity theory, to investigate how Vietnamese teachers took into account both traditional practices and contemporary policy influences to adapt student-centred practices so that they were feasible in their classrooms. Three university lecturers in Vietnam and 150 college students participated in this one-semester study. The results showed that Vietnamese students’ conceptions of learning were heavily influenced by examinations and their traditional reproductive learning culture. Consequently, the lecturers needed to adapt the initiative to account for these features in Vietnamese classrooms. When the revisions were made, the students were evidenced to achieve a growth in learning, and develop strategies for both self-learning and collective learning.</p> <p><b>Keywords:</b> Asia; activity theory; student-centred; reform</p>
 <p style="text-align: center;"><b>Jenny Elvinna Manurung</b> GICICTEL1706076</p>	<p style="text-align: center;"><b>The Use of Collaborative Facebook Notes in Narrative Text Writing</b></p> <p style="text-align: center;"><b>Jenny Elvinna Manurung</b> Department of English, Faculty of Teacher Training and Education, Tridianti University of Palembang, Palembang, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Technologies which support a cognitive approach to language learning are those which allow learners maximum opportunity to be exposed to language in meaningful context and to construct their own individual knowledge. Facebook is one of examples. This study examines the efficacy of Facebook on students’ writing fluency and the students’ perceptions of Collaborative Facebook Notes. Forty (40) 10th-grade students in Palembang, Indonesia participated in this study, and each student was required to write one narrative text entries at her/his Facebook account entries per three weeks.</p> <p>The data included 80 students’ writing entries, questionnaires and the pre- and post-tests on writing performance. The findings showed that the Collaborative Facebook Notes improved the students’ writing fluency; writing performance on content, organization, and vocabulary.</p> <p>The students held positive attitudes toward the project and confirmed that Facebook Notes was an important tool for self-growth. They indicated that Collaborative Facebook Notes allowed them to enhanced their self-confidence so that they could get along better with others; matured them through sharing their ideas and self-perceptions; strengthened their confidence in English writing; and gave them the chance to reflect on their daily lives. The implications of these findings for education and research (especially EFL) are discussed.</p> <p><b>Keywords:</b> Collaborative, Facebook Notes, Narrative Text Writing.</p>
<p><b>Singgih Widodo</b></p>	<p style="text-align: center;"><b>A Guide Booklet to Minimize Misunderstandings In Cross-Cultural</b></p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**  
Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<p><b>Limantoro</b> GICICTEL1706077</p>	<p style="text-align: center;"><b>Communication</b></p> <p style="text-align: center;"><b>Singgih Widodo Limantoro</b> Business English Study Program, Politeknik Ubaya, Surabaya, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>To face the challenges of 21st century education, schools are becoming multicultural in which their teachers and students might be local or foreign from different cultural backgrounds so that they need to develop their cross-cultural communicative competence. Therefore, misunderstandings in cross-cultural communication might happen for they have the lack of cross-cultural communicative competence. In this paper, the writer would make a research-based guide booklet for the students of Ubaya Surabaya in cross-cultural interactions. The survey findings would help the students from different cultural backgrounds learn to live together in one global harmonious campus. This booklet is aimed as a practical tool to increase the cross-cultural communicative competence of the students for their social interactions. And the basic concept of this booklet could also be used and adapted with the local cultural wisdom of each other school to anticipate or minimize misunderstandings in cross-cultural communication. The misunderstanding items surveyed include cross-cultural matters, such as the misunderstandings of the use of non-verbal/ gestures, table-manners, honorifics, and others. For examples, when one give something with his left hand in most Asian/ Indonesian contexts, it is considered impolite/ rude. When an Indonesian teacher gives an ok signal gesture, it might mean money for Japanese students and zero for French students. When eating soup, students from Korea, China, Japan, some parts of Asia think that slurping is acceptable as a sign of satisfaction but western students think differently. And there are many other examples that might create misunderstandings in their real communication. Moreover, the writer also hope this booklet would help students and teachers enrich their cross-cultural knowledge and skills for global adaptation and raise the awareness of respecting others as they are.</p> <p><b>Keywords:</b> misunderstanding, multicultural, communication, guide-booklet</p>
<p><b>Dikeledi Mahlo</b> GICICTEL1706079</p>	<p style="text-align: center;"><b>Parent awareness of the importance of early intervention for their pre-school children with developmental challenges</b></p> <p style="text-align: center;"><b>Dikeledi Mahlo</b> Inclusive Education, University of South Africa, South Africa</p> <p style="text-align: center;"><b>Nathan Ferreira</b> Department of Inclusive Education, University of South Africa, Pretoria, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This qualitative study set out to explore parent awareness of early intervention for their pre-school children with developmental challenges. The study also explores lack of parent awareness as a possible cause for the lack of early intervention during the pre-school years. Document analysis, one-on-one interviews with parents, and observations were used as data collection methods for this study. The findings revealed that parents were aware of the importance of early intervention to help their children with learning difficulties.</p> <p><b>Keywords:</b> Parent awareness, early intervention, pre-school children, developmental challenges, qualitative study, bio-ecological systems theory</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<p><b>Nde Emmanuel Nji</b> GICICTEL1706082</p>	<p style="text-align: center;"><b>How To Motivate Students To Learn English As A Second Language</b> Nde Emmanuel Nji Department of English, Plutaluang Wittaya School, Sattahip-Chonburi, Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The need for English as a medium of communication in our globalized world today cannot still be overemphasized. In Thailand, it is an important facet of the workforce and the main language of exchange when AEC (ASEAN Economic Community) finally kicks off. Most students know basic grammar rules, but exhibit a high level of unwillingness to speak while others are shy to speak entirely partly due to the fear of making mistakes. Others are completely uninterested in either aspect of the English skills (speaking, writing, reading and listening) attributed to the system; whereby all the students must have a passed grade; even after a number of unsuccessful trials of the exam.</p> <p>This article, therefore, looks at some of the ways students can be motivated; to be involved in learning English, taking an active role (in speaking) in a challenging yet fun-filled English classroom. These motivations range from challenging the students, classroom seating plan, thought-provoking (open-ended and closed) questions, maximization of anticipation, assignments, use of technology, students' self-development, building of communities within classrooms, the enthusiasm of the teacher, rapport, supportive environment, amongst others.</p> <p><b>Keywords</b> Motivation, English Language, Learning, Teaching, Proactive, Speaking</p>
<p><b>Melvin Taroc Magsayo</b> GICICTEL1706083</p>	<p style="text-align: center;"><b>Enhancing Academic Performance And Learning Engagement Of Grade 8 Students In Biology Using 5 E's Instructional Strategy</b></p> <p style="text-align: center;">Melvin Taroc Magsayo Department of Education, Faculty of Senior High School Department, Iligan City National High School Bukidnon State University, Iligan City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to ascertain if the use of 5 E's instructional strategy in planning and presentation of the lesson in Biology could enhance students' academic performance and learning engagement among eighty Grade 8 students in Iligan City National High School – Pala-o Annex during the school year 2015-2016. This study employed the quasi-experimental non-equivalence pretest-posttest research design. Two intact classes participated in the study. The experimental group was taught with the use of researcher - made instructional materials anchored on 5 E's instructional strategy and the control group with the conventional lecture – method using K to 12 Learning Modules.</p> <p>Students' academic performance in Biology was determined using the researcher-made Biology Academic Performance Test (BAPT) was used for the pretest and posttest. Also, the Engaged Learning Index (ELI) was used for posttest respectively. The academic performance test was given to both groups before and after the conduct of the lesson in cell division, Mitosis, and Meiosis; while the engaged learning index was tested to both groups after the implementation of the lesson.</p> <p>Findings showed that the experimental group had “very satisfactory” academic performance level; while the control group had “fairly satisfactory” academic performance level. Learning Engagement in the experimental group was “very high” and “average” in the control group. Within this study, it was ascertained that the 5 E's instructional strategy enhances students' academic performance and</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>learning engagement in Biology. Keywords: 5 E's Instructional Strategy, Academic Performance, Learning Engagement, Biology, Grade 8</p>
<p>Matthew Abiodun Micheal GICICTEL1706088</p>	<p>Peace Education: Panacea of curbing conflicts in Nigeria</p> <p>Matthew Abiodun Micheal Social Studies Education, Benue State University Makurdi, Benue State, Nigeria, Nigeria</p> <p>Dr. Omada V. Alachi Department of Curriculum &amp; Teaching, Faculty of Education, Benue State University, Makurdi</p> <p>Abstract</p> <p>Humankind needs to take lessons from its past in order to build a new and better tomorrow. Among the lessons not yet learnt included the values of peace, non-violence, tolerance, human right, democracy and good governance. Peace does not come with our Deoxyribonucleic Acid (DNA), to reach peace we need to teach peace, as the world can no longer afford war. People cannot stand by while the numbers of conflict and environmental refugees soar, poverty spreads like an epidemic and money for education, health, job training and other needed service is diverted to pay for weapons. Peace education is the deliberate attempt to educate children and adult on the dynamics of conflict and promotion of peace making skills in homes, schools, communities throughout the world. Since conflict erupts from the minds of man and woman, conscious effort must be made to inculcate in the same mind, the art of peaceful co-existence. The most significant way of promoting a culture of peace is through peace education. The paper therefore x-ray peace education, essence of peace education and how peace education can be facilitated through effective implementation of social studies curriculum particularly at the primary and Junior secondary school levels which are critical period of their character formation. The paper contends that peace education is pivotal to our drive toward development as this cannot take place in a security vacuum.</p> <p>Key word: Peace, Education, Curbing, Conflict, Panacea.</p>
 <p>Magdalena Pranata Santoso GICICTEL1706089</p>	<p>The Effective Pattern Design For Children Education To Raise Godly Children Based On Biblical Standards</p> <p>Magdalena Pranata Santoso Teacher Education Department, Faculty of Teacher Education,,Petra Christian University,,Surabaya, Indonesia</p> <p>Abstract</p> <p>In this digital era where individuals in the community turn out to be more secular and rely on science and technology, some devoted Christian parents want to teach their kids to have a virtuous character. These parents assume that the Bible ought to be the basis of educating godly children. They need an effective pattern design to teach their kids in the light of the Bible, since childhood. A variable sample of parents was selected based on the children's age, gender, the number of siblings, parents' work, and church ministry. The number of parents is about forty. They focused on teaching their kids to Biblical standards. The procedure begins with the steps of exploration, with determining the indicators. The character of their</p>

	<p>children had been described before starting the observations. Parents are imitating the pattern design of character education that takes the model of some Bible Heroes and Christian leaders in the Church History, in their childhood. The models are the individuals who have a Christ-like character and credibility. After six months the second observations is made to see how the difference and the development of their children's character. The result is a significant change in the character of their children. Children who encounter this pattern of character education, showing a better character. They are improving the ability to communicate with a healthy emotion, subject to the parents, and also developing better relationships with parents and siblings. Educating children in the Biblical standards can be an effective pattern design of children education. It is a recommendation model to equip parents who want their children to have a godly character in the middle of the digital era and secular society.</p> <p><b>Keywords:</b> <u>Biblical pattern design, early childhood education, godly character</u></p>
 <p style="text-align: center;"><b>KK Tan</b> GICICTEL1706090</p>	<p style="text-align: center;"><b>Design of a Configurable Simulator for Teaching of PLC Programming</b></p> <p style="text-align: center;"><b>KK Tan</b> Department of Electrical and Computer Engineering, National University of Singapore , Singapore</p> <p style="text-align: center;"><b>SF Choong</b> Department of Electrical and Computer Engineering, National University of Singapore</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In this paper, the need for a configurable simulator is illustrated for the teaching of Programmable Logic Control in control engineering courses at the universities. The concepts and design of the simulator will also be furnished as well as test results. The present research adopted relational screening model, which is one of the general screening models, and utilized Personal Information Form, Professional Job Satisfaction Scale and Work Related Flow Scale in order to collect data. In order to reveal the correlations between work-related flow levels and professional job satisfaction levels among pre-school teachers, Pearson Product-Moment Correlation Coefficient Technique; and in order to find out whether work-related flow levels have a predicting effect on professional job satisfaction, Simple Linear Regression Analysis will be conducted and the obtained findings will be evaluated.</p>
<p><b>Saira Zafar Khan</b> GICICTEL1706092</p>	<p style="text-align: center;"><b>Self-Empowering Education for Women: An Inquiry of Higher Education of Pakistan</b></p> <p style="text-align: center;"><b>Saira Zafar Khan</b> Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study is an attempt to understand the intrinsic value of higher education in personal empowerment of women students. It takes into account formal education (curriculum) and extension of formal education (co-curriculum activities) at post-secondary level, in order to gauge its role in enhancing empowerment in women pursuing higher education. This study reflects on personal dimension of women empowerment, identifying it through power's conceptualization, within Women</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p><b>Empowerment Approach.</b> Theoretically it is based on the model of personal empowerment, along with generative power modes concepts- power-within and power-to. The postmodern school of thought on education, in terms of knowledge, critical consciousness and delivery; is an additive in understanding the role of education for the receivers in this study. Also, gender theory which relates to gender equality in access to education and access in education informs the theoretical base of this study. Employing Explanatory Sequential Research Design, quantitative and qualitative data have been used to expound on the importance of curriculum practices and co-curriculum activities during academic years and their impact on the propagation of self-empowerment of women students. Analysis indicates that higher education in Pakistan needs a thorough inspection of content and determination of common goals and targets for achieving true women participation. Reforms need to be introduced at every tier and step of academic phases to experience a holistic gain in terms of women's access in education and social upgradation. Keywords: critical consciousness, development, gender, higher education, self-empowerment.</p>
<p><b>Onur Koksakal</b> GICICTEL1706093</p>	<p><b>Investigation of the Effects of Work Related Flow Levels on Professional Job Satisfaction among Pre-School Teachers</b></p> <p><b>Assoc. Prof. Dr. Onur Köksal</b> Selcuk University School of Foreign Languages, Selcuk University, Konya, Turkey</p> <p><b>Assist. Prof. Dr. Özge Pinarçik</b> Düzce University Education Faculty</p> <p><b>Abstract</b> The purpose of the present research is investigating the effects of work related flow levels on professional job satisfaction among pre-school teachers. The work groups of the present research, which was designed in accordance with screening model, consists of in-service pre-school teachers, who serve at schools affiliated to Provincial Directorate of National Education in the provinces of Duzce and Konya. The present research adopted relational screening model, which is one of the general screening models, and utilized Personal Information Form, Professional Job Satisfaction Scale and Work Related Flow Scale in order to collect data. In order to reveal the correlations between work-related flow levels and professional job satisfaction levels among pre-school teachers, Pearson Product-Moment Correlation Coefficient Technique; and in order to find out whether work-related flow levels have a predicting effect on professional job satisfaction, Simple Linear Regression Analysis will be conducted and the obtained findings will be evaluated. Key Words: Work-related flow, job satisfaction, Pre-School</p>



Dr Shalini Yadav  
GICICTEL1706094

Teaching Critical Appreciation of Literary Work to Enhance ESL Learners  
Language Skills

Dr Shalini Yadav  
Department of English, Faculty of Linguistics and Literature, Aljuf  
University, Saudi Arabia

Abstract

English, being a tool of knowledge formation and knowledge expansion, is mandatory for ESL learners in ultramodern age to be proficient in, further, to survive with the expectancies of new pedagogic and commercial culture and to be literati. Language teachers also have to accomplish a laborious job designing and planning several strategies and methodologies for result-oriented teaching. This paper discovers the prospects of refining skills of ESL learners through teaching critical appreciation of literature. Additionally, it discourses the critical plan of evaluating literary work and how a language instructor provides assistance and guidelines to ESL learners for choosing an exact literary genre to value and judge supplying them with features of a skilled critic. Learning strategies are studied which could be focused by the instructors to the learners to infer for successful language learning. Moreover, the paper discusses how the language skills are enhanced during the progression of reading, exploring and judging a literary text with humanistic approach.

Keywords- Knowledge, ESL Learners, Pedagogic, Literature, Learning Strategies



Mukesh Yadav  
GICICTEL1706095

The Paradox of Learning English Idioms in Non-native Context: Challenges and  
Implications

Mukesh Yadav  
Department of English, Al Juf University, Sakaka, Kingdom of Saudi Arabia

Abstract

Idioms are one of the important aspects to achieve a successful communication but it becomes alarmingly difficult to learn or understand them in non-native context because it is cultural-oriented and need to learn different methods of translation to achieve the native competence. Therefore, the learning of idioms requires due attention and research. This paper intends to make an easy and progressive introduction to the idiomatic forms of English language. The copious examples familiarize the students to commoner constructions and better understanding of learning idioms. The paper will help Arab students in particular whose career plans and success in the chosen domain depends on their command in English. The focus of the paper is on the challenges and the implications to promote study of idioms.

Keywords: Idioms; Non-native; Challenges; Implications

Osman ÖZDEMİR  
GICICTEL1706096

Investigation Of Student Attitudes Towards Using Internet In Learning English  
Language

Osman ÖZDEMİR  
School Of Foreign Languages, Selcuk University, Konya, Turkey

Burcu KARAFİL

18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

Abstract

The purpose of this study is to determine the level of attitudes of university students towards internet use in English learning. Within this concept, the aim of this study is to examine the attitudes of university students towards internet usage in English language learning. The participants of the study are 372 students studying at different programs of different faculties at Bilecik Şeyh Edebali University and taking English I and II classes within distance education system in 2016-2017 academic year. The distribution of the students is as follows: Vocational High School (58), Vocational High School of Health (64), Engineering Faculty (50), Faculty of Economics and Administrative Sciences (43), Faculty of Science and Literature (32) and Osmaneli Vocational High School (125). On the other hand, 133 of the participants are female while 239 of them are male. A personal information form formed by researchers to collect the demographic characteristics of the participants and "Attitudes Scale towards Learning English using Internet" developed by the researchers were used to answer the research problems. The obtained data were transferred to a computer environment and analyzed using SPSS data analysis program. The mean and standard deviations, frequency (f) distribution and percentage (%) ratios for each of the subscales of self-directed learning level of the students were summarized. One-way analysis of variance (ANOVA) was used for the variable data with three or more subcategories. The findings obtained from the research showed that level of attitudes of university students towards internet use in English learning students were at a good level. When the students' level of attitudes of towards internet use in English learning was examined in terms of internet usage frequency of the students, the platforms in which the students meet English in the internet environment and the level of competence of the students in English learning on the internet, a significant difference was found.

**Key Words:** Student Attitudes, Using Internet, Learning English Language



**Dr. Sankaranarayanan  
Paleeri  
GICICTEL1706097**

**Native and Nonnative Dogmas as Precursors of Value Education: Indian Teacher Educators' Attitude towards Development and Implementation of Value Education in Teacher Education**

**Dr. Sankaranarayanan Paleeri**

**Department of Social Science Education, NSS Training College, Ottapalam  
(University of Calicut), Ottapalam, Kerala, India**

Abstract

Proper Education is a passport to a good, comfortable and secure life. To make man a social being to lead effective social life, education bags different imperatives time to time such as value education, moral education, human rights education, women education, environmental education, sex education and so on (Sharique, 1984). Teacher education sector must purposely flourish this wide scope of education through the practice of distinguished ideals because teacher education is that which arranges platforms for a state's future educational affairs. Meticulous teacher education is zeroed in on conscious efforts of moral and social responsibilities of the prospective teachers. Well-designed value education in teacher education may save this purpose to a certain extent.

Value education is always essential to shape one's life and to give him/her morale of performing him/herself on the global stage. The need for value education among the parents, children and teachers is constantly increasing. Prospective teachers must be carefully trained during their teacher education course with preplanned actions for value development. Student teachers with value quintessence only can

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<p>Oktavia Retno Nawang wulan GICICTEL1706099</p>	<p>serve as value oriented teachers in future.</p> <p><b>The Effectiveness of Implementing Podcast Learning Project In Enhancing Students Speaking Achievement In the Fully Digital Era</b></p> <p>Oktavia Retno NawangWulan Graduate Program in ELT, Faculty of Teacher Training and Education,LPDP Indonesia, State University of Malang, Malang, Indonesia</p> <p><b>Abstract</b></p> <p>The purpose of the present study aims to investigate whether implementing ICT (Information and Communication Technology) in language teaching and learning, focused on the implementation of podcast learning project, helps the learners to enhance their speaking achievement. In the current century, the appropriation of technological platforms which requires new approaches for education should be fostered to today's youth, often referred as digital natives, since they are growing up surrounded and immersed in rapid technological development. This study was conducted with the tenth grade students of science program at SMAN 4 Jember. They were assigned into experimental and control group randomly. To assess their speaking performances in the post-test, analytic scoring rubric covering content, fluency, accuracy on pronunciation, grammar, and spelling was used. From the data analysis, the value of significance column (2-tailed) was 0.025, which was lower than 0.05 (<math>p &lt; 0.05</math>). Consequently, the formulated null hypothesis (<math>H_0</math>) was rejected. Regarding the result of this research, the implementation of podcast learning project gave a significant effect on the tenth grade students' speaking achievement. Further, the implementation of podcast learning project generates the students motivating and challenging. Thus, the current study recommended that EFL learners need to be familiarized and trained with the use of podcasting technology in language learning in order to get better gains in all language skills. Keywords: ICT in education; podcast learning project; EFL speaking in Indonesia; speaking achievement.</p>
<p>Lia Novita GICICTEL1706100</p>	<p><b>Oral Presentation As A Technique To Make Students Creative And Independent In The ESP Classroom (A Case Study At One Of Private University In Garut)</b></p> <p>Lia Novita Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (STKIP) Garut, West Java, Indonesia</p> <p><b>Abstract</b></p> <p>English for Specific purposes (ESP) in higher education can be taught by several techniques. One of the techniques is by giving the task of making oral presentation. It is very effective in developing indispensable professional skills and ESP skills. Also, this technique allows an ESP teacher to combine autonomous learning with social interaction in the classroom. Therefore, this research is focused on the importance of the task of making oral presentation and its relevance in the overall academic setting as well as for the formation of individual professional skills of students in the ESP teaching/learning. This research involved one setting classroom of the fourth semester at English Program. A qualitative approach, particularly descriptive study, was employed in this research with two data collection techniques: questionnaire and interview. The research was to investigate that oral presentation could stimulate learner independence (autonomy) and discussion enhance social interaction and students gain valuable research skills.</p>

	<p>The research proved that preparation for a presentation and the subsequent performance supplemented by language use tasks designed by students themselves could catalyse learner independence (autonomy), assist the learner and his group mates in acquiring indispensable scientific research skills and ESP skills, and develop critical thinking.</p> <p><b>Keywords:</b> English for Specific Purposes (ESP), autonomous learning, social interaction, oral presentation, critical thinking, scientific research skills.</p>
 <p><b>Sanjay Singh</b> GICICTEL1706102</p>	<p><b>Digitization of Library Resources and the Formation of Digital Libraries: Special Reference in Green Stone Digital Library Software</b></p> <p><b>Sanjay Singh</b> Research Scholar , Sri Satya Sai University of Technology &amp; Medical Sciences Shore (MP)</p> <p><b>Abstract</b></p> <p>This paper discusses the new activities, methods and technology used in digitization and formation of digital libraries. It set out some key points involved and the detailed plans required in the process, offers pieces of advice and guidance for the practicing Librarians and Information scientists. Digital Libraries are being created today for diverse communities and in different fields e.g. education, science culture, development, health, governance and so on. With the availability of several free digital Library software packages at the recent time, mainly Green Stone Digital Library Software is the one of them to creation and sharing of information through the digital library collections has become an attractive and feasible proposition for library and information professionals around the world.</p> <p><b>Key words:</b> Digitization, Digital Libraries, Librarians, Information scientists, Library software, Green Stone Digital Library, Information Professionals.</p>
 <p><b>Ongek Margaret</b> GICICTEL1706103</p>	<p><b>Privatization Of Public Higher Education In Africa: Implications For Private Sector Universities In The Context Of Sustainable Development</b></p> <p><b>Ongek Margaret</b> Department of Curriculum, Instruction and Educational Media, University of Kabianga-Kericho, Kenya</p> <p><b>Abstract</b></p> <p>This article explores the essence of privatization of public higher education in Africa and what this implies for private sector universities in the context of sustainable development .The paper is divided into three sections. The first section chronicles the development of privatization of public higher education in Africa. The second section discusses the elements that underpin the proliferation of private sector universities in the African continent. The last section examines a motley of implications of privatization of public higher education upon private universities in Africa within the context of sustainable development.</p> <p><b>Key Words:</b> Privatization, Public Higher Education, Private Sector Universities, Sustainable Development</p>

18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



Dr. A. Arun Kumar  
GICICTEL1706105

**Prominence Of Knowledge Management In Indian Biotechnology Trade**

**Dr. A. Arun Kumar**

Department of Business Management, Osmania University, Hyderabad, Telangana, India

**Prof. V. Shekhar**

Department of Business Management, Osmania University, Hyderabad, Telangana India

**Abstract**

Biotechnology is an industry which is completely dependent on creation and management of new innovations which are an outcome of new knowledge. Knowledge management is a prime factor which determines the success or failure of a biotechnology company competing in the global competition. A biotechnology company which manages knowledge judiciously will gain commercial value out of the product developed. India is considered to be a hub of Biotechnology industry. With enumerable Biotechnology companies growing in India, knowledge management in this domain has become a matter of utmost prominence. The present work reports the status and prominence of knowledge management in Indian Biotechnology industry. The researcher used the survey method through questionnaire to collect the responses of Biotechnology employees about the present scenario of knowledge management in Indian Biotechnology trade. The study revealed some very interesting facts about knowledge management in Indian Biotechnology sector. The status of knowledge management was totally dependent on the experience of the companies in the market. The senior management of these companies were well aware of the pros of knowledge management but were negligent towards the proper implementation of knowledge management in Biotechnology companies. 58.6% of the employees opined that their company is recognizing their knowledge but not under the name of knowledge management. Knowledge management is each and everybody's job was the opinion of 25.5% of the respondents. The employees were also of the opinion that they could acquire the required skills from their colleagues. The study provides an overview and insight about the present scenario of knowledge management in Indian Biotechnology sector. An effective knowledge management model for Indian Biotechnology trade can be thought of as a future research scope.

**Keywords: Knowledge Management, Prominence, India, Biotechnology Trade.**

Haw Su Kheng  
GICICTEL1706106

**Impact of practicing digital storytelling into teaching and learning process**

**Haw Su Kheng**

Multimedia University, Cyberjaya, Malaysia

**Ling Theng Kai**

SMJK Kwang Hua, Klang, Malaysia

**Ong Shu Ting**

Shu Te University, Kaoshiung Taiwan

**Wong Mee Sze**

University Malaya, Selangor Malaysia

**Abstract**

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>Digital storytelling has become important tools for teachers and also students. This article present the impact of using digital storytelling in teaching and learning process weather it will helps in academic results or it doesn't. This article also present a brief description on where it comes from, types of storytelling and the impact of applying it in social sciences (Economic) subject in Secondary 4 (high school). Informants in this study include the administration, the head of the foundation, and the guardian of the pupil. Data collection techniques were conducted through interviews, documentation studies, and field observations. The result of this research is the implementation of cross subsidy in Early Childhood Education Institution An-Nuur well-managed financial accountability done with planned, accountable and transparent, and existence of evaluation of funding every year. Subsidized monthly infaq subsidy mechanism Early Childhood Education Institutions</p>
<p><b>Fiqi Kurnia Rahman</b> GICICTEL1706110</p>	<p><b>Implementation Of Cross Subsidies In Early Childhood Education Institutions Integrated An-Nuur, Sleman</b></p> <p><b>Fiqi Kurnia Rahman</b> Department of educational technology, Yogyakarta State University, Colombo Street, Yogyakarta, Indonesia</p> <p><b>RirinAnjarwati</b> Department of Education Management, Yogyakarta State University, Colombo Street, Yogyakarta, Indonesia</p> <p><b>Kristiyana Dewi</b> Department of Early School Teacher Education, Yogyakarta State University, Colombo Street, Yogyakarta, Indonesia</p> <p><b>Desy Nurhidayah</b> Department of Elementary School Teacher Education, Yogyakarta Stat University, Colombo Street, Yogyakarta, Indonesia</p> <p><b>Wisnu Prawijaya</b> Department of educational technology, Yogyakarta State University, Colombo Street, Yogyakarta, Indonesia</p> <p><b>Abstract</b></p> <p>This study aims to describe the implementation of cross subsidies in Early Childhood Education Institutions An-Nuur Sleman Integrated. The focus of this research is financial management and community participation. And cross subsidies. This research uses descriptive qualitative method based on phenomenology theory. Informants in this study include the administration, the head of the foundation, and the guardian of the pupil. Data collection techniques were conducted through interviews, documentation studies, and field observations. The result of this research is the implementation of cross subsidy in Early Childhood Education Institution An-Nuur well-managed financial accountability done with planned, accountable and transparent, and existence of evaluation of funding every year. Subsidized monthly infaq subsidy mechanism Early Childhood Education Institutions AN-Nuur is divided into 15 levels so that it can be reached by all walks of life. Determination of the amount of tuition and maintenance fees in Early Childhood Education Institutions AN-Nuur is conducted in conjunction with the parent/guardian by considering various aspects. In addition, subsidies are</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>made between levels within the institution of early childhood education. <b>Keywords:</b> Cross subsidy, Education, Early Childhood</p>
<p><b>Listyo Yuwanto</b> GICICTEL1706112</p>	<p style="text-align: center;"><b>Disaster Education Based On Psychological First Aid For Student : Increasing Capacity Dealing With Disaster</b></p> <p style="text-align: center;"><b>Listyo Yuwanto</b> Faculty of Psychology, Universitas Surabaya, Indonesia, Surabaya, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Indonesia has a high potential for disaster based on geographical location, one of which is Sajen Village, Mojokerto Regency, East Java. Sajen village has high hazards suffered disasters such as landslides, flash floods, and high winds. Disasters that have occurred cause the impact of casualties, damage to settlements, the source of life of the population, psychological problems, and social (high risk). The Tangguh Village Disaster Program based on psychological first aid applied to 100 students to improve disaster capacity through disaster education as an effort to reduce risk. So far, no disaster education program has been implemented based on psychological first aid for students. This paper will describe the implementation of disaster education for students covering physical health training that is knowledge of potential disaster, self-preservation and survival from disaster. Psychological health is the ability of psychological recovery during or post disaster. Behavioral health ability to empower themselves and communities economically, socially, and culturally or other areas of life and healthy behavior during and after the disaster. Outcomes of disaster education programs include increased knowledge and psychological first aid capabilities, handbooks of disaster education based on psychological first aid, psychological first aid and sustainable disaster education programs. The results of the implementation of disaster education related to physical health, psychological health and behavioral health are discussed further. <b>Keywords :</b> Disaster Education, Psychological First Aid, The Tangguh Village Disaster Program</p>
<p><b>Kulajit Khaneeyor</b> GICICTEL1706116</p>	<p style="text-align: center;"><b>The Effectiveness of Authentic Listening Materials on EFL Learners Vocabulary Acquisition</b></p> <p style="text-align: center;"><b>Kulajit Khaneeyor</b> Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Aims:</b> The current study aimed at determining the attitudes of EFL students towards the use of authentic listening material in EFL classrooms. Also, the impact of the material on the enhancement of their vocabulary has been investigated in the study.</p> <p><b>Methodology:</b> The secondary research revealed that no past studies have been dedicated to exploring the same for young students from Grade I or equivalent. The study thus conducted primary research with a sample of 40 Grade I students studying English as a foreign language in Thailand. The current study uses both qualitative as well as quantitative approaches. The study used a combination of experiment and interviews to conduct the primary research. The sample for the study has been chosen such that half of the respondents use text books and the other half use text books along with audio visuals tools. Both the groups are then provided with authentic listening material by the researcher. The first group is the control group and the second is the experiment group for the purpose of the study.</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p><b>Findings:</b> The results of primary research indicate that students who used audio visual tools combined with text books gained more from authentic listening material in terms of improvement in vocabulary of students. Also, the primary research found that the attitude of students who used text books along with audio visual tools is very positive towards authentic listening material.</p> <p><b>Recommendations:</b> The researcher has recommended that authentic listening material used in classrooms be of high quality and up dated. Further, it has been recommended that authentic listening material be used in combination with text books and audio/visual tools rather than using only text books. It has been recommended that the teachers are trained and counselled to be able to manage students from diverse cultures and handle them with courtesy and respect rather than adhering to stereotypes about the culture. The teachers must also ensure that students are able to overcome all their inhibitions regarding the new language and new content and they feel comfortable in the learning environment of their class rooms. Overall, an interactive teaching-learning environment is recommended instead of indoctrination and controlled classroom.</p> <p><b>Key Words:</b> authentic listening material, EFL, vocabulary, learning environment, audio visual tools</p>
<p style="text-align: center;"><b>Asrin Lubis</b> GICICTEL1706117</p>	<p style="text-align: center;"><b>Students Performance To Overcome Logical Problems At Indonesian Higher Education In Discrete Mathematics</b></p> <p style="text-align: center;"><b>Asrin Lubis</b> Mathematics Education, Faculty of Mathamtics and Natural Sciences, Medan State University, Medan, Indonesia</p> <p style="text-align: center;"><b>Andrea Arifsyah Nasution</b> Faculty of Mathematics and Natural Sciences, State University of Medan Willem Iskandar Street Medan Estate, Medan – North Sumatera</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In Indonesian educational system, students formally start learning about logic when they pursue to senior-high school, though the earlier assignments did not label them as logics. Although the students already had much experience towards logics, it does not assure that they have a better understand about it even they purpose to university. Therefore, this study aimed to contribute to the development of teaching and learning about logics at higher education and to acquire the information on what strategies university students use to solve logic-based problems where contexts exist. To deal with this, this study applied the heuristic of developmental research. About 53 students in the third semester who proposed mathematics discrete course were given a four-question test. The result shows that the students apply several strategies to solve contextual logic-based problems, such as random proportions, word description, permutation and combination and deriving conclusion through logical premises.</p> <p><b>Keywords:</b> Student’s Performace, Logical Reasoning, Context-Based Problem, Discrete Mathematics</p>
<p style="text-align: center;"><b>Priyanka Rai</b> GICICTEL1706118</p>	<p style="text-align: center;"><b>Parental Perception Towards Bilingual Education In Two Aspects: Academic Performance And Career Opportunities In Kathamandu, Nepal</b></p> <p style="text-align: center;"><b>Priyanka Rai</b> Faculty of Education, Rangsit University, Pathumthani, Thailand</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p style="text-align: center;"><b>Abstract</b></p> <p>The study aims to understand parental perception on bilingual education and its implication in attaining better academic performances and career opportunities. A mixed method with a Likert-scale questionnaire and in-depth interview was administered for the research. The sample consisted of 288 parents of student from three different schools. A statistical analysis of mean and standard deviation was used to analyze the survey results and a thematic analysis approach was used for the interview data. The findings revealed that the parents confirmed to the aims of the study and the response differed base on the parents' ethnic group, age, educational level and income. The study summarizes that the main objective for parents to favor bilingual education is to preserve the Nepali culture and identity and language.</p>
<p style="text-align: center;"><b>Tanishka Jain</b> GICICTEL1706120</p>	<p style="text-align: center;"><b>Survival of Humanity</b></p> <p style="text-align: center;"><b>Tanishka Jain</b> Department Of English Literature, St Xaviers College, Jaipur, India</p> <p style="text-align: center;"><b>Abstract:</b></p> <p>It's been a dilemma since ages long that why man hides the carnal sin? The fight between devilish temptation and goodness has never been more. He tempts lust, gluttony, wrath, sloth, greed and pride. Doctor Faustus, scholar and lover of beauty, craves for fiendish pride battling against his better sense. He seeks to achieve godhood himself, and so he leaves behind the Christian conceptions of human limitation. Though he fancies himself to be a seeker of Greek greatness, he leads to the path of lust where he seeks damnation in the end. The similar case in society today that people are giving up hopes, aspiration just to be more extravagant and powerful that they want glory by sinning: Wealth without work; Pleasure without conscience; Knowledge without character; Commerce without morality; Science without humanity; Religion without sacrifice and Politics without principle.</p> <p>This paper aims at exploring the evil nature hidden behind the mask of every individual through some of the best novels that reflect that "A devil is an angel in disguise" They leave faith behind and follow the path of damnation as seen in "Young Goodman brown" that Humanity needs to survive in order to eliminate evil.</p>
<p style="text-align: center;"><b>Chantana Potikruprasert</b> GICICTEL1706123</p>	<p style="text-align: center;"><b>The Needs Of Stakeholders In Academic Service Of Institute Vocational Education Of Bangkok</b></p> <p style="text-align: center;"><b>Chantana Potikruprasert</b> Department of Industrial Education, Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this research is to examine the needs of stakeholders group who are related to academic service of Vocational Educational Institute, Bangkok Metropolitan under the Office of Vocational Education Commissions. The 12 participants of the study are sampling consists of 3 educational management team, 3 curriculum teachers, 3 Vocational Education Institutes executives which are composed of 1 institute chairman; 1 institute director; 1 institute committee, and 3 entrepreneur representatives cooperating with the educational management for</p>

	<p>bachelor degree. The interview about academic and vocational service is used as the instrument of collecting data. The result revealed that 1) test and analysis service provided the handbook for testing, analysis, procedures, for setting the criteria, and for monitoring the result of testing; 2) academic/learning and teaching consultation service provided the academic data planning service, as well as conducted the advised plans related to the academic, technical and commercial vocation, and new knowledge; 3) the service of training, meeting, and seminar provided the planning schedule for training, meeting, seminar; set the short and long curriculum of training/seminar; set the priority of topic about training, meeting, seminar; set the scope of training, meeting, seminar service involving in learning procedure theory, new technology, specific technology, research and development, and SME management; 4) the service of mechanic and equipment installation safely and conveniently provided the location for setting equipment by factory planning, and zoning division; 5) the research project service provided the community to share idea, action, analysis, to solve the problem professionally, and to expand the development of social community; and 6) the maintenance service clearly provided the equipment usage, and provided the full and semi handbook of equipment for the users.</p> <p><b>Keywords:</b> Academic service, needs of stakeholders, Vocational Education Institutes.</p>
 <p><b>Professor N.P. Mudzielwana</b> GICICTEL1706059</p>	<p style="text-align: center;"><b>Promotion of Mental Health within Life Skills as a Subject in the Foundation Phase</b></p> <p style="text-align: center;"><b>Professor N.P. Mudzielwana</b> Department of Early Childhood Education, School of Education, University of Venda, Thohoyandou, South Africa</p> <p style="text-align: center;"><b>S.A. Mulovhedzi</b> Department of Early Childhood Education, School of Education, University of Venda, Thohoyandou, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study examined the promotion of mental health within Life Skills as a subject in the Foundation phase. This was a qualitative study which adopted a case study design. Twelve (12) teachers (6 males and 6 females) who participated in the study were randomly drawn from four foundation phase schools. Data were collected by conducting focus group discussions with participants. Challenges such as lack of training, inadequate teaching and learning materials, large class sizes and inadequate learning facilities were identified. The study revealed that due to the challenges mentioned above, foundation phase teachers fail to plan effectively and teach Life skills proficiently to promote mental health in learners. The study recommends that in order to promote mental health in learners within life skills as a subject, Department of Basic Education (DBE) must conduct workshops and courses for Foundation Phase teachers at regular intervals.</p> <p><b>KEYWORDS</b> Life Skills Education. Schools Curriculum. Mental Health and Well-Being. Learning Facilities. Social Learning. Successful Living</p>
<p><b>Jian-Hong Ye</b> GICICTEL1706067</p>	<p style="text-align: center;"><b>A Comparative Study of Different Cognitive Flexibility, Competition Anxiety, Learning Engagement, Learning Interest, and Continuous Improvement Attitude on Students' Competitive Performance in Project Design</b></p> <p style="text-align: center;"><b>Jian-Hong Ye</b></p>

	<p>Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan</p> <p>Jon-Chao Hong Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan</p> <p>Yi-Wen Peng Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan</p> <p><b>Abstract</b> This study aims to explore the comparative of different cognitive flexibility, competition anxiety, learning engagement, learning interest, and continuous improvement attitude on students' competitive performance in project design. Furthermore, to carry out the research purpose, this study adopted survey research method on 403 participants from students at department of design in Taiwan. After removing 118 invalid samples, the response rate is 70.7% and the average age of participants is 21.4 year-old. The sample includes 119 males (41.8%) and 166 females (58.2%). The analysis was conducted using IBM SPSS 23.0 to analyze the reliability and validity, independent sample t-test, and One way ANOVA. The study showed two findings: (1)The cognitive flexibility, learning engagement, learning interest, and continuous improvement attitude of the winning students was significantly higher than the non-winning students. (2)The competition anxiety of the winning students was significantly lower than the non-winning students. (3)The continuous improvement attitude of the products design students was significantly higher than the general design and spatial design students.</p> <p><b>Keyword:</b> Department of design, Project design, Higher education, Taiwan</p>
<p>Florence Martin GICICTEL1706071</p>	<p>Student perception of facilitation strategies that enhance instructor presence in online courses</p> <p>Florence Martin University of North Carolina Charlotte, USA</p> <p>Chuang Wang University of North Carolina Charlotte, USA</p> <p>Ayesha Sadaf University of North Carolina Charlotte, USA</p> <p><b>Abstract</b> Instructor presence is the intersection of social presence and teaching presence and occurs usually during the live part of the online course. <b>Research Objectives</b> 1.Which facilitation strategies do students perceive helpful in establishing instructor presence, instructor connection, engagement and learning in the online course? 2.Are there aspects of construct validity of the instrument? 3.Is there a difference between gender, major, students' academic standing on their perceptions of facilitation strategies?</p>

	<p><b>Methodology</b> Survey based research - Student perception on the helpfulness of twelve different facilitation strategies used by instructors were examined from a survey with 188 students.</p> <p><b>Findings</b> Among the 12 facilitation strategies, instructors timely response to questions and instructors timely feedback on assignments/projects were rated the highest in all four constructs (instructor presence, instructor connection, engagement and learning) and interactive visual syllabi of the course was rated the lowest in all of the four constructs and video based introduction and instructors use of various features in synchronous sessions to interact with students were rated lowest among two of the four constructs. Confirmatory factor analysis was employed to examine the construct validity of the instrument developed. Results from analysis of variance revealed no statistically significant differences between male and female students on their perceptions. However, post-doctoral students rated higher than undergraduate students on engagement and learning strategies. No differences were noted between post-doctoral, master's, and doctoral students.</p> <p><b>Research Outcomes</b> Instructor's timely response and timely feedback was the facilitation strategy that made a difference on instructor presence in the course. There was a significant difference on student perception based on academic standing.</p> <p><b>Future Scope</b> This study has implications for instructional designers and online instructors for designing online courses. Future studies can explore facilitation strategies focusing on teaching presence, social presence and cognitive presence.</p> <p><b>Keywords: Facilitation Strategies, Instructor Presence, Online Learning, Student Perception, Instructor Connection</b></p>
<p>Alan Cross GICICTEL1706085</p>	<p><b>Reasoning in Primary Mathematics and Science</b></p> <p>Alan Cross Affiliation: Manchester Institute of Education, University of Manchester, Oxford Road, Manchester, England</p> <p>Alison Borthwick</p> <p><b>Abstract</b></p> <p>Much is increasingly said in educational circles about pupils' reasoning. About how important it is and about how it contributes to and is contributed to by subjects like mathematics and science. There is international interest in achievement in, and integration of, STEM subjects such as mathematics and science. This paper will explore what we mean by reasoning and what it is not. This will centre around reasoning as a form of thinking in some cases deductive, in other inductive. The authors will consider how important this is and about how reasoning contributes to and is contributed to by subjects like mathematics and science. They will provide background and a rationale for primary teachers as well as very useful examples of how reasoning in primary mathematics and science classes can develop. It will argue that teachers themselves need to reason about a number of things including the curriculum and pedagogy and that teachers must provide opportunity to develop the powers of reasoning in pupils and that mathematics and science are excellent vehicles for this learning. It will show how reasoning skills in mathematics and science are very similar and thus provide justification for the connection of these two subjects in certain areas. The paper</p>

	<p>will include the responses of primary teachers to questions about reasoning in primary mathematics and science and consideration made for future research and possibilities for curricular development and classroom practice.</p>
<p>Angela Choi Fung Tam GICICTEL1706104</p>	<p>Understanding how a blend of scaffolding instructions facilitate a switch of medium-of- instruction in teaching</p> <p>Angela Choi Fung Tam Division of Language and Communication, Hong Kong Community College, The Hong Kong Polytechnic University, Hong Kong</p> <p>Abstract</p> <p>Much attention has been put on either general pedagogical or specific linguistic scaffolding in English, there is a somewhat missing link to investigate the summation of scaffolding to student learning. This study constructs a blended model to examine how linguistic, cognitive, social, cultural and affective scaffolding facilitate Chinese language teaching in Putonghua-Medium-of-instruction (PMI) classroom. Lessons of a teacher in a secondary school who attended a professional development workshop were observed. Stimulated recall interviews were also used to collect data. The findings indicate that the teachers can help students to achieve Chinese Language and Putonghua learning through scaffolding in various aspects: (1) provision of linguistic scaffolding to students to adapt Putonghua instruction, (2) association of students' academic background knowledge with meaningful instruction to foster cognitive development, (3) stimulation of peer interaction and cooperation, (4) develop positive attitudes towards a switch of PMI from mother tongue to arouse the learning motivation of learners, and (5) flexible use of strategies to connect the cultural and historical understandings of learners with the texts. This paper suggests that teacher's knowledge about scaffolding strategies is critical to language teaching rather than a switch of medium-of-instruction (MOI) per se. Implications for teacher education and future studies are discussed. Keywords: Scaffolding, Medium-of-instruction, Chinese Language, Putonghua</p>
 <p>Erdem Aksoy GICICTEL1706107</p>	<p>Turkish student teachers attitudes toward teaching in university-based and alternative certification programs in Turkey</p> <p>Erdem Aksoy Faculty of Education, Department of English Language Teaching, TED University, Turkey, Ankara</p> <p>Abstract</p> <p>The objective of this study is to comparatively analyze the university-based and alternative teacher certification systems in Turkey in terms of the attitudes of trainee teachers toward the teaching profession, explore the reasons of choosing teaching as a career as well as analyze attitudes by gender, department, and graduating faculty type in the frame of dominant ideological and economical paradigms. For the study, rational screening model was used, employing mixed methods research strategy. Participants in the study were 208 trainee teachers from the departments at the faculty of educational sciences and 200 trainee teachers at alternative certification programs at the same university. As a result of this research, it was found that university-based trainee teachers have better attitudes than trainee teachers of alternative certification programs toward the teaching profession and that female trainee teachers in both groups had better attitudes toward the teaching profession. Further, it was found that university-</p>

	<p>based trainee teachers utilized intrinsic motivators more, whereas trainees at alternative certification programs mainly utilized extrinsic motivators for career choice. Thus, intrinsic motivations of student teachers need to be strengthened as without realizing and emphasizing the divine values and the respectability of the teaching profession, it would be impossible to raise a new generation of teachers with high levels of intrinsic motivation, and the result could be having an army of technicians aiming to earn more money or have a more comfortable life rather than intellectuals who believe in contributing to and making a change in the lives of students.</p> <p><b>Keywords</b>  Pre-service teacher education Alternative certification Teacher attitudes Program effectiveness</p>
<p><b>Listyo Yuwanto</b>  <b>GICICTEL1706112</b></p>	<p style="text-align: center;"><b>Disaster Education Based On Psychological First Aid  For Student : Increasing Capacity Dealing With Disaster</b>  <b>Listyo Yuwanto</b>  Faculty of Psychology, Universitas Surabaya, Indonesia, Surabaya, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Sajen village has high hazards suffered disasters such as landslides, flash floods, and high winds. Disasters that have occurred cause the impact of casualties, damage to settlements, the source of life of the population, psychological problems, and social (high risk). The Tangguh Village Disaster Program based on psychological first aid applied to 100 students to improve disaster capacity through disaster education as an effort to reduce risk. So far, no disaster education program has been implemented based on psychological first aid for students. This paper will describe the implementation of disaster education for students covering physical health training that is knowledge of potential disaster, self-preservation and survival from disaster. Psychological health is the ability of psychological recovery during or post disaster. Behavioral health ability to empower themselves and communities economically, socially, and culturally or other areas of life and healthy behavior during and after the disaster. Outcomes of disaster education programs include increased knowledge and psychological first aid capabilities, handbooks of disaster education based on psychological first aid, psychological first aid and sustainable disaster education programs. The results of the implementation of disaster education related to physical health, psychological health and behavioral health are discussed further.</p> <p><b>Keywords :</b> Disaster Education, Psychological First Aid, The Tangguh Village Disaster Program</p>
 <p><b>Li Xiaohui</b>  <b>GICICTEL1706113</b></p>	<p style="text-align: center;"><b>Discussion on Current State and Possible Future Directions of K-MOOC</b></p> <p style="text-align: center;"><b>Li Xiaohui</b>  College of Education, Pusan National University, Busan, South Korea</p> <p style="text-align: center;"><b>Changun Park</b>  College of Education, Pusan National University, Busan, South Korea</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to discuss the current development state of Korean Massive Open Online Course (K-MOOC). Findings show that Korean government has created a favorable environment for the development of K-MOOC by implementing necessary policies, technology, accreditation, and financial support system. There</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**  
Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

	<p>are, however, few problems on the evaluation, and feedback system. Furthermore, a revenue expenditure disequilibrium, unbalanced academic fields segmentation arise as systematic flaws of K-MOOC. To this end, this study suggests that K-MOOC needs to engender a structural condition that can balance revenue and expenditure within the system. Moreover, K-MOOC needs to attract various private corporations and research institutes from foreign universities. Keywords: MOOC, Korea, K-MOOC, Current State, Future Development Direction</p>
 <p style="text-align: center;"><b>Li Zhangpei</b> GICICTEL1706114</p>	<p style="text-align: center;"><b>Comparison between China and South Korea of MOOC</b></p> <p style="text-align: center;"><b>Li Zhangpei</b> Department of Education, Pusan National University, Busan, South Korea</p> <p style="text-align: center;"><b>Minjong Youn</b> Department of Education, Pusan National University, Busan, South Korea</p> <p style="text-align: center;"><b>Abstract</b></p> <p>To understand how Massive Open Online Course (MOOC) system is operated in Asian countries, this study compares MOOC operating system between South Korea and China. Our findings show that the main difference between two countries is that Korean Massive Open Online Course (K-MOOC) system is fully operated by public sector, Ministry of Education in South Korea. As a result, K-MOOC is free for all participants, and its financial resource is provided by the public sector. In China, on the other hand, Government, including Ministry of Education is not actively involved in MOOC operating system. Indeed, MOOC in China is mainly operated by private sector, gearing for higher profit. To this end, this study discusses the meaning and historical development of MOOC in these countries and suggest policy implications to improve the current system. Keyword: MOOC, MOOC in China, K-MOOC, comparison</p>
<p style="text-align: center;"><b>Priyanka Rai</b> GICICTEL1706118</p>	<p style="text-align: center;"><b>Parental Perception Towards Bilingual Education In Two Aspects: Academic Performance And Career Opportunities In Kathamandu, Nepal.</b></p> <p style="text-align: center;"><b>Priyanka Rai</b> Rangsit University Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study aims to understand parental perception on bilingual education and its implication in attaining better academic performances and career opportunities. A mixed method with a Likert-scale questionnaire and in-depth interview was administered for the research. The sample consisted of 288 parents of student from three different schools. A statistical analysis of mean and standard deviation was used to analyze the survey results and a thematic analysis approach was used for the interview data. The findings revealed that the parents confirmed to the aims of the study and the response differed base on the parents' ethnic group, age, educational level and income. The study summarizes that the main objective for parents to favor bilingual education is to preserve the Nepali culture and identity and language.</p>

## Listeners

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<p><b>Kanishka</b> English Language and Literature, Kabul Education University , Kabul GICICTEL1706051</p>
<p><b>Ojediran Akinwumi O.</b> Jubilee Great International School, Osogbo, Nigeria GICICTEL1706056</p>
<p><b>Muhammad Jehanzaib Chaudhry</b> Mathematics, Qatar Foundation, Qatar GICICTEL1706063</p>
<p><b>Ngamga Silvane Manuela</b> Department Of Management, Administrator, The Nation Complex, Mutengene-Cameroon GICICTEL1706070</p>
<p><b>Ayuba Garba Asugu</b> Department of English C.O.E WAKA BIU, College of education Waka-Biu Borno state Nigeria, BIU Nigeria GICICTEL1706074</p>
<p><b>Yusuf Mohammed Petel</b> Department of English C.O.E WAKA BIU, College of education Waka-Biu Borno state Nigeria, BIU Nigeria GICICTEL1706081</p>
<p><b>Taniya Muhammad</b> Department of History, University of Karachi university of Karachi, Pakistan GICICTEL1706084</p>
<p><b>Mutebi Ronald</b> Manager Zibulex Uganda Limited, Uganda GICICTEL1706086</p>
<p><b>Kabalungi Sarah</b> Manager Zibulex Uganda Limited, Uganda GICICTEL1706087</p>
<p><b>Dr. Saju Mohanan</b> Department of Information Technology, Higher College of Technology, Ministry of Manpower, Muscat, Sultanate of Oman GICICTEL1706098</p>
<p><b>Oluseyi Folayan</b> Administrative Department, National industrial court of Nigeria, Akure, Nigeria GICICTEL1706101</p>
<p><b>Yussif Suleman Issah</b> Department of Literature and Language studies, Gaziantep University, Afyon, Turkey GICICTEL1706111</p>
<p><b>Agnes Fellicia Budiman</b> Faculty of Psychology, Universitas Surabaya, Surabaya, Indonesia GICICTEL1706115</p>
<p><b>Bashu Upadhaya</b> MA in Kashmir and South Asia Studies, Jamia milla Islamic University, Delhi, India GICICTEL1706119</p>
<p><b>Cindy Kissau</b> Thames Valley District School Board, Thames Valley London, Ontario Canada GICICTEL1706068</p>
<p><b>Terry Hopkins</b> Education Department, Edith Cowan University, South West Campus, Bunbury, Western Australia GICICTEL1706091</p>
<p><b>Dr. Manohari Rasagam</b> ESL Educator, Learning Institute in Washington D.C., USA</p>

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

<b>GICICTEL1706109</b> Zeynep Cengiz Department of Mathematics, ISTEK Schools, High School, Istanbul, Turkey <b>GICICTEL1706121</b>
Gary Whitcombe Science, Safety Bay Senior High School, Rockingham, Western Australia <b>GICICTEL1706122</b>
Jamaatu Suleman Bako Managing Director, Yaro Mikael Frica Art Gallery, Accra <b>GICICTEL1706124</b>

## **Upcoming Conferences**

<https://adtelweb.org/conference.php>

- » 20th International Conference on Teaching, Education & Learning (ICTEL), 26-27 July 2017, Barcelona, Spain
- » 21st International Conference on Teaching, Education & Learning (ICTEL), 26-27 July 2017, Mauritius
- » 23rd International Conference on Teaching, Education & Learning (ICTEL), 06-07 September 2017, Bali, Indonesia
- » 24th International Conference on Teaching, Education & Learning (ICTEL), 12-13 Sept 2017, London, UK
- » 25th International Conference on Teaching, Education & Learning (ICTEL), 10-11 Oct 2017, Dubai, UAE
- » 26th International Conference on Teaching, Education and Learning (ICTEL), 08-09 Nov 2017, Singapore
- » 27th International Conference on Teaching, Education and Learning (ICTEL), 15-16 Nov 2017, Kuala Lumpur
- » 28th International Conference on Teaching, Education & Learning (ICTEL), 20-21 Dec 2017, Dubai, UAE

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand



- » 29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
- » 2017 – 30th – International Conference on Teaching, Education & Learning (ICTEL), Nov 22-23, Bangkok
- » 2017 – 31st – International Conference on Teaching, Education & Learning (ICTEL), Dec 14-15, Mauritius
- » 2018 - 3rd – International Conference on Teaching, Education & Learning (ICTEL), Feb 18-19, Dubai
- » 2018 – 4th International Conference on Teaching, Education & Learning (ICTEL), Apr 11-12, London
- » 2018 – 5th International Conference on Teaching, Education & Learning (ICTEL), May 23-24, Lisbon

**18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand**

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

