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CONFERENCE PROCEEDINGS

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand

27-28 Dec 2017

Conference Venue

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

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29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   1

Global Research & Development Services

Table of Content:

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   2

Global Research &
Development Services

Preface:

Association for Development of Teaching, Education and Learning (ADTEL) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. ADTEL aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join ADTEL and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

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GRDS' mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative ideas.

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KEYNOTE SPEAKER

Benjapol Worasuwannarak

The Airline Business Lecturer, International College, Suan Sunandha Rajabhat University, Bangkok, Thailand

BenjapolWorasuwannarak MBA from Cardiff Metropolitan University (UWIC) in the United Kingdom and BSc. Aviation management from Kasetsart University from Thailand. He is currently the airline business lecturer at International College, Suan Sunandha Rajabhat University with past experience in teaching and working in private company.

He has written article on Caused of Origin Effect and Virtual shopping experience. Liar marketing, the impact of Integrated Marketing Communication to Social Responsibility was my topic of conference last year.

I am currently working on culture and social norm to marketing and customer engagement in low cost airline in Thailand market.

Keynote topic: Active Learning for Next generation of education

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   4

Global Research &
Development Services

Harshita B. Agarwal **GICICTEL1714051**	**E-Education in India** **Harshita B. Agarwal** **Under-Graduate Student (B.Com Major)** **Pandit Deendayal Petroleum University, Gandhinagar Gujarat India** **Abstract** **The world is moving towards E-Education which means E-Learning (electronic learning). E-Education takes place in formal electronic classrooms for learning or training students. It can be used for mandatory learning purpose or for full time. Earlier it was considered as a bad press because many people thought it is not a good mode of teaching and according to them human element should only be considered for teaching purpose. But as the time has passed by and with the development in technology, and now we embrace smartphones and tablets in our daily life. And with more than 370 million users, E-Education have been embraced in all over the world. India now comes third in this race. It is a big achievement for India as earlier there were many children who were not able to get education or complete their studies due to financial problem of the family or absence of school in underdeveloped areas, but now due to E-Education this situation is changing as students are pursuing their education online. Studying online also have its perks because it's cost effective and learning can be done 24*7 and at anywhere, and one just need a computer and good internet connection. In order to make India a developed country, and one of the objective is pursuing education and which can be achieved by promoting E-Education.** **Key words: E-Education, E-learning, technology, perks, develop.**
Ma Charinna Jumel L. Lee	**Gender Differences on Intrinsic Motivation Factors in L2 Learning** **Ma. Charinna Jumel L. Lee** **Department of English and Applied Linguistics, De La Salle University-Manila, Manila, Philippines** **ABSTRACT** **The paper focused on the differences on intrinsic motivation factors that may guide teachers in identifying specific L2 communicative skills male and female students are more motivated to learn in the process of language learning. The study involved 202 (101 male and 101 female) grade 11 students from a private senior high school in manila. A 48-item questionnaire adapted from Lucas et al (2010) was administered to the participants on their respective schedules. Results showed that females are intrinsically motivated in learning Reading (M= 3.7583) followed by Listening (M= 3.7723) and then Writing (M= 3.7583) with a minimal difference with Speaking with a mean of 3.7566, respectively. This may be attributed to the social context, events, and situations we are currently in (Oliva, 2008; Romualdez, 2009 as cited in Lucas et al, 2010). With the proliferation and continuous advancement of technology, we are presented with a lot of social technological avenues, such as the internet and social media, where we can put to use our L2 skills (Lucas et al, 2010). On the other hand, males are more intrinsically motivated**

in learning Listening (M= 3.7219) followed by Speaking (M= 3.7112), Reading (M= 3.7021), and then Writing (M= 3.6601), respectively. This study would pave the way to future studies to guide teachers and learners on the path to success in the language classroom. It is also a step forward to the attainment of the ideal concept of individualized instruction in the contemporary classroom and the utilization of different forms of intrinsic motivation to ignite the burning desire to successfully learn a language.

Keywords: Intrinsic Motivation, Gender Differences, L2 Communicative skills

The plan for the establishment of the Talent Organization of the United Nations

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Hassan Kian
GICICTEL1714055

ABSTRACT
The future of millions of people and consequently, the future of societies and humanity is threatened by a great threat which is called wasted human resources. Perhaps Pasteur, Beethoven and Avicenna, Lavoisier and Einstein and millions of genius individuals and thinkers may have never been discovered and could not found a chance of being known due to various reasons such as poverty or social status, and other problems. So without being able to serve humanity, their talents are filly wasted. While, if a global mechanism exists to discover their talents in different countries and provide to them the right direction, during less than a generation, human society will face to a profound transformation and sustainable social justice will be formed as the basis of sustainable development of human resources. Therefore, the situation of the institution which organizes the affair of discovering and guiding talents was vacant at the level of the international community and its necessity has been felt. So in this plan, the establishment and development of such an organization has been suggested in the international context.
Keywords: talent identification, comparative advantage, sustainable justice, sustainable development, human resources

Shiela Balbon
GICICTEL1714056

SCHOOL HEADS' ADMINISTRATIVE SKILL AFFECTING TEACHERS' PARTICIPATION IN THE IMPLEMENTATION OF THE K TO 12 CURRICULUM: BASIS FOR DISTRICT HUMAN RESOURCE DEVELOPMENT PLAN

SHIELA G. BALBON
Department of Education, DepEd, Philippines

ABSTRACT
This study is conducted to identify the School Heads' administrative skill that significantly affects teachers' participation in the implementation of the K to 12 curriculum. The mixed method with Quantitative-Descriptive and Qualitative-Thematic analysis was used. The questionnaire and Focus Group Discussion were utilized in gathering data. There were 124 respondents in this study. The instruments used were simple percentage and weighted mean. The study revealed that on the management, human relations, communication and decision-making skills of the School Heads, the overall weighted mean was 2.33 interpreted as "observed". This means that administrators practiced the combination of both the negative and the positive administrative styles in implementing K to 12 curriculum. The extent of teachers' participation in the planning, implementing, monitoring

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 6

Global Research &
Development Services

and evaluating school programs and activities obtained a weighted mean of 2.83 interpreted as "High participation" which means that the combination of administrative skills resulted to teachers' high participation. The study concluded that there was no identified administrative skill that affects teachers' participation in the K to12 implementation as all the subscales were "observed" by the teachers. A human resource development plan was crafted to improve the level of teachers' participation in the implementation of the K to 12 curriculum.

UNLOCKING THE DOORS OF TEACHING AND LEARNING IN SOUTH AFRICA: STRATEGIC STEPS TOWARD A 'DECOLONIAL' FUTURE. ABSTRACT BY DR DARYL BALIA, CENTRAL UNIVERSTIY OF TECHNOLOGY, FREE STATE, SOUTH AFRICA

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Daryl Balia
GICICTEL1714057

ABSTRACT
The changing landscape of higher education in South Africa suggests the need for new visionary impulses which stakeholders in the current political and academic institutional realms will probably wish to engage. Apart from the ongoing imperative to produce and disseminate knowledge, promote public understanding of global issues, and contribute to societal cohesion and economic growth, the South Africa context demands a sharper focus on the pursuit of excellence in tandem with achieving greater levels of equity. Fragmentation should be replaced by integration, where competing institutions are not unwittingly replicating old patterns of dominance; participation must be improved for a productive citizenship to develop skills against a holistic background, one where primary, secondary, tertiary and lifelong learning are interconnected (despite separate ministerial responsibility); higher education must be made available to all regardless of gender or race, and at a much lower cost to students, while the poor concentration of women in the sciences generally should be addressed; the 'brain drain' (of most of the current highly productive academics going into retirement over the coming decade) has to be arrested by a new generation of scholars who will better reflect the current (racial and gender) imbalance; and the entire higher education system must find creative ways of 'education capture' where the dropout rate is lowered, student success rate increased, and curriculum transformation becomes a critical catalyst for comprehensive change. Practical and generic skills are in greater demand today to meet national priorities such that they can be easily transferable across working environments, and where 'subject-specific' content becomes secondary to relevant 'transferable learning.'

Against the background sketched above, it becomes imperative for higher education institutions to more clearly 'distinguish' themselves in terms of being national assets providing much needed skills for the country to develop. This requires an adjustment which South African universities are not well placed to respond to. However, in my view, what could potentially distinguish their place in the international world of higher education is the attention these universities could potentially give to three key strategic steps as follows:
• stimulate new, flexible and innovative ways of learning, teaching and assessing through the use of new technologies which remain relatively unexplored by the university sector;
• prioritise learning and responding to student feedback even more aggressively,

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   7

Global Research &
Development Services

	especially as some of the better performing universities show that their standards of teaching quality are being compromised by the assessment and feedback received from their students; • impact society timeously and appropriately to bring about social and economic development, also through the purposeful development of leadership capacity outcomes such as self-efficacy, civic engagement, and character growth; In the absence of the above framework being implemented, South African universities may struggle to compete with the top universities of the world and be hamstrung in not being responsive enough in preparing students for a 'decolonial' future which many cherish.
Herman **GICICTEL1714061**	**Using Politeness Strategy in Teaching-Learning Process on Speaking Skill** **Herman** **English Education Department** **Nommensen HKBP University, Pematangsiantar** **North Sumatera Province, Indonesia** **Abstract** This research is about how the teachers' politeness in teaching-learning process on speaking skill. There is a proverb, silent is gold. But when it comes to teaching-learning process, it is not good for every student. As we know that teacher always tried to make his/her class to be active; this is related to curriculum 2013 in Indonesia which make process-teaching to be active by using students centered. The goal of process teaching-learning is students can achieve material or topic that teacher have explained before. But, in reality students still confused with material. There was a case when a female student was afraid because of teachers' style in teaching. One way to solve this problem is using politeness. According to Brown & Levinson (1987), politeness is face-threatening acts. Face is described as self-image. The use of politeness can describe people's behavior. How people twine relationship with others. The strategies of politeness are negative and positive politeness, say nothing, and say something (Yule, 1996:61). The research design was qualitative descriptive research. The result of this paper is positive politeness by the teacher improves the teaching learning process on speaking skill become better because creating a comfortable language learning environment makes the students become more motivated and enjoyable in studying. In short, the application of politeness strategies is one of the key in teaching models for English teachers. Keywords: politeness strategy, teaching-learning process, teaching model, speaking skill
Jessica Musa **GICICTEL1714063**	**Vocabulary Learning Using Homophones** **Jessica Musa** **School Of Education,Asia E University,Kuching, Sarawak Malaysia** **Abstract** This study employed qualitative method to investigate the use of homophones in teaching vocabulary in a Primary School in Serian District, Kuching Sarawak. A total of 72 pupils and three teachers participated in this study. The objective of the study was to determine the effectiveness of using homophones in learning vocabulary among Level 2 (year 4, 5 and 6) group of students. Results indicated that 91.3% from Year 4 class, 87.5% from Year 5 and 48% from Year 6 pupils were able to pass the test conducted in this level two of three groups of pupils

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   8

Global Research &
Development Services

	sampled. The differences between genders were 100% for male and 77% of female in Year 4 abled to pass the test. For Year 5, male was 80% while female was 92.8% abled to pass the evaluation. Similarly, 62.5% of male and 76.4% female were able to pass the test in Year 6. When based on race, the Malay pupils in Year 4, 5 and 6, showed 79.6% of pupils passed the examination. While for Iban in Year 4, 5 and 6, they managed to score 93.7%, and 100% passed for both Lun Bawang and Eurasian pupils. These results not only provided meaningful data on the understanding of vocabulary, but also important for the future planning and development of enrichment activities to enhance their learning of vocabulary. The school and these teachers of that particular school may include this strategy in the study to plan and develop these approaches in teaching of vocabulary in the future.
Muhammad Safreen Shafie **GICICTEL1714066**	**ENGLISHIZATION: A DILEMMA FOR PUPILS IN CHINESE SCHOOL** **Muhammad Safreen Shafie** **School Of Education,Asia E University,Kulim, Kedah, Malaysia** **ABSTRACT** **The use of variety of speaking activities during English lesson has a great potential to promote speaking skills in English as Second Language (ESL) classroom. This exploratory research sets out to explore the provocative questions technique used to promote pupils' speaking skill and to find out how provocative question technique can promote speaking skill. Pupils' and teachers' perspectives on the use of provocative question in speaking activity are gathered to seek the opinions on how provocative questions help to promote pupils' speaking skill. In this study, 8 Year Five pupils of a Chinese primary school in Bau District were involved. The data were obtained through the analysis of questionnaire, interviews from the pupils, teachers, and parents as well as the observations in classes during the learning sessions. From the study, it was found that provocative questions were barely used by the teacher before. The finding however indicates that the pupils have positive perceptions towards provocative questions during speaking activities to promote speaking skill. The study concludes by providing some recommendations that this study has pedagogical implications that are relevant to pupils as it contributes to increase in pupils' motivation, confidence and participation as shown from the pupils' positive behavior during the classroom observation. Hence, findings from this study provide a new insight and knowledge in understanding how the use of provocative questions can promote confidence and speaking skills to reduce anxiety and reluctance of pupils speaking in their English language.** **Keywords: Speaking Skill, Provocative Questions Techniques, Confidence Level.**
Temitayo Oluwakemi Olaitan **GICICTEL1714068**	**PROMOTING ACTIVE LEARNING STRATEGIES FOR NIGERIAN SCHOOLS** **TEMITAYO OLUWAKEMI OLAITAN** **DEPARTMENT OF EDUCATIONAL FOUNDATION COLLEGE OF EDUCATION, ZING** **Abstract** **Active learning instructional strategies include a wide range of activities that share the common element of 'involving students in doing things and thinking about the things they do''. These can be created and used to engage students in thinking critically and creatively, speaking with a partner in a small group, or with the entire expressions ideas through writing, exploring personal values and attitudes, reflecting upon the learning process etc. These have become necessary following the**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   9

Global Research &
Development Services

	failure of the traditional lecture method in maintaining students' attention. Students do not learn just by sitting in class listening to teachers, memorizing prepackaged assignments and spitting out answers. They must get involved in the lesson, relate what they have learnt to the personal experiences and apply it to their daily lives. They must make what they learn part of themselves. This paper recommends therefore that students must be actively involved in the learning tasks as they learn more than when they are passive recipients of instructions
Auwal Mohammad **GICICTEL1714070**	**Philosophical Research Methods in Education** **Auwal Mohammad** **Primary Education , School of Early Childhood Care and Primary Education,Aminu Saleh College of Education, Azare,Bauchi State, Nigeria** **Abstract** **Philosophical research method in education is reflecting with educational concepts, policies statements and ideas whose meaning and interpretations greatly shape our educational practices. Our work as philosophers or students of philosophy is to find out the meanings and the interpretations of these concepts, policies, statements and ideas so that in an attempt to do this, we shape the practice of education. The asking of non empirical questions, providing justification for educational practices, the clarification on meaning and the analysis of concepts contribute significantly in extending the boundary of our overall knowledge of the educational enterprises. These are the areas where researches in philosophy of education are conducted. This paper discusses the various meaning of research, meaning of philosophical research and philosophical research methods in education. The nature of philosophical research methods and patterns of philosophical research methods which include philosophical research in the history of educational ideas, analysis of educational concepts and educational policies have been discussed. The paper also highlighted and briefly discussed seven (7) most commonly used methods of analyzing a concept in education. Approaches, challenges and limitations of philosophical research methods in contemporary education have been discussed. Lastly, recommendations on how to write philosophically were made.** **Key words: Philosophy, Research, Education, Analysis.**
Parvez Ahmed Pirzado **GICICTEL1714071**	**Teaching Human Rights in Schools: What are the possibilities in Pakistan?** **Parvez Ahmed Pirzado** **Department of Education,University of Technology Sydney (UTS),Australia** **Abstract** **Pakistan ranks at the lowest end of human development in the world. As per the Human Development Index 2016, Pakistan has been placed at 147th position. The overall situation of human development in Pakistan is unsatisfactory. Although, Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens, but the recent reports of Human Rights Watch, Amnesty International, Bureau of Democracy, Human Rights and Labour and Human Rights Commission of Pakistan, state the overall human rights situation in Pakistan as alarming.** **As part of my Masters research, I conducted a small scale on "Teaching of Human**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 10

Global Research &
Development Services

Rights in Pakistani Schools". I would like to expand the findings of my research through doctoral studies. I would like to share my proposed research and preliminary work for doctoral studies with the conference audience to generate discussion and receive feedback on the topic. Based on learning, I will further improve my work before starting the formal research in 2018.

The paper aims to present the human rights situation in Pakistan, state of human rights topics in Pakistani curriculum and perceptions of teachers about teaching human rights in schools as per the findings of my Master's research. The paper will also present the proposed research for my doctoral studies, recommend a case for the need for human rights education in Pakistan and advocate the importance of teaching human rights at school level. The paper will raise questions for audience on proposed effective and contextualize model for the Human Rights Education for Pakistan, based on best practices in other areas of world, especially in Asia.

DISSECTING THE CREATIVITY OF TEN PRESCHOOLERS THROUGH ARTWORKS: TOWARDS A PROPOSED ENACEMENT PROGRAM

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Abstract.
This is qualitative study using the case study design in presenting and analyzing the data gathered from ten (10) kindergarten pupils regarding their creativity through artwork. The artworks of the pupils were evaluated by experts along their inspiration or motivation, art preferences and expressions or the messages. Findings were bases of developing an enhancement program to improve the creativity of the pupils.

Findings revealed that the ten subjects have families who nurtured them and raised them up with the basic provisions they need to cope with everyday activities. They were not exposed to formal art work trainings but they were able to draw what they wanted. Their drawings basically consisted of their home environment. They generally expressed happiness and optimism except for two who were lonely and devastated. The study recommended the creation of programs that could cater the needs of children for creative artworks. Like museum visit, nature trips and give them connections with the natural phenomena and environment to directly experience things that could help them achieve creativity in the next level. The enhancement strategies which consisted of parental support and follow-up of teachers in school may be adopted by the teachers
Key Words. Preschoolers, Creativity, Artworks, Art medium, Art Process, Enhancement Program

Lorenza Balingit Lacsa
GICICTEL1714072

Parvinder Kumar
GICICTEL1714073

Awareness of Common chromosomal Anomalies and molecular disorders in Jammu region of J&K State.

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ABSTRACT

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   11

Global Research &
Development Services

Jammu and Kashmir State of India is having wide diversity of population comprising of different ethnic groups. Suspected patients were referred for confirmation at chromosomal level and presence of any mutation al molecular level. After confirmation common genetic disorders in population are chromosomal disorders such as Down syndrome, Turner syndrome, Klinefelter syndrome, Ambiguous genetialia and at molecular level Thalassaemia, Hemophilia, T2DM, Hypertension and cardiovascular diseases. Since there is no definitive treatment for genetics disorders while the treatment for thalassaemia and hemophilia are very expensive. Awareness of the presence of specific genetic disorder, there transmission pattern in the population is important in the diagnostic process so general masses are made aware about the facts through camps, meetings and public lectures. Fortunately the new genetic technologies provide methods for the prenatal diagnosis of these disorders thus preventing birth of affected children and reducing the burden on the family and the society.

Keywords:- Awareness, Genetics disorders, Chromosomal and molecular level.

Higher Education in India: Quantity Vs Quality

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Pragya Khanna
GICICTEL1714074

ABSTRACT

Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity.

The quality in higher education is the biggest need of the hour as India is fast progressing towards becoming the educational hub of the world. For a nation to have economically sustained progress it must continuously replace its aging and perhaps obsolete manpower with high skilled, trained and knowledgeable workers, engineers, doctors, and technicians.

Quantity in higher education is another burning issue, which can be ensured through regular review of the function of the institutions either through self assessment or through outside agencies and by accrediting the institutions. The expansion of higher education over the years in the country besides having a positive impact has also resulted in varied concerns which need immediate redressal.

This paper aims to identify emerging issues and challenges in the field of Higher Education in India.

Key words: Higher education, India, Quality, Quantity, Challenges

Qinlin Li
GICICTEL1714076

Disparity in Dance and Drama/Theatre Education among Secondary Schools

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Abstract

Aim: We aimed to explore the disparity in dance and drama/theatre education among secondary schools.
Methods: Secondary School Arts Education Survey: Fall 2009 was used in this

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 12

Global Research &
Development Services

study. Outcomes of interest in this study include 'In the 2008-09 school year, was Dance taught at your school during the regular school day?' and 'In the 2008-09 school year, was Drama/Theatre taught at your school during the regular school day?'. Independent variables include Enrollment size, Community type, Region, Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students, Percent of students eligible for free or reduced-price lunch, School level. Logistic regressions were conducted to explore the disparity of education of dance and drama/theatre. Odds ratio and its 95% Confidence Interval were reported. Area under curve (AUC) was also reported as discriminating measure, so was Hosmer and Lemeshow Goodness-of-Fit Test results for goodness-of-fit measure.

Results: In year 2008-2009, about 12.38% of schools offered dance classes. Schools with higher enrollment size were significantly more likely to offer dance classes. Compared to city, suburban and town were more likely to offer dance classes while rural were less likely to do so. Compared to northeast, southeast and west regions were more likely to offer dance education, while no difference between northeast and central. Schools with minority over 50% or more were more likely to have dance classes than schools with minority less than 6%, which no difference across schools with 6-20, 21-49 and less than 6 percent. Schools with 26-50 percent of students eligible for free or reduced-price lunch were slightly more likely to have dance classes compared to schools with 25% or less while schools with 51 or 75 percent and schools with 76 percent or higher were significantly less likely to offer dance class compared to schools with 25% or less.

In year 2008-2009, about 44.8% of schools offered drama/theatre classes. Schools with higher enrollment size were significantly more likely to offer drama/theatre classes. Compared to city, suburban and town and rural were less likely to offer drama/theatre classes. Compared to northeast, southeast and west regions were more likely to offer drama/theatre education, while no difference between northeast and central. Schools with minority over 50% or more were more likely to have drama/theatre education classes than schools with minority less than 6%, which no difference across schools with 6-20, 21-49 and less than 6 percent. Schools with higher percent of students eligible for free or reduced-price lunch were less likely to have drama/theatre education classes compared to schools with 25% or less.

Conclusions: In year 2008-2009, less than 15% schools had dance classes and less than 50% offered drama/theatre education. A considerable disparity existed in access to dance education and drama/theatre education across regions, urban/rural areas, and schools with different racial makeups. Public resources should be channeled to support schools without art education and intervention might be needed in some areas to improve the awareness of art education's important role in the development of each student.

Shady Abuyusuf **GICICTEL1714077**	**Dictation Not Dictatorship** **Shady Abuyusuf** **English Department,Future University in Egypt,New Cairo, Egypt** **Abstract** **In this session, attendees will come to realise that dictation does not have to be a notorious teacher-centered practice in the EFL/ESL classroom. They learn new techniques of running communicative classes using dictation. These techniques do cover both systems and skills. The session is made up of five demonstrations of lessons based on dictation. The tasks in these lessons are given to attendees as hand-outs that can be used in their own classes afterwards. During the session, teachers**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   13

Global Research &
Development Services

	will have the opportunities to discuss the rationales, advantages and disadvantages of every dictation technique applied in the session.
Yusuf Mamman **GICICTEL1714078**	**INTERCULTURAL COMMUNICATION AND NATIONAL DEVELOPMENT: A PERSPECTIVE** **YUSUF MAMMAN** **DEPARTMENT OF MASS COMMUNICATION** **UMARU ALI SHINKAFI POLYTECHNIC, SOKOTO NIGERIA** **ABSTRACT** **The paper "Intercultural Communication and national Development: A perspective" is an attempt to explain the imperatives of intercultural competence towards national development. The interplay between interdependency of states and the increasing cultural diversity among global society increases the need for intercultural competence the world over. Intercultural competence more than ever before, serves as a basic need and perhaps a determining factor of nations' economic opportunities and risks within and outside their boundaries. No nation or society is an island to itself. People from different cultures often come together in interactions and relationships. Communication across boundaries and between different cultures is no longer a choice but a basic need for the enhancement of social understanding and attainment of national development. Lack of intercultural competence means unsuccessful business, poor health care delivery, loose security and unproductive educational system.** **Key Words: Communication, Culture, Intercultural Competence, National Development**
Dilek Turan Eroğlu **GICICTEL1714079**	**Perfectness in Teaching** **Dilek Turan Eroğlu** **Anadolu University** **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 and to reach their intended goals, it does not always guarantee the success or reaching the intended point. However, do the educators know the nature and learning styles 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 in terms of their learning styles which will put them to the desired destination 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.** **Key Words: Barriers, Learning, Students' Perceptions, Teaching, Quality**
Erhan Erolu **GICICTEL1714080**	**Motivation in Classroom** **Prof. Dr.Erhan Eroğlu** **Communication Management and Design, Anadolu University** **Eskişehir; Turkey**

ABSTRACT

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.

Keyword: Communication, Interaction ,Learning,Motivation, Teaching

Leila Bekri Hamerlain **GICICTEL1714086**	**Teaching Business English at Mostaganem University: Implementing Authentic Materials in Curriculum Design** **Mrs. Leila Bekri Hamerlain** **University of Mostaganem** **Faculty of Foreign Languages** **Department of English** **ABSTRACT** Business English is a sub-branch of ESP (English for Specific Purposes) that has been studied through different approaches in the assumption to work out the way it operates. While Dudley-Evans & St John (1998:53) state that most Business English communications are between non-native speakers using "International English", Boyd (1991) contends that the purpose of EGBP (English for General Business Purposes) is not to teach students how to think like business managers, but rather how to communicate like business managers in English. What is an undisputed fact is that, generally, Algerian EFL teachers are not qualified to teach Business English but rather General English because of the lack of effective training and adapted curricula in their course of study. Consequently, EGBP is more than ever at embryo, though there is an urgent need to teach it in various departments (Economics, Accountancy, Marketing, etc.). Being able to teach Business English is a challenging task as it implies handling modern ICT tools, using an eclectic approach, adjusting techniques, implementing updated authentic materials while designing appropriate authenticity-based courses. All these skills necessitate a strong apprenticeship. Some fundamental questions need to be raised: What are the needs of the Algerian students in terms of Business English? How to implement authentic materials in a Business English curriculum? Tools like questionnaires, focus groups, interviews will be used to understand the needs of 150 students from different departments. The purpose of this paper is therefore twofold. First, it is to carry out a relevant needs analysis, and then to highlight the main communicative competencies and professional skills that are necessary to design a common Business English curriculum. Key words: Business English, English for Specific Purposes, Authenticity, Needs Analysis, Curriculum

Fun-class Activities and Foreign language Teaching (FLT)

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GICICTEL1714087

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 each year as well. 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, the effect they have on reducing the boredom of teaching and learning processes, as well as their significance in rendering 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 has arrived at. The paper ends with a list of the references consulted.
Key Words: language , fun-class , teaching

Learning Styles of Grade Seven Students in the Division of Dasmarinas City as Related to their Academic Performance in Science

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Abstract

This research probed on the learning styles of grade seven students in the Division of Dasmariñas City as related to their academic performance in science. This research hopes to help the teachers to design instructional methods that hook up with the seven learning styles (visual, aural, verbal, physical, logical, social and solitary). This study is very important because this could bring an insight of the permanent goals of every institution as to take a broad view and long range growth of grade sevens students. Descriptive method of research with documentary analysis was applied in this study in order to answer systematically the research problems. Data was gathered with the use of the following research instruments; Memletics Learning Styles Inventory Questionnaire and Students Permanent Record.

Based on the significant findings of the study, the learning styles of grade seven students have great influence on their academic performance in science. These learning styles are; visual, aural, verbal, physical, logical, social and solitary. Among the learning styles the most preferred is the social learning styles. The grades even students have average academic performance in science (Grade range = 80-84) and the learning styles of students have very high relationship with their performance in science (composite r=-9.00).

Global Research &
Development Services

Dr Christopher Nnanna Ominyi GICICTEL1714089	**USING TECHNOLOGY-BASED EDUCATIONAL CURRICULUM TO ACHIEVE SOCIAL CHANGE AND NATIONAL TRANSFORMATION IN NIGERIA**
	Chris N. Ominyi (Ph. D) **Educational Foundations** **Ebonyi State College of Education,** **Ikwo, Nigeria** **Abstract** **Any nation that intends to achieve her educational philosophy has the onerous task of taking a critical look and scrutiny at her educational curriculum, which portends the totality of learning experiences, sequence or programme of events that go on in schools at various levels. A society survives when members exhibit sufficient degree of homogeneity, which education perpetuates and reinforces through fixation of essential similarities demanded of collective life to the younger generation. Education achieves this through critical analysis of its curriculum. Technology - based curriculum would pave way for poverty reduction, wealth generation, job creation, skill acquisition, man power development, employment and national transformation. Education through curriculum would inculcate skills that would make individuals reliant, which would yield a restoration of social order. It is within this thematic analysis that society, curriculum and technology are annexed. This paper is of the opinion that technology- based curriculum would occasion social change and national transformation in Nigeria.** **Key words: Technology, curriculum; social change and national transformation**
Jonel Caparoso GICICTEL1714090	**Cognitive Academic Language Learning Approach on Students' Reading Level.** **Jonel L. Caparoso** **Banlag Integrated School** **Valencia City, Bukidnon, Philippines** ## ABSTRACT **Cognitive Academic Language Learning Approach (CALLA) is a metacognitive strategy model designed to develop students' understanding of the value of reading strategies to develop reading comprehension through five stages: preparation, presentation, practice, evaluation, and expansion. This study determined the effects of CALLA on students' reading level. Specifically, it sought to identify the reading level of students in the CALLA and non-CALLA groups in the pre-test and post-test; find the significant difference in the reading level of students in the CALLA and non-CALLA groups; and determine the significant difference in the reading level between the CALLA and the non-CALLA groups. The study used a quasi-experimental design among 82 Grade 9 respondents. Data were collected from the 50-item teacher-made test which served as pre-test and post-test. Results show that more progress is seen in the CALLA group, as it had more students who reached the instructional reading level compared to the non-CALLA group. Furthermore, both CALLA and non-CALLA groups have significant increase on their pre-tests and post-tests individually. However, upon the assessment of the significant difference on students' reading level between CALLA and non-CALLA, the result shows that students in the CALLA group have better results compared to students in the non-CALLA group. It could be concluded that CALLA instruction is more effective than the instruction in the non-CALLA group regarding reading level.**

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Ethos Of Videogaming And Multimodal Literacy

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Introduction

Associated with youth culture, videogames are often seen through a negative lens of frivolous entertainment. Sutton-Smith (1997) explained how play is often denigrated by scholars due to a perceived lack of seriousness (p. 208). This dismissive attitude of videogames (as frivolous play) by intellectual gatekeepers, however, does not take into account the changing landscape of "culture, literacy and citizenship" in the digital age (Bourgonjon & Soetaert, 2013). In an article entitled, "Videogames are NOT evil," a student offered this impassioned question, "So, why then, are video games seen .... as an inferior medium to literature and film?" to which he responds, "Probably because when they think of someone playing video games, they imagine someone sitting in a small, dark room with flashing lights and mindlessly mashing buttons" (Middaugh, 2010, p. 69). Bourgonjon and Soetaert (2013), explained that prejudices and obstructive attitudes towards videogaming are too often held by previous generations who fear emerging technologies.They point to a recurring pattern of generational scapegoating by stating, "those who [were] raised with literature ... complain about film, those who [were] raised with film complain about television, and those who [were] raised with television complain about the computer." They conclude that, "Nostalgia will not help us in a world that is changing rapidly" (Bourgonjon & Soetaert, 2013). Given the overwhelming negative press surrounding videogaming and the youth, this paper offers a more nuanced perspective on the ethos of videogaming in the ever expanding domain of virtual spaces.

Valentin Uwizeyimana
GICICTEL1714093

Mobile Technologies for Content Delivery, and Student Performance in a Learner-Centered Teaching Context

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Abstract

However relevant to the learner-centered teaching methods were mobile technologies found, there have been unending controversies around their effect on student performance, technical capabilities, as well as their practical use, implementation and management in the formal classroom. The conventional-teaching-materials' proponents have been resisting the use of mobile technologies in the teaching-and-learning process, and instead advocating for using the conventional materials. However, particularly in developing and poor countries, the learner-centered use of conventional materials such as printed books and journals, as well as desktop and laptop computers is still problematic due to the cost, accessibility, individualization and infrastructure considerations. This article results from a study on the contribution of using mobile technologies in language learning (MTLL) versus using conventional teaching-and-learning materials to university students' proficiency in English language. During a five-month experimental period, 30 students who were divided into two sample groups, participated in this study, one by receiving English input via MTLL, and another via conventional materials. To measure their performance, a standard English proficiency test was administered as a pre-test and a post-test, relatively at the beginning and at the end of the experimental period. Based on the findings, this

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   18

Global Research &
Development Services

	article recommends the use of mobile technological devices for content delivery, as they provide affordances which can be exploited to solve the problems linked with the use of conventional materials in the learner-centered teaching context, and thus to improve the student performance. Keywords: Mobile technologies in language learning (MTLL); Conventional teaching and learning materials; Learner-centered teaching methods
Valentin Uwizeyimana **GICICTEL1714095**	**Mobile Technologies for Content Delivery, and Student Performance in a Learner-Centered Teaching Context** **Valentin Uwizeyimana** **Stellenbosch University, South Africa** **Abstract** However relevant to the learner-centered teaching methods were mobile technologies found, there have been unending controversies around their effect on student performance, technical capabilities, as well as their practical use, implementation and management in the formal classroom. The conventional-teaching-materials' proponents have been resisting the use of mobile technologies in the teaching-and-learning process, and instead advocating for using the conventional materials. However, particularly in developing and poor countries, the learner-centered use of conventional materials such as printed books and journals, as well as desktop and laptop computers is still problematic due to the cost, accessibility, individualization and infrastructure considerations. This article results from a study on the contribution of using mobile technologies in language learning (MTLL) versus using conventional teaching-and-learning materials to university students' proficiency in English language. During a five-month experimental period, 30 students who were divided into two sample groups, participated in this study, one by receiving English input via MTLL, and another via conventional materials. To measure their performance, a standard English proficiency test was administered as a pre-test and a post-test, relatively at the beginning and at the end of the experimental period. Based on the findings, this article recommends the use of mobile technological devices for content delivery, as they provide affordances which can be exploited to solve the problems linked with the use of conventional materials in the learner-centered teaching context, and thus to improve the student performance. Keywords: Mobile technologies in language learning (MTLL); Conventional teaching and learning materials; Learner-centered teaching methods
Grant Burton-Durham **GICICTEL1714096**	**Playing With Words: Apps To Enhance Long-Term Vocabulary Retention** **Grant Burton-Durham** **Foundation English Program,Gulf University For Science And Technology (GUST),Kuwait City** **Abstract** As we are midway through the second decade of the twenty-first century, the use of digital technology is becoming ubiquitous throughout multiple locations and cultures. With all the technology comes a plethora of programs, apps and tools that are available, particularly in the area of vocabulary in the classroom. English Language Learners, from primary to tertiary, all exercise and use vocabulary in a variety of contexts. In this workshop, we will demonstrate, set-up, and most importantly use three technology-based apps and programs to be used by students.

	First is 'Quizlet", an all-in-one vocabulary app which allows students and teachers to take advantage of six discreet study modes to assist in memorizing essential long-term vocabulary words, including a live version that allows students to compete with one another in groups. The second program is "Memrise," which is web-based, but also has a mobile app for students and teachers to use. This app has a variety of vocabulary word sets use, from SAT questions to the IELTS to Cambridge English ESL books. It uses mems, which are mnemonics, etymologies, videos, photos, or anything that helps connect the word to the brain. The final app is called "The Challenge," a web-based vocabulary program that is based on the most useful words from a 1.6 billion word corpus. It challenges students to learn new words by earning points and achievements, and reviews words with which they struggle or need hints.
	CYBER WORLD-AWARENESS OF DIGITAL SAFETY AMONG COLLEGE STUDENTS IN SIVAGANGA DISTRICT **R.UDHAYA MOHAN BABU** Department Of Education,Alagappa University, Karaikudi,Tamilnadu, India **Dr G.KALAIYARASAN** **Professor & Head i/c** Department Of Education,Alagappa University, Karaikudi,Tamilnadu, India **Abstract** Now a day students are easily handle the technology. Digital technologies have revolutionized the way people acquire information and gain new knowledge. The technological device is communicating and sending the details from one place to another place. The college students are using Social media and E-mail, blogs, Net banking Services through technology and stored their privacy details in online. Sometimes students don't know about the digital safety concepts. In the present study awareness of digital safety among college students and the survey method was employed and 500 students have been chosen by stratified random sampling technique. The result of this study reveals that more than 50% of the students have average level of awareness towards digital safety. Key Terms: Social-Media, E-mail, blogs, Net banking, digital safety
Listyo Yuwanto **GICICTEL1714100**	**Utilization Of Earthquake 3D Program For Disaster Education Based On Psychology** **Listyo Yuwanto** **Faculty Of Psychology,Universitas Surabaya,Surabaya, Indonesia** **Abstract** Psychology is a science that studies human behavior that can be applied in various areas of life including disasters. One of the roles of psychology in disaster is disaster education which is one form of non structural disaster mitigation. Indonesia is an earthquake-prone area based on historical caused by volcanic and tectonic conditions. Thus Indonesia has a high risk of earthquake disaster in terms of hazards. The risk will be greater if supported by high vulnerability. Vulnerability can be reduced by disaster education through the introduction of earthquakes, the process of occurrence, and alert behavior in the face of earthquakes. Earthquakes are unpredictable, but through technological developments can be learned historic

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 20

Global Research &
Development Services

	and recognized potential earthquake disaster somewhere. One of the programs that can be used to learn about identifying earthquakes that have occurred is The Earthquake 3D. This article will illustrate the use of The Earthquake 3D program in disaster education for students as education change agents, including earthquake introductions, potential earthquakes, earthquakes data, and the impact of the earthquake in Indonesia. The hope will be to increase capacity in the face of earthquake disaster. Keywords : disaster education, 3D Earthquake program, psychology
Ozoemena Njoku **GICICTEL1714102**	**Cross Border Trade, Arbitration, And Alternative Dispute Resolution (Adr) In Africa; The Interplay Of** **International/Regional Organisations And Technology In Dispute Resolution** **Ozoemena Njoku** **Department Of Political Science,Ebonyi State College Of Education, Ikwo,Abakaliki, Nigeria** **Abstract** **The interplay of international/regional organizations and technology in dispute resolution of cross border trade and ADR cannot be overemphasized. Arbitration and ADR are very essential in resolving trade dispute on our borders. The international/regional organizations have their roles to play in resolving cross border trade dispute. Arbitration, conciliation, negotiation, mini-trial, peer review, felicitation, mediation etc are methods of dispute resolution. Cross border trading, arbitration and ADR were overemphasized by international/regional organizations as the gate way of achieving a virile economic base of African States. In the course of doing justice to the above topic, we shall look at the introduction, Africa Traditional ADR; ADR in Pre-post Colonial era, challenges confronting African Traditional ADR, Arbitration and Court Litigation; any difference, ADR under Orthodox African Traditional system. The roles of international/regional organization in the development of cross border trade, arbitration and ADR; technology; a tool not a weapon in cross border trade, arbitration and ADR in Africa; the pulse discovery frame: an instrument for arbitration, and ADR at African cross border trade, the future of arbitration and ADR in Nigeria cross border trading, recommendation and conclusion.**
Nico Irawan **GICICTEL1714104**	**The Applied English Communication Of Students Of Japan University Of Economic Fukuoka, Japan In International Economic Class** **Nico Irawan** **University of Maarif Hasyim Latif, Indonesia** **Abstract.** **Language is a means of communication. Everyone uses it for communication in daily life especially English. English is the global language for useful interaction and communication in the world. People needs applied English for every activity such as to contact and to connect someone else abroad, to send and to receive some information to country which does not have the same language as ours, and to chatting in the social media. This activities become booming in every age level of people in the world. The researcher is interested in English communication because he knows that English is kindly essential for every condition. He takes the applied English communication of students of Japan University of Economic Fukuoka, Japan in International Economics class because he thinks and notices that students**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 21

Global Research &
Development Services

who do not study in English area subject is never use English for daily communication. He also thinks that students who studies in economic field usually do not concern English so much, so he would like to analyze students' behavior in applying English communication. The background of study is students of Japan University of Economics Fukuoka, Japan who really concern using English for daily communication every day. The researcher would like to take sample as data collection by qualitative method for students who concern studying and using English in applied communication and the way of their speaking English. The result of this research is the number of students who really use English communication for daily life every day and also in good at English based on grammatical structure.
Keywords: Applied linguistics, English communication, Pronunciation

THE EFFECTS OF INFORMATION TECNOLOGY ON TEACHING AND LEARNING "STUDIES IN COCIAL EDUCATION STUDENTS OF MATARAM UNIVERSITY"

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ABSTRACT

The porpose of this research are to know how students complete their academic assignments, why they are do it, effects, and how the solutions. Data collection were done by using the dokumtation, think aloud, and focus group discussion. As for data analysis using Glaser and Strauss model. From analyzes conducted found that 91,1% of Cocial Education students complate their academic assignments by copy and paste from internet. There are two factors that couse it to happen, namely; internal factors and external factors. Internal factors consist of laziness, hedonists, instant, and lack of awareness about the importance of developing the structure of thinking and noble character. While external factors consist of complete information is available on the internet and type of task assigned. It effects can be categorized into two kinds, ther are short-term and long-term effect. Its short-term effects are mastery of materials up to 〚C1〛^st (remember) level and slightly shifted to the 〚C2〛^nd (understand) level, their understanding is not complete and detailed, the material is not pushed into the long-term memory is well, and their way of thingking is not linear and systematic. As for its long-term effect are a mental structure does not develop completely and developing a character is not goog. There are two solution that can be done, instrumental and mental solution. Instrumental solution consists of the provision of textbooks, reference books, and a list of reference books. Whereas mental solution consists of building awareness of the students about the importance of scientific way of thinking, a good attitude, and a noble character in life included in the learning process.

KEYWORDS; Information technology, teaching and learning, cognitive structure and character.

Ricky Molina	Effects of Exposure on Educational Materials and Facilities in Reading

Global Research &
Development Services

GICICTEL171407	**Comprehension and Language Anxiety of Grade 12 Senior High School Students of Polytechnic University of the Philippines**
	Ricky Molina **College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines,Manila, Philippines** **Abstract** Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter. It is said that technology can be a boon or bane, thus, the inspiration of the research study. The effects of exposure on educational materials and facilities inside the classroom and school are intended to be found out by considering Grade 12 students of Polytechnic University of the Philippines (PUP), located in Manila. The effects of technology in education are seen while considering the reading comprehension and language anxiety of the students in English. The research study sees the exposure on texts and practices that educational materials and facilities offer, give big impact in the language learning of the students. PUP is a State University that experiences lack and presence of technologies. The study is timely and relevant in the current state of education system in the Philippines, even with the other countries of SouthEast Asia.
Ebrahim Tashnehdel GICICTEL1714109	**The development pattern of organizational learning potential for the Islamic Azad University, Bonab branch**
	Ebrahim Teshnehdel **Lecturer in Education, Islamic Azad University, Bonab branch** **Yousef Soleimansalem** **Master's degree in Teaching English as a Foreign Language** **Abstract** **The overall objective of doing the current study has been to design and explain the development pattern of organizational learning potential among the staff members in the Islamic Azad University, Bonab branch. The pattern used in the current research is the theory developed by Kinicki and Krietner. Based on their theory, two types of factors are related to the potential of organizational learning that include factors that facilitate organizational learning and learning methods. After a primary study, the prioritization of various factors was conducted by the use of AHP technique. Based on that, 4 priorities form the first factor and 3 priorities from the second factor were investigated as related factors. The priorities related the first factor were job satisfaction, continuous learning, variety in operation, and experience and the ones related to the second factor were empirical learning, institutional learning, and qualification, which were studied subsequently. According to the theory put forward by Redding, the potential for organizational learning among staff members has been defined on three aspects of speed, depth, and extent of learning. In this regard, 5 main hypotheses and 7 supporting hypotheses. The population in the present study consist of 102 staff members in**

Islamic Azad University, Bonab branch. Based on Cochran's formula, 86 people were chosen as the sample of study. Stratified random sampling method was applied in choosing the sample. The tool for data collection is a questionnaire consisting of 49 questions that has been handed over to the participants after the evaluation of its reliability and validity. After the collection of questionnaires, the data received were summarized and categorized. Later, descriptive and inferential statistical procedures were applied to analyze the data. Kolmogorov-Smirnov test was performed to investigate the normality of the data, Pearson product-moment correlation was used to study the meaningfulness of the relation between research variables, independent t-test was used to investigate the rate of organizational learning potential, variance analysis was performed to investigate the differences on the dimensions of some variables, multilinear regression analysis was performed to investigate the difference on the rate of influence for each one of the factors related to learning facilitation and learning methods. In addition, step-by-step method was used to enter the variables to regression model and Durbin0Watson test was conducted to investigate the independence of errors by making use of SPSS software, version 18. In order to confirm the proposed model, the modeling of structural equations was performed by the use of LISREL 8.7.

Keywords: organizational learning, learning potential. Pattern design

Development and Application of 5Es Teaching and Learning Model of DNA Replication and Protein Synthesis: Its Impact on Enhancing Conceptual Understanding and Proficiency Level of Junior High School Science Students in Cagayan de Oro City

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Abstract

The study aimed at developing, validating, and applying 5Es teaching and learning model of DNA replication and protein synthesis for junior high school science students based on selected least-mastered competencies for tenth-graders. The study also determined the conceptual understanding and the types of conceptual change of students exposed (experimental group) to the 5Es teaching and learning model and not exposed (control group) to the 5Es teaching and learning model. The respondents of the study were 90 Grade 10 high school students from six public secondary schools in the Division of Cagayan de Oro City in the school year 2016-2017. The development and validation involved four stages: preparation, development, validation, and try-out. Selected biology experts from the University of the Philippines and North America, teachers and students from the Junior High Schools in the Division of Cagayan de Oro City Philippines were the respondents used for the validation of the modules. These were further tried out on 30 students of Gusa Regional Science High School-X. The data gathered from validation was analyzed by computing their means, percentages, and standard deviations. Students' responses on a two-tier test were classified into five categories. These

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29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand

24

Global Research &
Development Services

	were analyzed by computing their means, frequency distributions, and percentages. The results of the study showed that the developed 5Es teaching and learning model of DNA replication and protein synthesis were found to be acceptable for the 10th grade science students in terms of content and content accuracy, clarity and appropriateness. The students exposed to the 5Es teaching and learning model have a higher proficiency level and conceptual understanding on the basic concepts of DNA replication and protein synthesis than those in the control group. Results also signified that students in the experimental group showed significant improvement in the conceptual understanding of DNA replication and protein synthesis when checked with conceptual trace analysis. Keywords: development, application, DNA replication and protein synthesis 5Es module
Elmer Antonio Jr. **GICICTEL1714111**	**IMPACT OF TELEVISION SHOWS TO VOCABULARY PERFORMANCE OF POLYTECHNIC UNIVERSITY OF THE PHILIPPINES SENIOR HIGH SCHOOL STUDENTS** **Abarri** **Pearl Joezette B.,** **Antonio Jr. Elmer J.** **Department Of Elementary And Secondary Education, College Of Education,Polytechnic University Of The Philippines,Manila, Philippines** **Justalero, Denisse B.** **ABSTRACT** **The purpose of this study is to know the impact of television shows to vocabulary performance of students of Accountancy and Business Management (ABM) strand of Senior High School from Polytechnic University of the Philippines in Sta. Mesa, Manila. Specifically, this study is sought to answer the following questions: 1) What motivates ABM students to watch television shows? 2) How often are ABM students exposed to television shows? 3) Do their cultural references on their television shows affect their vocabulary? 4) Do television shows improve their vocabulary? The researchers gathered the respondents through the cluster sampling method where 30 students partake in the data gathering process. The data was interpreted, analyzed and tabulated to come up with the findings. The researchers found out that most of the students allot 1-4 hours watching Korean drama. The researchers found out that there is a strong correlation between hours spent in watching television show and their performance in vocabulary. The researchers also found out that there is a correlation between cultural preference of television show and their performance in vocabulary. The researchers recommended the students to limit their time allotment in watching television show. The researchers recommend to the parents to guide their children in watching television shows. Likewise, the researchers recommend to the professors to note the importance and its impact to the students. The researchers recommend to the future researchers that this study can guide them in their studies.**
Bian Kay Clemente **GICICTEL1714114**	**Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   25

Global Research &
Development Services

Grade 12 Senior High School Students of Polytechnic University of the Philippines

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Ricky I. Molina

Ronna Mae A. Puyong

Suzmitacin L. Miranda

Bian Kay A. Clemente

ABSTRACT

Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter. It is said that technology can be a boon or bane, thus, the inspiration of the research study. The effects of exposure on educational materials and facilities inside the classroom and school are intended to be found out by considering Grade 12 students of Polytechnic University of the Philippines (PUP), located in Manila. The effects of technology in education are seen while considering the reading comprehension and language anxiety of the students in English. The research study sees the exposure on texts and practices that educational materials and facilities offer, give big impact in the language learning of the students. PUP is a State University that experiences lack and presence of technologies. The study is timely and relevant in the current state of education system in the Philippines, even with the other countries of SouthEast Asia.

The place of teacher self-regulation in educational research and language teacher education programs

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Pima Community College

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Abstract

Despite the importance attached to student self-regulation (SR) and the abundance of intervention studies in which teachers aimed to enhance students' self-regulatory skills, teacher SR has been neglected in SR research, nor has it received adequate emphasis in teacher education programs. An analysis of the curricula of many language teacher education programs reveals that the courses focus mostly on the pedagogical aspect of language teacher education. With these deficiencies in mind, this study aims to present an argument for greater emphasis on SR of language (i.e., English) teachers through both research and incorporation into the curricula of English teacher education programs. It is argued that English teachers should be expected not only to foster self-regulated learning for their students but also to regulate their own professional development and their teaching practices. Some implications of the study are that teacher education programs should infuse SR into their courses to prepare more self-regulated teachers in general and English teachers more specifically.
Key words: self-regulation, self-regulated learning, teacher education, teacher

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   26

Global Research &
Development Services

	professional development
Effandi Zakaria **GICICTEL1714117**	**Promoting Mathematical Understanding through Number Sense** **Effandi Zakaria** **Faculty of Education** **Universiti Kebangsaan Malaysia** **Lim Ai Teng** **Faculty of Education** **Universiti Kebangsaan Malaysia** **Siti Mistima** **Faculty of Education** **Universiti Kebangsaan Malaysia** **Muhammad Sofwan** **Faculty of Education** **Universiti Kebangsaan Malaysia** **Abstract** **This research aimed to investigate number sense among mathematics students. This research used a quantitative approach. The respondents consists of 32 year 4 pupils and were chosen based on their previous marks in mathematics. The data was collected through number sense test which consisted of 25 items. Only 4 respondents are at an excellent level that answered correctly more than 20 items. A total of 15 respondents were at a moderate level of being able to answer correctly 15 to 19 items and a total of 13 respondents were able to answer correctly 9 to 14 items. The lowest score was 9, while the highest score was 23 out of 25. The results showed that students have some difficulties in doing appropriate mathematical justification, understanding the concept of fraction, decimals and operation and unable to use effective strategy to handle the numerical situations.** **Key words: number sense test, fractions, decimals**
Bi Ying HU **GICICTEL1714118**	**The Association between Teacher–child Interaction Quality and Reading Achievement of Chinese Preschool Children: The Mediating Role of Attitudes toward Reading** **Bi Ying HU** **Faculty of Education,University of Macau,Taipa, Macau** **Zhongling WU** **Shandong Normal University** **Huiping Wu** **Timothy Curby** **George Mason University** **Abstract:** **This study explores how classroom teaching quality and preschoolers' attitudes**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   27

Global Research &
Development Services

toward reading contribute to their reading achievement in the Chinese context. A moderated mediation model is hypothesized where teacher–child interaction quality predicts children's reading outcomes via their reading attitudes, but the strength of this whole mediation process is moderated by the level of teacher–child interaction quality. A sample of 567 Chinese kindergarteners from 29 classrooms was used to test the hypothesized model. The results supported our hypothesis: teacher's classroom organization has a positive effect on children's reading attitudes that in turn have a positive effect on their reading and vocabulary learning outcomes. Moreover, children with better reading attitudes benefit more from higher instructional support, then gain more vocabulary learning achievement. Implications for preschool teaching training and professional development are included.

Keywords: teacher–child interaction quality, attitude toward reading, reading achievement, preschool children

Bello Musa **GICICTEL1714120**	**THE IMPACT OF STUDENTS DROPOUT OF SCHOOL IN SOKOTO STATE: A CHALLENGE TO HUMAN SECURITY.** **Bello Musa** **Department Of Educational Foundations** **Faculty Of Education** **Sokoto State University, Sokoto.** **Abstract** This paper viewed school dropout as discontinuations of educational programme by a child or students. Education is the most important instrument for national development. Every nation irrespective of its economic growth as developed, developing, and underdeveloped engineers her educational programmes towards the provision of mass literacy for the production of quality manpower for human resources and economic growth for national development. This research is descriptive co relational type. The study was limited to school dropout within the Sokoto metropolis. A total number of 300 participants were selected through random sampling techniques. Two research questions were rose and answered. One instrument was used to collect the data, the questionnaire titled Students Drop out of School Questionnaire (SDSQ). The findings of the study revealed that students drop out of school has negative impact on human security. Therefore this paper recommended that government should encourage mass literacy. Key Words: Students Drop Out And Human Security
Ozdemir Kocak **GICICTEL1714124**	**The Education of the Local Administrators and Local People as to Preserve the Archaeological Sites in Turkey: Inner-West Model** **Ozdemir Kocak** **Faculty of Letters, History Department, Ancient History Sub Department,University of Selcuk,Konya, Turkey** **Abstract** We have been doing archaeological surveys in the west of Turkey for 17 years. Also, in this region we carried out excavations in "Dede Mezari Cemetery", Middle Bronze Age Cemetery for five years. During these studies, it has been found out that the thousands of years old sites were destroyed by illegal digs and agricultural activities. It is clear that in nearly all the 280 sites we have located in this region so far, there are such destructions. Because of this situation, some of the mounds have

disappeared totally. During the excavations we did in the MBA "Dede Mezari Cemetery", it was seen that ¾ of this cemetery was destroyed by the same reason. The most important way to prevent these destructions is to raise the awareness of the security units and local community. It should be explained that the sites and the works that have come out of here have universal character; they should be protected and the archaeologists, art historians or historians who are expert on their fields can do excavations here. It should be emphasized that when the studies are carried out on a scientific level, the results will make a contribution to the development of the region, as well. Because people should be gathered from the local community in order to carry out these studies and certain amount of money will be paid for them. Moreover, the historical area will be brought in tourism and the works extracted from here will be exhibited in museums. So a long-termed and permanent source bearing no risk has been produced. These informative studies which are for local administrators and local people should be as regular workshops, conferences or field practice. It is crucial that the protection awareness of the archaeological sites should be gained at early ages. For this reason, the students in the educational institutions should be taken to these sites regularly and the importance of the ancient findings and the fact that they have to be protected should be explained in the fields.

 Key Words: Archaeological Sites, Illegal Digs, The Preservation Of The Ancient Works

Enhancing EFL Students Language Skills and Vocabulary Retention By Using Digital Storytelling at Senior High School

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Don Narious
Universitas Negeri Padang

Leni Marlina
GICICTEL1714125

Abstract
The current advancements in the information and communication technology (ICT) have provided the language learners with various tools in the form of computer-based or Internet-based resources to help them take charge of their own learning. There have been amount of researches related to the use of digital storytelling for ESL and EFL learners. These researches have proofed that using digital storytelling enhance students' language skills and multiple literacy skills significantly. This article describe the nature and the process of making digital storytelling. It also discuss how Indonesian EFL (English as Foreign Language) students at Senior High School who learn to create their own digital stories improve their language skills including vocabulary retention. The article is accompanied by a brief discussion of issues and challenges that Indonesian EFL students and educators should be aware of before implementing the use of Digital Storytelling in the classroom.
Keywords: EFL students, digital storytelling, language skills, vocabulary retention

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Assist. Prof. Muhammet ERBAY GICICTEL1714130

EFFECT OF VIRAL MARKETING IN SOCIAL MEDIA ON THE CONSUMER BEHAVIOR

Aziz ÖZTÜRK
Selçuk University – Turkey

ABSTRACT

Social media marketing has become one of marketing platforms the brands prefer the most at the present days. That especially social media, in which world of mouth marketing is used, is one of the most prevalent instruments has also increased the importance of viral marketing, among the sub-techniques of word of mouth marketing. The people spend some important part of their times in communication with the different people in social media. This communication in social networks causes the people to be influenced from their sharing even if they do not knot know to each other. That thousands and even millions of individuals rapidly access to the sharing of each other and share them on their own networks today cause some sharing to become viral. The contents of the sharing that becameviral can affect more the purchasing intentions and behaviors of consumers.

This study was carried out to identify the effect of viral marketing in social media on consumers' purchasing. In the scope of the study, 500 people, who have at least one social media account, were reached by means of Easy Sampling. For analyzing data, IBM SPSS v24 Windows package program was utilized. In the analyses, analysis methods such as Test, Frequency, Factor, Correlation, Mean Deviation, and Standard Deviation were applied. As a result of analyses and hypotheses, it was concluded that viral marketing had an effect on consumer purchasing. In addition, it was identified that the contents of viral marketing were mostly effective on those using mobile device and that social media was used by consumers as information resource.
Keywords: Viral Marketing, Word of Mouth Marketing, Social Media.

"GIFT LANGUAGE TEACHING METHOD" AS A SIMPLE AND EFFICIENT WAY OF DEVELOPING SPEAKING SKILLS IN ENGLISH

Dr. M. Mert ASLAN
Selçuk University
School of Foreign Languages

Assist Prof. Muhammet ERBAY
Selçuk University
Faculty of Tourism

ABSTRACT

Language teaching is an important and independent field of social science. For decades, thousands of academicians and teachers have been pondering on the question of how to teach a foreign language more swiftly and efficiently. Thus, too

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 30

Global Research & Development Services

many teaching methods and strategies in language teaching field have been yielded up so far.

As it is known very well, the most important function of all language teaching methods is to develop the students' speaking skills in the target language.

In this study, a new teaching method of speaking English is offered. It is primarily based on the tense called Simple Present which is the simplest tense and also used much more than any other grammar structure in daily life in English speaking countries. So this study forsees that the person can communicate with native speakers of English to a remarkable extent if he/she can use the positive form of the tense in question through learning some vocabulary and doing a little regular exercise.

The owner of Gift Language Teaching Method have been experiencing and enjoying the advantages and benefits of this method in his classes for a long time.

In this study, a method of teaching English speaking in the shortest way is revealed at full length and offered to the ELT circles.

Keywords: Language, spoken English, simple present, Teaching methods

THE POSTGRADUATE EDUCATION OF PUBLIC RELATIONS IN TURKEY

Assist. Prof. Muhammet ERBAY
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Faculty of Tourism

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ABSTRACT

Public relations as an application between governments and publics and among other parts of the society has always existed through the history. However it has continuously been improved in both theoretical and practical levels in time. Today it rises on a great intellectual basis as an independent discipline of social sciences.

In the meantime, researches on public relations are going on at full speed all over the world. Therefore, the subjects taught in this respect at universities, particularly in master and doctorate programmes are getting more controversial day by day.

Academicians and professional PR pragmatics no doubt try hard to make contributions to the field. They recommend that some settled subjects be removed and some others be included. But what is more important in this context is that the students of public relations at all levels ought to know the methods of research primarily of all because all branches of the science have always developed by the way of production of information through right and efficient research techniques. Secondly, the courses of application should always be much more preferential and intensive.

In this study, the subjects taught in the postgraduate programmes at universities were examined and also some suggestions were made in this regard.

Keywords: Public Relations, Education of Public Relations, Postgraduate Education, Curriculum

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   31

Global Research &
Development Services

DIAGNOSTICS OF MOTIVATION OF TEACHING AND ACCOUNTING ACTIVITY OF STUDENTS

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Yerdan Katayev
GICICTEL1714135

Annotation: This work represents a micro-research of the trainer during the trainings with the listeners of the advanced training courses for teachers of the Republic of Kazakhstan. The definition and formulation of the problems of education presents significant difficulties for school teachers due to difficulties in identifying the cause and effect of the facts in question. As a rule, the true causes of the problems of learning issues are hidden in the needs and motivations of students. Clearly identifying and formulating the causes of learning problems, and based on this definition of effective forms and methods of work is an important stage in improving school practice. The use of the "Circle of needs" resource in teachers' practice is one of the effective tools. The author points out to the spontaneity of the doctor SP. Brownfield for constructive remarks and suggestions by clicking on the article.

Keywords: Internal and external motivation, educational and cognitive activity, motivation map, circle of educational needs

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Roselie Galiga
GICICTEL1714137

Tracking the Employment Characteristics of the Graduates of the Master in Management Program: A Tracer Study

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Abstract
This study aimed at assessing the professional development of the graduates of the Master in Management Program of the College of Liberal Arts, Technological University of the Philippines, Manila for the period 2011 and 2012. The study used as respondents those who graduated in March 2011 and March 2012. For this study, 19 out of 36 graduates or 52% represented the total number of graduates for the given period. The survey was conducted from July to December 2013. The study tried to achieve the following objectives: identify the current profile of the respondents; Identify the characteristics of the current employment of the graduates; assess the graduates' perception and attitudes towards the College in accordance with previous experiences in terms of personal and professional skills enhancement; and enable the College in identifying areas for improvement and upgrading of the program. The study used structured questionnaire. The study used descriptive research method. The statistical tools used were the percentage and frequency methods. Results of the study showed that majority among respondents were female; married; mostly lived in Metro Manila; and were born in the 1980s. The highest educational attainment was Master's Degree. Hundred percent were employed at the time of the survey, likewise, hundred percent believed that the Master in Management degree was relevant in their current jobs/positions and twenty one percent among the respondents were promoted after graduation. The top three sectors where the respondents worked at the time of the survey were as follows: academe, financing and retail sectors. Most of the respondents believed

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 32

Global Research &
Development Services

	that communication skills, problem-solving, critical thinking, human relations and entrepreneurship comprised the top five core competencies that the MM program contributed in their professional development. Likewise, majority responded positively on the context that their school-based experiences while undergoing their program of study had enhanced both their personal and professional skills. Keywords: Tracer study, employment characteristics, personal skills, professional skills
Yu-Chen Chen **GICICTEL1714138**	**College Students Perspectives on Interdisciplinary Learning: A Case of English Elite Program** **Yu-Chen Chen** **Department of Applied Foreign Languages, National Yunlin University of Science and Technology, Taiwan** **ABSTRACT** **For recent 20 years, many universities in Taiwan have developed the interdisciplinary programs. Studies suggest the significance of an interdisciplinary program can help students gain different knowledge. However, little research has investigated how students feel about the interdisciplinary program and what they have accomplished after finishing the program. There are 30 interdisciplinary programs in a university of science and technology in the central Taiwan. To acquire much more detailed information, this study is aimed at English Elite Program. This study adopted questionnaires and interview as research instruments to support this study's processes. The subjects of the study were 97 college students in a university of science and technology in central Taiwan. Among these students, 11 students were interviewed. Two teachers tutoring students in English Elite Program were also interviewed. The data collected included students' expectations and perspectives, and teachers' perspectives on this program. The quantitative data was analyzed with SPSS 19.0 including T test. About the qualitative data, participants' responses were tape-recorded and transcribed. The result showed that there was a great gap between the program and students' expectations. It also provided useful insights to help administrations reevaluate the curriculums and the system of English Elite Program.** **Keywords: interdisciplinary studies, the concerns of interdisciplinary, academic disciplines**
Andi Nur Caesaria Ramadhani **GICICTEL1714140**	**CURRICULUM IMPLEMENTATION 2013 ON SUBJECTS OF HISTORY IN SENIOR HIGH SCHOOL 11 MAROS, SOUTH SULAWESI** **Andi Nur Caesaria Ramadhani** **Department Of Social Sciences Education, Post Graduate Program UNM Makassar, Indonesia** **Abstract** **In the education system adopted in Indonesia there have been several types of curriculum are implemented in order to provide good quality learning in this country and one of them is the Curriculum 2013. The purpose of curriculum development is intended to prepare a community that is able to develop life in all fields in the face of the era of globalization the more intense the day the changes. This quantitative research aims to determine the implementation of the curriculum 2013 in the subjects of History in Senior High School 11 Maros, South Sulawesi to see whether in this case able to provide solutions in the development of students in**

	the scope of Senior High School 11 Maros, South Sulawesi. This research uses descriptive method with qualitative data, in this research data collection technique used is by way of observation, documentation and interview. The object of the research is the history teacher. The results of this study indicate that learners who use the 2013 curriculum in the learning process gives a better impression of learning in terms of cognitive, affective and psicomotoric because learners are more directed to be independent in solving problems and all its aspects are expected in the learning process has been summarized in the standard. Key word : Curriculum 2013, Development students
Anuli Njoku **GICICTEL1714053**	**Stimulating Awareness, Interest and Motivation among Students in an Undergraduate Rural Public Health Course** **Anuli U. Njoku** **College of Health Professions, Public Health Programs, Ferris State University Big Rapids, Michigan, USA** **Abstract** **Background: Rural communities, compared with their urban counterparts, have higher rates of disease and unfavorable health conditions, heightening disparities in health outcomes. This encourages the need for effective curricula to engage students and enable them to address disparate health outcomes as future health professionals. Successfully engaging students to explore rural health disparities in their education, research, and training can thereby advance public health practice.** **Objective: This paper describes faculty efforts to integrate and evaluate health disparities awareness content into a 2016 undergraduate rural public health course at a rural Midwestern American university.** **Methods: Teaching activities included reflective writing assignments on assigned documentaries and use of multimedia to facilitate class discussions on health disparities. Twenty students completed Institutional Review Board (IRB)-approved baseline and follow-up surveys to report health disparities knowledge and attitudes and online course evaluations to rate various instructor and curriculum elements. Baseline and follow-up scores were tallied and demographic data analyzed. An independent-samples t-test was conducted to compare health disparities knowledge and beliefs among students at baseline and follow-up.** **Findings: Participants (n=20) included: females (75%), public health academic majors (80%) and rural area residents (55%). Statistically significant (p<0.05) higher mean scores occurred for survey items from baseline to follow-up (1=low, 5=high), including: understanding what the term 'health disparities' means (4.1 vs. 475; p=.004) and ability to discuss strategies health promotion programs can use to reduce health disparities (3.75 vs. 4.55; p <.001). Online course evaluations (87% completion rate) showed student progress on relevant outcomes and positive student experience.** **Future Scope: Findings suggest promise for infusing health disparities content into a rural public health course. As the main goal of public health is to improve the health and well-being of populations, promoting health disparities awareness among students can encourage them to address such issues within their careers.** **Keywords: Course Development, Health Disparities, Health Education, Rural Public Health**

**Dr Helen Boulton
GICICTEL1714054**

Affordances of Web 2.0 technologies to support progression in literacy in secondary schools

Dr Helen Boulton
Nottingham Institute of Education, Nottingham Trent University , Nottingham, United Kingdom

Abstract

This paper reports key findings from a research project which set out to identify the affordances of Web 2.0 collaborative technologies in developing literacy skills for learners with special educational needs and disabilities (SEND) and engage disaffected learners. encouraging pupils to be explorers, communicators and producers of knowledge. The project involved 90 learners from secondary schools, 6 teachers and 6 pre-service teachers.

The project resulted in an emerging model of digital pedagogy for schools to disseminate both internally and externally (Crook, et al, 2008). The project demonstrates how schools can organise effective training environments so that trainees, pupils and school staff can benefit. It is intended that the project will not only support and motivate existing teachers and learners but also support the achievement of higher level goals for learners (Drent and Meelissen, 2008; Hadjithoma and Karagiorgi, 2009; Meyer et al, 2011) and their digital literacy (Prensky, 2009).

This research project was mainly qualitative in data collection reflecting a small scale case study with a view to improving practice using a mixed methods approach (Gorard and Taylor, 2004). The approach was both interpretivist and evaluative. The model for digital pedagogy for teachers wanting to use emerging Web 2.0 technologies in their classroom is based on a constructive methodology (Judson, 2006; Gaffney, 2010).

Methods of data collection included:
•   Interviews with expert teachers involved in the project at each of the schools.
•   Observations of the project in progress in each school.
•   Analysis of quantitative data held by schools on literacy levels for pupils prior to and immediately after the project intervention.
The conclusions include:
•   learners became explorers, communicators and producers of knowledge;
•   raised levels of engagement and persistence;
•   affordances of Web 2.0 technologies identified;
•   emerging pedagogy for teachers identified;
•   increased confidence in using new technologies in the classroom by teachers and learners.

Keywords Professional identity: teacher education; Web 2.0 technologies; literacy; secondary school.

Students` perceptions of three different types of collaborative feedback in an L2 academic writing workshop

Cristina R. Tat
Kyoto Tachibana University, Kyoto, Japan

Abstract
This is a small qualitative case study (n=9) which takes a look at how students in a mixed proficiency level writing workshop perceived different types of collaborative

Cristina Tat **GIC ICTEL1714059**	feedback. The same group of students experienced three types of feedback activities, after receiving training: 1) oral feedback in groups of peers with the same proficiency level; 2) oral feedback in mixed proficiency level groups; and 3) written feedback in anonymous peer groups. Keywords: peer-assessment, academic writing, collaborative feedback
Marc Jonet **GICICTEL1714060**	**REMOTE LEARNING, NEUROSCIENCE AND UDL – THE MILLENNIAL PARADOX** **Marc Jonet** **Ngee Ann Polytechnic/School of Film & Media Studies, Singapore** Abstract The concept of distance learning is not new; traces of its origins can be seen as early as 1728 in the United States, in the form of a shorthand course offered anywhere in the country and conducted by exchanging letters. In the 2000s, the development of platforms such as YouTube, CourseNotes, Khan Academy, and iTunes U, led to a dramatic increase in the use of asynchronous methods of teaching. As technology became more accessible, new generations of students started to embrace and use a wide variety of gadgets, which led individuals such as Marc Prensky to label those students "digital natives", in comparison to their older teachers, the anachronistic "digital immigrants". The reality is no match for the legend. The first argument against the digital native theory is that millennials consume a lot - mostly for recreational purposes - but create little. The second argument has to do with the assumption that their constant immersion in technology translates to a preference for learning by exploring content online to create knowledge. Gen-X lecturers who might be concerned by the behavior demonstrated by some of their millennial students, including their resistance to change, their apathy toward learning, and their lack of computer literacy, might find some answer using the UDL framework. UDL, or Universal Design for Learning and Neuroscience, can indeed help us, as educators, to find ways to develop remote learning content with the potential to better engage our students while helping them develop stronger critical thinking, problem solving skills - some of the most important twenty-first century skills. A post-implementation survey was carried out for modules offered to the second and third year students from Ngee Ann Polytechnic's Diploma in Visual Effects program, both in 2015 and in 2017. In 2015, 83% of the year-two students and 100% of the year-three students strongly agreed and agreed that the method of teaching helped develop their problem-solving skills more than in other modules. For 2017, the respective percentages were 63.64% for the year-two students and 77.78% for the year-three students. The overall positive results warrant further experimentation and implementation. Keywords: millennials, remote learning, classroom practices, student performance, UDL, neuroscience.
Nazneen Zafar **GICICTEL1714064**	To Execute or not to Execute: Execution of teachers' beliefs into classroom teaching in the BIL context **Nazneen Zafar** **BRAC Institute of Languages, BRAC University**

<table>
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Abstract

The article addresses matters related to maintaining and implementing a successful classroom language teaching in relation with the shaping beliefs of teachers reflecting in teaching student in ESL classroom. It deconstructs the beliefs of the teacher consisting of a series of pedagogical practices and approaches to maintain an environment in which teaching and learning take place. It also defines the distinction that take place in reflecting teachers' existing beliefs and practices in the English language classroom in relation with BIL (BRAC Institute of Languages) teaching strategies.

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| Alan Mulvey GICICTEL1714065 | **Creating Global Citizens at Tachibana University – On the Techniques and the Performance of an Intensive Language Preparation for Students` Studying Abroad** |

Alan Mulvey
International English Department, Faculty of International English, Kyoto Tachibana University, Japan

Abstract

Kyoto Tachibana University (KTU) is implementing an innovative program of English language acquisition with the goal of creating confident, global citizens. The program integrates digital technologies with teaching techniques to set students towards self-leadership in building their language skills targeting their own specific needs and goals. Online lessons and reading and self-study units provide tools and motivation for students` participation. KTU is sharing its experiences together and presenting its findings.

The program sets up a core of reciprocal techniques in an inverted classroom, student centred learning environment. The core facilitates peripheral CALL-related teachniques - techniques made feasible by the immersion of the student in the core of the program. The program is hosted in a new department which is in itself a learning orgnanisation. In the model of civil society organisation, teaching members come from diverse skills backgrounds and peer review continually identifies and plugs information gaps to fine tune the direction of the program. The program runs over 3 semestres and devolves leadership over that time, so to move from prescriptive content to student lead content.

A cultural leap is expected in the Japanese student wishing to communicate in English and this functional ability, which has been defined by one keyword 'Timing', is workshopped throughout the program. This is a program of participation, which is measured, ongoing and supported integrally by teachers as well as faculty and department staff.

The program, it's broad range and scope, it's set-up and direction will be presented. Student feedback is to be presented on their impressions and connections to the core techniques and environment. Data will be presented on students' functional abilities generating from program techniques. Peripheral activities related to the socialisation of the student have an important role and these will also be presented.

Keywords:CALL, Intensive Learning, Student Centred Learning, Leadership Skills Inverted Classroom, Learning Organisation, Reciprocity

Nalanda 'School of Joy': Teaching Learning Strategies and Support System, for Implementing Child-Friendly Education in Bangladesh

Sufia Ferdousi
IB Primary Years Faculty, The Aga Khan School, Dhaka, Dhaka, Bangladesh

Sufia Ferdousi **GICICTEL1714067**	**Abstract** **Child-friendly education (CFE) is very important for the children, especially the early year's students, because it fosters the holistic development of a child. Teacher plays a key role in creating child-friendly education. This study intends to learn about child-friendly education in Bangladesh. The purpose of the study is to explore how CFE is being practiced in Bangladesh. The study attempted to fulfill the purpose through case study investigation. One school, named Nalanda, was selected for the study as it claims to run the school through CFE approach. The objective of the study was to identify, how this school is different from the other schools in Bangladesh, to explore overall teaching learning system like, curriculum, teaching strategies, assessments and to investigate the support system for Child Friendly Education provided to the teachers through training or mentoring. The nature of the case study was qualitative method to get maximum information from the students, parents, teachers and school authorities. The findings were based on 3 classroom observations, interviews with 1 teacher, 1 head teacher and 1 trainer, FGD with 10 students and 6 parents, were used to collect the data. It has been found that Nalanda is different than the other schools in Bangladesh in terms of, parents' motivation about school curriculum, and sufficiency of teachers' knowledge on joyful learning/child-friendly learning. The students took part in the extracurricular activities alongside the national curriculum. Teachers showed particular strength in the teaching learning strategies, using materials and assessment. And Nalanda gives strong support for teacher's training. In conclusion, The Nalanda School in Dhaka was found appropriate for the requirements of Child-friendly education.** **Keywords:** **Child friendly education, overall teaching learning system, the requirements of child-friendly education, the alternative education approach**
 Atsushi Masumi **GICICTEL1714082**	**Fostering Japanese Students' Logical Thinking to Formulate a Common Understanding of Logics between Teachers and Students** **Atsushi Masumi** **Kobe University Secondary School, Kobe, Japan** **Abstract** **Japan's MEXT's (The Ministry of Education, Culture, Sports and Technology) survey in 2016 shows that Japanese high school students have difficulty writing their opinions logically in English. In general, "a logical statement" is defined as one whose "Claim" is clearly supported by "Reasons" with "Backing" and definite "Warrant" (Oi, 2010). To foster students' logical thinking in class, it is necessary to formulate a common understanding regarding logic between teachers and students. However, the image of logic is not always shared well among teachers, students, and between teachers and students. In instructing argumentative English essay writing, three steps were designed for this study: 1) Teachers establish a consensus on a logical statement. 2) Students establish the same perception of logical statements as teachers. 3) Teachers support students to write argumentative essays logically. In this study, steps 1) and 2) focus on the need to explore an effective teaching method to share a common understanding of logics between teachers and students, and to enhance students' logics in English essay writing. The experiment was conducted with 105 high school students (three groups with 35 members each) and 11 English teachers. Each group (L1 essay analysis, L2 essay analysis, and L1 and L2 essay analyses) received lessons on essay analysis (twice a week for 2–3 weeks) using task**

	sheets which were purposefully developed. Before and after the experiment, teachers and students were asked to write their definition of logics and two English writing tests were conducted for students. The results of the statistical analysis (a quantitative textual analysis, t-test and effect size analysis) shows that 1') a consensus on logics is necessary among teachers before instructing argumentative essay writing, 2') the instruction using L1 essay contributes to eliminating the difference in the perception of logics between teachers and students, and 3') it enhances students' logics in English essay writing. This study contributes well to progressing to the next step–step 3. **Keywords** Logical thinking, Perception of logics, L2 writing, Argumentative essay analysis, Japanese high school
Trevor Gates **GICICTEL1714083**	**Preparing human service students for lesbian, gay, bisexual, transgender, and queer affirmative practice in an online classroom setting** **Trevor G. Gates, PhD** **Senior Lecturer in Social Work** **School of Social Sciences** **Faculty of Arts, Business and Law** **University of the Sunshine Coast** **Sippy Downs, Queensland, Australia** **Abstract** Beliefs about lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues rights have been a concern of human service organizations for the past several decades. Position statements from major professional human service organizations call for preparing students for affirmative practice with the LGBTQ communities. Human service accreditation standards note that diversities shape the human experience, and multiple intersecting identities, including race and ethnicity, class, gender, sexual orientation, and other identities inform how human service workers interact in the world. While these position statements represent positive commitments to appreciating LGBTQ diversity, whether these position statements actually lead to reduced stereotypes and affirmative practice with LGBTQ communities is unclear. In this presentation, I will discuss my own experiences teaching about LGBTQ diversity in an online classroom. Challenges and opportunities for talking about sensitive issues such as LGBTQ issues will be explored. Additionally, I will explore lessons learned and make recommendations for future teaching about engaging people from LGBTQ identities. Key words: Higher education, diversity, sexual orientation
Thanh Pham **GICICTEL1714084**	**Teaching towards graduate attributes: How much does this approach help graduates with employability?** **Thanh Pham** **Faculty of Education, Monash University** **Abstract** Australian universities have strongly been engaged in the graduate attributes agenda during the last two decades. The Government, accreditation bodies, universities, academics and industries have pushed mutual collaborations to

develop attributes that are believed to help graduates with employability and require students to obtain these attributes during their university study. However, little has been known about the effectiveness. This paper attempts to fill this existing gap by revealing the association between university graduate attributes and employability skills and employers' feedback about Australian graduates' qualities. The findings revealed that graduate attributes identified by universities and academics, to a large extent, match the employability skills required by employers. However, employers still expressed their dissatisfaction towards various qualities of graduates. Employers' dissatisfaction disclosed that graduate attributes are complicated concepts, so stakeholders involved in developing and implementing them often find it hard to ensure if they are doing the right thing. Besides, the implementation and assessment process of graduate attributes complicated, so how much students should learn each attribute is still unclear. This paper implies that in order to help graduates with better employability skills, employers' expectations should be examined more closely and clearly and then used as guidance for the development and teaching graduate attributes in university courses and programmes.

Keywords: Graduate attributes, graduate employability, employability skills, higher education, employers.

Challenges Facing Faculty Members When Using Blackboard

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Abstract

Learning management systems (LMS) are used by universities to support teaching practices and add value to the educational system. Qatar University (QU) is using Blackboard (BB) as the main learning management system, where faculty members (FM) use BB to post content, collect and grade assignments, facilitate discussion boards, conduct online exams, post grades, etc. It is important for QU to encourage its faculty to use BB and utilize its benefits.

The use of BB will improve the efficiency and effectiveness of the teaching/learning process and make it more convenient. The use of BB by faculty members is faced by many challenges, which might be context and cultural related. Such challenges will hinder the use of such important systems by FM. As faculty members are encouraged to use BB, there are many resources available to help them such as step-by-step tutorials, short videos, and help files. . In addition, The university offers training workshops and one-to-one consultation sessions with the Office of Faculty and instructional Development (OFID).

For help and enquiries on how to use Blackboard features, faculty members approach the education technology team at OFID through phone, email or through booking a face-to-face appointment. The OFID team keeps a summarized record of such consultations proceedings. The data collected revealed many challenges facing faculty members when using such a tool to manage the teaching process.

This study will analyze the data collected for the last 3 years, which includes short synopsis of the issues raised. A manual clustering and summarization technique will

be implemented to conclude to the major challenges facing FM when using BB. The study will analyze other issues related to the consultations preferred way of communication, the college of FM, and other related issues. Conclusions and implications will be reported.

Keywords: Learning Management System, Blackboard, Education Technology Challenges, Faculty Members

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GICICTEL1714108

Investigation of the Effects of Work Related Flow Levels on Professional Job Satisfaction among Pre-School Teachers

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Abstract

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

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GICICTEL1714112

ATTITUDES OF THE TOURISM MANAGEMENT DEPARTMENT STUDENTS TOWARDS ENGLISH LESSON, PROBLEMS THEY ENCOUNTER AND SUGGESTIONS FOR SOLUTIONS

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ABSTRACT

In this study, it was aimed to examine the attitudes of the students studying in the Department of Tourism Management towards the English lessons in terms of some variables and to present the problems they encountered in English lessons and solution proposals to these problems. In the study using descriptive sequential mixed pattern, the data for the English attitude was obtained from the students of 388 Department of Tourism Management selected by easy sampling method. The measuring instrument is the scale prepared and developed by Gömleksiz (2003) to measure the attitude of university students towards English lesson and it is composed of 56 items. A focus group interview was conducted with 20 randomly selected students about their problems and solution proposals. In the analysis of the data, mean, standard deviation, t-test for independent groups and ANOVA analysis techniques were used. For the qualitative data collected, data reduction method was used. All the obtained data was presented and interpreted in tabular form.

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   41

Global Research &
Development Services

	Key Words: Attitude Towards English , Problems in English Lesson, Solution Proposals for English Lesson
Shoba Macintyre **GICICTEL1714115**	**The Art of Coaching Great Teachers to Share Their Work to the World.** **Shoba MacIntyre** **School Improvement Specialist Coach +** **Papar District Education Office, Sabah** **Malaysia** **Abstract** **Whether you are a School Improvement Specialist Coach, school leader, school administrator or head teacher, you've probably met 'them'. Who's 'them'? Great teacher-innovators hiding in their schools not wanting to come out into the open world and share what they know. This paper charts the journey of 4 such teachers in primary and secondary schools in Papar, Sabah. They are actively involved in innovative research and have developed their own teaching innovations – but only for their students. The first research objective was to determine whether coaching as a strategy, could change teachers' mindsets on sharing their innovations to a wider audience. A needs analysis done at the preliminary stages of this mixed method research revealed that majority of teachers chose Facebook as their preferred online platform due to familiarity. The results also revealed that lack of confidence was the main reason why they refrained from sharing their innovations. Their lack of confidence stemmed from poor self-belief, lack of management and procedural knowledge, lack of IT related skills and the inability to network extensively. Therefore, the second objective was to discover if using Facebook as a tool for sharing, could increase their confidence. In monitoring for change, comparisons were made between two groups of teachers within a span of 6 weeks. The experimental group was given interventions using coaching and mentoring strategies while the control group was left to complete their tasks independently but with instructions. The findings showed that the experimental group was able to develop online pages and showed increased levels of confidence especially after receiving positive feedback from stranger-teachers on Facebook. This study concludes that the coaching and mentoring interventions used increased teachers' confidence to share their work on a global platform. Future applications pertaining this study can include school leadership, Open Educational Resources and teacher talent management.**
Samson Hau Lung Yuen **GICICTEL1714119**	**A Possible Framework for Analysing Curriculum Leaders' Roles** **Samson Hau-Lung Yuen (EdD)** **TSK Victoria Government Secondary School** **Abstract** **Professor Murray of the University of Warwick observes that language teachers working in higher education frequently feel undervalued by the mainstream academic seniors. Not only at the university level, in education systems that feature high centralization, managerial control and accountability measures, frontline English teachers working at primary or secondary level also find that their expertise goes unrecognized. At issue is the imbalanced relationship between frontline teachers and curriculum leaders who are more often than not considered as experts or more academically senior. Despite the availability of articles**

Global Research &
Development Services

	discussing such inequality, there is a lack of framework that is used to investigate into the kinds of relationship that curriculum leaders have with frontline teachers. Borrowing ideas from Being Mortal, a Number 1 New York Times bestseller written by an American surgeon who critically reflects his and others' practice in the medical profession, this article presents a possible framework that helps researchers alike analyse the roles taken by curriculum leaders in higher education or government setting. Finally, my argument over the role that should be taken by curriculum leaders is offered. Keywords: curriculum leader roles; curriculum leadership; curriculum dissemination; Hong Kong curriculum; reflective practice; frontline teachers
Liu Songhua **GICICTEL1714127**	**A Study on the Agenda Setting Process of Chinese Rural Teacher Support Scheme** **Liu , Song-huaa** **Department of Education, Pusan National University, China** **Joo, Chul-anb** **Department of Education, Pusan National University, Korea** **Abstract** **In China, the rural area is very large, since the founding of new China, the rural education have received attention. However, compared with elite education, the rural education received attention was limited. There is a gap between urban education and rural education over time. As today Chinese education have reached a certain level, there is no need to develop an area first, and with the requirement of narrowing the gap between urban education and rural education, the rural education obtains the unprecedented value. Upon the epistemology that "if you want to develop education, you should strengthen the teachers", China issued \<Rural Teacher Support Scheme> in 2015.** **Reviewing studies of Chinese agenda setting process, there are many scholars think Chinese agenda setting process is the Communist Party leading mobilization model(Ahn Chi-young, 2011; Kim Chang-gon, Park Jin-geun, 2006; Lee Jae-ho, 2004), but at recent years there are some scholars argue that the popular pressure model emerged from the outside of the public institute system in China(Chung Joo-young, 2017; Park Bu-sung, 2015; Xu Xiao-xin, Zhang Xiu-lan, 2016). Whereas the latter almost used the special event to analyze, it's hard to generalize. And agenda setting process as policy's first process, it could influence the latter stages, has strong power. It's necessary to analyze the agenda setting process of Chinese \<Rural Teacher Support Scheme>. So this study aims to analyze the agenda setting process of Chinese \<Rural Teacher Support Scheme> to clarify the characteristics of the agenda setting process. Research methodology is using the four major stages (Initiation, Specification, Expansion, & Entrance) of Outside-Initiated model proposed by Cobb, Ross & Ross (1976) to do this study.** **And we are finding that the agenda setting process of Chinese \<Rural Teacher Support Scheme> can use Outside-Initiated model to analyze, but mass communication still not very active and rural teachers' at expressing their needs without great initiative.** **Keywords: rural education, rural teacher, Chinese agenda setting process, \<Rural Teacher Support Scheme>, Outside-Initiated model.**
Zi Yuan Zhang **GICICTEL1714129**	**A Survey of Chinese Kindergarten Teachers and Parents' Cognition of Teacher Professionalism**

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Abstract

Teacher professionalism has long been the hot issue in the international education. Many countries are devoted to the development of teacher professionalism in an effort to improve academic level of faculty by raising their level of professionalism. However, most Chinese scholars focused their attention on the professional problems of primary and secondary school teachers. Due to the fact that kindergarten teachers' professional knowledge is extensive but not refined and that public awareness of kindergarten teachers' career is insufficient, and other reasons, kindergarten teachers' professional problems have not received due attention(Cheng, Li-qiu, 2011). In fact, for kindergarten teachers engaged in basic education, the particularity of students not only determines teachers' professional knowledge and technology, but also have extremely high requirements of teachers' educational concept, moral equipment and sense of responsibility. Regulations and norms related promulgated by Chinese government have played a positive role in promoting the development of kindergarten teachers professionalism. However, in recent years, frequent incidents of child abuse in kindergartens around China have once again raised public questions to the professionalism of kindergarten teachers, which has pushed the kindergarten teacher's professional problems to the cusp of public opinion. In the related research papers, most of papers studied from the perspective of managers and educators, and less of them studied from the perspective of parents(Zhao Fei, 2011). Compared with educations in other stages, kindergarten education should pay more attention to parents' understanding and opinions, because of its close connection with families.
Therefore, this paper studies from three aspects including knowledge specialty, professional competence and professional accomplishment, conducting a questionnaire survey on Changchun City Jilin Province kindergarten teachers and parents, and set gender, educational background, teaching age and grade as variables. Through comparative analysis with SPSS statistical software, this paper can obtain relevant enlightenment on the professional development of kindergarten teachers in China and provide relevant research data and information for the future development of kindergarten teachers in China.
Keywords: Kindergarten teachers, parents, teachers professionalism, cognitive survey.

Simon D. C. Townsend GICICTEL1714133	**The Universal Access Framework: an architecture for uniting learning with mobile phones** **Simon D. C. Townsend** **English Lecturer / ICT Administrator, Iwate University, Morioka City, Japan** **Adam L. Cronin** **Assoc. Prof., Tokyo Metropolitan University, Hachioji, Tokyo, Japan.** **Abstract** **Mobile applications (M-apps) are a billion-dollar industry, and applying this**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand
44

Global Research &
Development Services

	technology to education is a rapidly growing market. In this study, we explore methods to develop an educational app using an online commercial 'no-code' 'app-builder', which represents a simple, easy to use approach to app design. We identify gaps in app utilization in terms of a) the incorporation of language activities and b) enhancing student interactions through the use of smartphones. We propose and test a new method using a Universal Access Framework (UAF) model, which provides the architecture to unite app technology with language learning pedagogy. We test the UAF concept by building an app to carry out heuristic language activities in an ESL university class. **Keywords** Language learning, Communicative activities, app design and development, M-learning, Social Network Systems (SNS)
Jung-Son Kwon **GICICTEL1714141**	**An Analysis On The Distinction Between 'Instrumental' And 'Non-Instrumental' Specifies Of Educational Activity: Some Arguments From Michael Oakeshott** **Jung-Son Kwon** **Pusan National University. Busan, South Korea** **Da Wen** **Pusan National University. Busan, South Korea** **Hoy-Yong Kim** **Pusan National University. Busan, South Korea** **Abstract** **The object of this article is to illustrate a form of education concerned with acquiring instrumental skills and knowledge of the world of practical activity. There are two sorts of learning that cope with the tasks of everyday survival in society, namely, instrumental learning and non-instrumental learning. Most of us are particularly prone to assume such a faith from our own substantive experiential aspirations: all educational enterprises are, in a certain way, changing our way of life towards a more perfect direction; the result of all educational activities or the activity itself is surely an improvement, or at least a reasonable cost for the satisfaction of some pressing requirements. To me, Oakeshott's criticism on rationalism here—which we will find fully animated by himself—can be addressed by drawing a marked contrast between 'instrumental' and 'non-instrumental' (or between 'closed' and 'open') specifics of educational activity or learning. The distinction between 'instrumental' and 'non-instrumental' activities tends to break down when applied to concrete situations, since both theoretical and practical activities can be pursed "for their own sakes" or they can be infected by the pull of all-pervasive motives such as ambition, envy, and greed.** **Index terms: Oakeshott, The intimacy of the familiar, 'Instrumental' learning, 'Non-instrumental' learning, Rationalism**
Da Wen **GICICTEL1714142**	**To Be Conservative as a Disposition of Education: Familiarity, Freedom and Learning from the Perspective of Michael Oakeshott** **DA WEN** **Pusan National University. Busan, South Korea** **JUNG-SON KWON**

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Abstract
Facing the fast-changing times, "innovation and development" has been the "central theme" for the understandings of education. The disposition of this theme suggests that education in the service of country's interest can be substantive—that is, technologically and purposely reshape society into a government-centered model in which people are encouraged to adopt programmable lifestyles, which could be a totally misunderstood sort of education. "To be conservative" as an 'indispensable component' of education that preserves something unique and exceptional about human nature has become the concern of conservative thinkers as diverse as Russell Kirk, Milton Friedman, Daniel Bell and Fernando Savater. As a political intellectual, Michael Oakeshott figures out an unique way to highlight the connection between education and the conservative disposition from the perspective of an instrumental familiarity. Familiarity is the foundation of the conservative disposition, it runs through the whole tradition of behaviour. Since tradition is a learned social construct, it follows that the conservative disposition itself, or rather the morality derives its inheritance as a way of understanding education; familiarity, for Oakeshott, is the vital junction between education and the disposition to be conservative. This article demonstrates a traditionally deep-going Oakeshottian interpretation of the conservative disposition within liberal learning by criticising rationalist education and the prejudice from conservatives. According to Oakeshott's logical-critical examination of the conservative disposition, we can more clearly trail and discover the insights of his educational philosophy.
Index terms: An instrumental familiarity, The conservative disposition, Tradition of behaviour, Morality, Rationalist education, Liberal learning

Dr. Sung Gyu Kim **GICICTEL1714143**	**The Korea's Education ODA and Rights-Based Approach (RBA)** **Dr. Sung Gyu Kim** **Seoul National University Asia Center (SNUAC),Seoul National University /SNUAC, , SouthKorea** Recently, the rights-based approach to development has received a wide attention from the field of international development. Many development agencies have been adopting the frameworks of the rights-based approach in the process of implementing their own projects and programs. In this context, the article tries to examine how many human rights principles and values are embedded in Korea's education ODA by analyzing one of the education ODA projects implemented by KOICA, an agency responsible for Korea's grant aid. Through this analysis, the current state of Korea's education ODA in relation to the rights-based approach and, further, what is needed for mainstreaming human rights in Korea's education ODA can be identified. **Rights-based approach, Development, Education, ODA, KOICA**

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 46

Global Research &
Development Services

Effect of Flipped Learning Education in Fundamentals of Nursing and Practicum

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Abstract
Research Objectives: The purpose of this study was intended to identify the effects of flipped learning in fundamentals of nursing practicum education.
Methodology: After applying the flipped learning technique, teacher-student interaction, learning satisfaction, and learning motivation were identified. The correlation of each variable was examined after applying the flipped learning technique to investigate its influence on learning motivation. A total of 38 second-year nursing students enrolled in P University were analyzed. A difference between before and after applying the flipped learning was analyzed by the paired t-test; a correlation between the variables was analyzed via Pearson's correlation coefficient; and an influence on the dependent variable learning motivation was analyzed using the stepwise multiple regression analysis.
Findings: After an education session applying the flipped learning technique, a learning motivation demonstrated a significantly positive correlation with self-directed learning readiness (r=0.23, p=.007), college student educational performance (r=0.55, p<.001), teacher-student interaction (r=0.79, p<.001), and learning satisfaction (r=0.75, p<.001). A significantly positive correlation was also observed between the other variables. Factors influencing learning motivation were learning satisfaction and teacher-student interaction. The explanatory power for learning motivation in the regression model considering these two variables was 74.7.Research Outcomes: Flipped learning is effective education program to fundamental nursing practice participatory attitude, and to increase academic self-efficacy, learning motivation and practice performance ability in nursing students, it is necessary to add scenario or clinical situation in the flipped learning education and to evaluate these approaches with further research.
Future Scope: Therefore, to enhance learning motivation in applying the flipped learning technique, it is necessary to increase learning satisfaction and to establish a strategy that further vitalizes the teacher-student interaction.
Keywords: Flipped learning, Education, Learning

The effect of answer column formats in a Japanese language comprehension test on students' responses: A comparison between grade levels

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GICICTEL1714145

Abstract
The purpose of this study was to examine if answer column formats in a Japanese language comprehension test affects the junior high school students' responses between grade levels. Two groups of students, one consisting of eighth-grade students (n=293) and the other of ninth-grade students (n=265) took the test which was based on the high school admission test of Kanagawa prefecture. Students were given 45 minutes to complete the test, and responses were evaluated based on the scoring rubric. The three items having answer columns of two variations were used: (1) limiting answer length to less than 90 characters or non-limiting answer length; (2) less than 45 characters or non-limiting; (3) answer length to 7 characters or non-limiting. Item difficulty and item discrimination of this test were then analyzed. First, the results revealed that item (1) non-limiting answer length led to a higher

29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand 47

Global Research & Development Services

proportion of correct answers in eighth-graders, but there was not much of difference in ninth-graders. Discrimination was almost the same in both formats. Second, non-limiting answer length led to a higher proportion of correct answers for eighth- and ninth-graders. However, discrimination was equal in both formats. Finally, 7 characters led to a higher proportion of correct answers for both groups but discrimination was almost equal. In conclusion, item (1) does not affect students' response of ninth grade because both formats have enough space to write the key contents. Item (2) with non-limiting answer column led to a high proportion of correct answers due to enough space to write the answer. Item (3) having specific number of characters led to a higher proportion of correct answers because there are 7 characters hint to get the answer. The results of this study suggest the importance of examining test item formats.

Key Words

a Japanese language comprehension test, answer column, item analysis, proportion of correct answers, discrimination, junior high school students

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29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   48

Global Research &
Development Services

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29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   49

Global Research &
Development Services

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29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand
Asian Institute of Technology (AIT), Conference Centre, Bangkok, Thailand   50

Global Research &
Development Services