Global Research & Development Services

CONFERENCE PROCEEDINGS

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand

11-12 July 2018

Conference Venue

KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Email: info@adtelweb.org

http://adtelweb.org/

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

1

Table of Contents:

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

2

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.

ADTEL has now grown to 4528 followers and 2817 members from 45 countries.

Membership in our scholarly association ADTEL is completely free of cost.

List of members: http://adtelweb.org/list-of-members.php

Membership Application form link: http://adtelweb.org/membership.php

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: http://adtelweb.org/proceedings.php

Facebook is a very popular free social networking website that allows us to keep in touch with friends, family and colleagues.

We hope to have an everlasting and long term friendly relation with you in the future.

In this context we would like to share our social media web links:
https://www.facebook.com/adtelweb/

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

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

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

3

<u>KEYNOTE SPEAKER</u>

Farung Mee-Udon
Assistant Professor, Department of Sociology and Anthropology, Faculty Social Sciences, Naresuan University, Thailand

Farung Mee-Udon is currently an assistant professor in the department of sociology and anthropology, Faculty social sciences, Naresuan University, Thailand, and previously was a member of the department of social development, Faculty of Humanities & Social Sciences, Khon Kaen University, Thailand from 1991-2015. She completed her doctoral degree in Social and Policy Sciences from the University of Bath, UK in 2009. Her research work is concerned with community development, environmental social sciences, gender, healthcare, and well-being. In addition, she is a meditation teacher of the Willpower Institute, Thailand, as well as a volunteer for teaching English in a primary school.

Topic: Wellbeing in Developing Countries: Concepts and Issues

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

4

PLENARY SPEAKER

Ivy Casupanan
College of Teacher Education, Chairperson, Ramon Magsaysay Technological University, Zambales, Philippines

Dr. Ivy Hipolito- Casupanan Earned her Bachelor of Secondary Education major in English at the Columban College, Olongapo City, Philippines. Finished her Masters of Arts in English Language Teaching from the same College.

Her Doctorate Degree in Education from President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University in Zambales, Philippines)

As an Entrepreneur, she is the owner of Dr. Casupanan Travel & Tours, a travel agency under VIA Corporation.

As a Researcher, she has written and published international papers in teaching performance, reading intervention, out of school youth students, K+12 basic education and Bloom's Taxonomy.

At present, she is the Chairperson of College of Teacher Education, President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University in Zambales, Philippines).

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

5

Ricky Molina **GICICTEL1808051**	**Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of Grade 12 Senior High School Students of Polytechnic University of the Philippines**

Molina
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Ricky I., Clemente
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Bian Kay A
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Miranda
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Suzmitacin L
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Puyong
College of Education/ Department of Secondary and Elementary Education,Polytechnic University of the Philippines, Manila, Philippines

Ronna Mae A.
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.

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

6

**Patricia A. L. Ong
GICICTEL1808052**

A Cross-Cultural Analysis of Teachers' Beliefs & Pedagogical Practices

Patricia A. L. Ong
University of Waikato (Faculty of Education)
University of Waikato, 142 Durham Street, Tauranga 3110, New Zealand

Abstract
On embarking in a comparative study across two countries, the researcher has to acknowledge and recognise the unique cultures, approaches and languages in each country. The project is a comparative study across Singapore and New Zealand and will be a cross-cultural analysis of the two countries' systems on a macro-level and individual practitioner approaches on a micro-level. The proposed study will examine the beliefs that teachers hold with regards to pedagogical approaches in the early childhood setting and will investigate the perspectives, attitudes and values of individual ECE practitioners and their self-reported practices within their own classrooms. Due to the cross-cultural differences in each country, it has been found that certain methods that may be used in one context may not be appropriate to another cultural context.
In looking at the educational frameworks, policies and practices in the two selected geographical locations, we refer to the theories of Mikhail Bakhtin who emphasized variety, differences and plurality and the concept of the 'otherness. Based on this dialogical argument, 'difference' is seen to be essential in understanding from a cultural and inter-cultural viewpoint. While studying 'teachers' beliefs', there has been documented up to ten strategies (Schraw & Olafson, 2015; Speer, 2005) that have been used by researchers to collect data. These include questionnaires, scaled responses, verbal reports, performance observations, self-reflective essays, vignettes, portfolios and other methods of documentation. The project is an ongoing process in exploring the ideal methods in data generation and collection for the purpose of the study. It will also argue for a dialogic methodological approach to capture the ambivalence and complexity of issues that is embedded in qualitative research.
Key words:
Comparative study, cross-cultural analysis, dialogism, teacher beliefs, assessment approaches.

**Hanh Thuy Nguyen
GICICTEL1808054**

Using Extensive Reading To Motivate Reluctant Students: A Case Study In Vietnam

Hanh Thuy Nguyen
University Of Languages And International Studies, Vietnam National University, Hanoi, Vietnam

Abstract
The lack of learners' motivation is one of the most challenging problems for language teachers. At University of Engineering and Technology, many students do not consider English as important for their future jobs, so they pay little to no attention to the lessons and only attend the classes in order to meet the requirements to take the end-of-term test. As a lecturer at this university, I find myself constantly search for ways to motivate students. Extensive reading has been applied successfully in other countries to engage students' attention; however, it is not widely used in Vietnam. Thus, I decided to utilize extensive reading in a B1 level class to test its effects on Vietnamese learners. The learners were provided with various reading materials to choose from and they spent 30

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

7

	minutes on in-class reading. The research lasted for 13 weeks, and at the end of the course, they were interviewed about their feelings and thoughts on the application of extensive reading in class. The results of these interviews, along with the teacher's classroom observation, showed that extensive reading motivated them to participate more in the lessons, as well as increased their interest in reading. **Key words: TESOL, extensive reading, motivation**
Ofra Walter **GICICTEL1808055**	**Art Intervention In Group Settings: A Course Model For Social Work Students** **Ofra Walter &Vered Shenaar-Golan** **Ofra Walter** **Education Department, Tel Hai College, Israel** **Abstract** **This article presents evaluation of a course developed for training social work students in using art intervention activities in a group setting. The course components included didactic learning, experiential learning, personal and interpersonal observation, and reflection. The goal of the course was to enhance students' skills as providers of a safe space using art intervention with diverse populations, in their future professional settings. Analysis of the qualitative evidence indicated that the combination of art intervention in a group setting empowered and accelerated interpersonal abilities of social work students and increased their self-efficacy as group facilitators.** **Keywords: A hall of mirrors, art intervention, group work, intersubjective and intersubjective processes, mutual aid, nonverbal communication**
Muh Rafii **GICICTEL1808056**	**Developing Speaking Skill through CLT in a EFL classroom: Problems, Instructional Materials, and Implications** **Muh Rafii** **Muhammadiyah University of Luwuk, Luwuk Banggai, Indonesia** **Abstract** **This study attempts to use Communicative Language Teaching (CLT) approach to develop speaking skill among Indonesian tertiary level EFL learners. The use of Communicative Language Teaching (CLT), which specifically focusing on developing students' speaking ability, is appropriate in the EFL classroom. In this study data was gathered through a questionnaire from students to identify the specific problems that Indonesian students face in speaking in English. The participants involved in this study were 20 EFL students majoring English education generated from one particular class. The data obtained was analyzed by counting number of students' responses and then presented in percent. The aims of conducting this study are investigating the problems EFL students have, and developing speaking skill by designing instructional materials in speaking classroom activities through adopting CLT principles. The last part of this study is to postulate implications in teaching speaking for Indonesian EFL students.** **Keywords: Communicative Language Teaching (CLT), developing speaking, instructional Materials, Indonesian EFL students**
Wang Yi **GICICTEL1808058**	**An analysis on the Peer Review Comments in Writing for ESL Students in China** **Wang Yi**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

8

School of Foreign Languages, Northeast Normal University, Changchun, China
Wu Xia
School of Foreign Languages, Northeast Normal University, Changchun, China

Abstract

This paper investigates ESL students' peer review comments in college English writing course in China, specially focusing on the types and features of feedback reviewer produce as well as the back review writers generate to respond to their peers' feedback. This study shows that most of students consider peer assessment beneficial for them in the peer-aided English writing course. Findings from this study indicate that students' feedback and back review comments have many characteristics in common. Their feedback can be divided into 3 categories: linguistic, cognitive and affective dimension. And back review comments can be classified into 3 categories of positive, negative and neutral response. At the same time, students' implementation rate of revision is rather low due to students' low writing proficiency, a lack of serious attitude and the absence of effective monitoring from instructors. This research fills a gap in literature regarding the types of students' feedback and back review, as well as how the perceived helpfulness affects their revision performance.

Keywords: Peer assessment; ESL students; peer review comments; English writing

Xia Wu **GICICTEL1808059**	**A Conversation Analysis of Sales Talk in Chinese** **Xia Wu** **School of Foreign Languages, Northeast Normal University of China** **Abstract** **People interact with one another in daily life. When people talk, they may be aware of the conversational style in everyday communication, and then they may realize that even a simple greeting formula manifests a specific pattern. So is sales talk. Thus, some researchers become increasingly interested in searching for and providing sufficient information on actual patterns of sales talk in daily transactions.** **Currently, many studies on sales talk have been conducted, while only few statistics, based on empirical investigations, have been applied to analyze sales talk in Chinese. Therefore, this paper aims to conduct a study on sales talk in Chinese to analyze the sequential structure of sales talk in Chinese, the linguistic strategies employed in the realization process of negotiation and the social variables affecting the choice of negotiation strategies.** **Under the guidance of Conversation Analysis and Speech Act Theory, many speech events are observed, described and analyzed here, through which the results are summarized as follows: there is a sequential pattern that we tend to observe when we are in the process of sales transactions in Chinese; meanwhile, some linguistics strategies are required in the realization process of negotiation; and some social variables play a significant role in people's choice of negotiation strategies.** **Despite certain limitations in this paper, we hope that this study will help, to some extent, provide some information on sales talk in Chinese and facilitate interactions not only in this practical area but also in other areas and aspects of our lives.** **Key words: Sales Talk; Conversation Analysis; Sequential Structure; Linguistic Strategies; Social Variables**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

9

Samayalangki Nongtdu **GICICTEL1808060**	**Locus of Control Scale and it Applications** **Samayalangki Nongtdu** **Research Scholar, Department of Education, North-Eastern Hill University,** **Shillong, Meghalaya, India.** **Yodida Bhutia** **Associate Professor, Department of Education, North-Eastern Hill University,** **Shillong, Meghalaya, India.** **Abstract** 　　**The article highlighted the construction and standardisation of Locus of Control Scale. Based on Rotter's Social Learning Theory and his explanations about the concept of Locus of Control, the scale has two dimensions Internal Locus of Control and External Locus of Control which initially, the scale has 110 items after checking its validity and reliability the items was finalised to 40 items. It has been proved that the scale of Locus of Control was valid for the college and university students and also can also be adopted among the school students and its consistent indicating that the scale is reliable.** **Keywords; Locus of Control; Internal Locus of Control; External Locus of Control.**
Nwuzor Alphonsus **Chinedum** **GICICTEL1808063**	**Institutionalization Of Adequate Security In Nigeria Schools: A Focus On Ebonyi State College Of Education, Ikwo** **Nwuzor Alphonsus Chinedum** **Department Of Primary Education, Ebonyi State College Of Education, Ikwo, Nigeria** **Omeje Victor Uchechukwu** **Department Of Geography, Ebonyi College Of Education, Ikwo** **Omeje Chinenye Bridget** **Department of Physical and Health Education, Ebonyi State College of Education, Ikwo** **Abstract** **This work is entitled, 'Institutionalization of Adequate Security in Nigeria: A Focus on Ebonyi State College of Education, Ikwo.' The objectives of the study include: To ascertain to what extent effective manpower development promotes adequate security in the schools in Nigeria; to find out the extent the provision of the essentials of life reduces the level of insecurity in schools in Nigeria; to determine to what extent job availability to the people after school reduces urban, insecurity in Nigeria. The theory adopted in this study is the contingency theory by Joan Woodward (1958). The methodology: the design used in this study is a descriptive survey design. The area of the study is Ebonyi State College of Education. The sampling technique used is Simple Random Technique while the instrument for data collection is questionnaire. The following form the summary of the findings in the study: Manpower development exposes people to the need to secure their lives and property including those of others; Provision of the essentials of life is a sure way to curb insecurity challenges in Nigeria; Creation of job to the skilled, semi-skilled and**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

10

	unskilled job seekers in both urban and rural areas curtails the rate of insecurity in the schools in Nigeria. The recommendation in the study include: There should be regular manpower development of people in Nigeria to avoid insecurity in the schools; there should be steady job availability to the people and fair distribution of the essentials in the country so that there will be adequate security in entire sectors of the country. **Key Words: Institutionalization, Adequate Security, College of Education.**
George W. Kennedy **GICICTEL1808064**	**The Validity Of Creativity In A Functional Primary Education For Productivity And National Development** **Boniface S. Akpan** **Akwa Ibom State College Of Education,** **Afaha Nsit. Nigeria** **Rosemary Piate** **Akwa Ibom State College Of Education,** **Afaha Nsit. Nigeria** **Okon Ekaeba** **Akwa Ibom State College Of Education,** **Afaha Nsit. Nigeria** **George W. Kennedy** **Akwa Ibom State College Of Education,** **Afaha Nsit. Nigeria** **Abstract** **One of the most challenging issues that Nigeria has encountered in recent time is low economic and capital growth stemming from recession. In an attempt to curdle this sloppy cramp, various goals of development programmes have been articulated through a diverse policy imputes and adjustments by government. As a means towards achieving these goals, this paper seeks to examine ways of enhancing creativity and functional primary education being the bedrock of every academic and societal development in Nigeria. To achieve this goal, guided demonstration and observation methods were employed to generate information and data. The researchers relied on the feedback received from the learners' performances and observation through concrete experiences deduced therein. Twenty (20) cultural and Creative Art teachers in upper primary school constituted the population of the study. A questionnaire was used for collection of data. Means score was used to determine the factors that hinder the ability of some Creative Art teachers from imparting basic skills in the pupils. From the findings of this study, it was revealed that some factors militate against the functionality and acquisition of skills in pupils. Hence, some recommendations were made which includes pragmatically trained teachers who are endowed and have the creative potentials be employed to teach the pupils.** **Keywords: Primary Education, Teachers, Creativity, National Development**
Xin Qi **GICICTEL1808065**	**Implications of Different Thinking Patterns on College English Teaching** **Xin Qi** **Department of College English, Foreign Language College, Northeast Normal University, Changchun, China**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

11

	Abstract The article attempts to depict the different thinking patterns between westerners and Chinese and their implications on College English teaching. Different thinking patterns are the reflections of cultural differences in nature. Generally speaking, traditional Chinese culture is famous for its concrete, intuition, synthetic and tortuous mode of thinking while Western culture for its abstract, rational, analytical and linear thinking patterns. As a result of different thinking patterns, we can see the different language expressions in terms of the formation the words, word order, syntax and discourse. College English teachers should be aware of the different thinking patterns and introduce them to the students in class. At the same time teachers should try to guide the students to observe and summarize the different expressions because of different thinking patterns between their native language and the target language in their readings. Only in this way can the students learn and speak authentic English expressions and communicate appropriately and effectively with people from different cultural backgrounds.
Girma Shimelis Muluneh **GICICTEL1808066**	**Leading Changes through Adaptive Design: Change Management Practice in One of the Universities in a Developing Nation** **Girma Shimelis Muluneh** **Bahir Dar University, Ethiopia** **Abstract** Universities are making changes to fulfill their education, research and community service responsibilities. However, the effectiveness of change initiatives is always in question, because, changes especially in developing nations are carried out under multidimensional pressures. Exacerbated by limited experience of systemic change management approaches, most change initiatives fail to address institutional problems. Therefore, this study has tried to propose adaptive design as a promising approach to create adaptive changes in universities. Guided by a pragmatic philosophical viewpoint, this research followed a practice theory to understand actions and decisions related to changes. Staffs members and students were invited to reflect on their perceptions of the principles and tactics extracted from adaptive design and their implementation in the university. In addition, the study tried to identify major challenges to create adaptive changes. In doing so, the research used a mixed method-sequential explanatory approach. Survey and interviews were made to gather relevant data. The finding reflected that tenets of adaptive design, its principles and tactics are important tools to lead and institutionalize change initiatives. This may affirm the significance of the approach if accepted and scaled up as an alternative change management theory. However, in the target university, leaders and change agents rarely used a change management approach that resembles adaptive design, which in turn may be the reason for failing to bring adaptive changes in a deep and pervasive manner. Consequently, the study concludes that ''business as usual'' does not suffice, and hence, universities have to continually update themselves with up to date change management approaches like an adaptive design. **Key Words: Adaptive Design, Adaptive Leadership, Design Thinking, Change**
Feyisetan Christianah Toyin **GICICTEL1808067**	**Outcomes Of Counseling Service in Classroom Interactions in Some Selected Schools in Ibadan Metropolis, Oyo state: Teacher As A Stakeholders**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

12

Feyisetan Christianah Toyin
Department of Educational Psychology School of Education
Emmanuel alayande College of education, Oyo, Oyo state, Nigeria

Abstract
The study examined the outcomes of counseling service in the classroom interactions in Ibadan Metropolis; Oyo State, Nigeria. It assessed the learning theories and roles of counseling in classroom teaching and learning with the view to improving teaching in educational programme. Counseling service is one of the activities in the teaching and learning achievements. However, students are seen with moral decadence in their behavioural display which negates the national education objectives which states that Nigeria education should make students a total adjusted individual to be useful to themselves and the society at large. Moral decadence like:Thuggery, robbery, yahoo-yahoo and hooliganism are found amongst the Nigeria students. The study concluded that if teachers are well informed and equipped of role of counseling service in the classroom teaching and learning activities, education policy implementation will have its goals achieved. Recommendations were made that: Teachers should take issues of classroom counseling serious because counseling is part of teaching and in this, program of guidance has its root fixed to the ground. Government should endeavour in making provisions for all needed materials and equipment for effective implementation of school subject curriculum for the attainment of desirable outcomes in education program.
Key Words: Counseling Service, Theories and Outcomes

Adegbite Dorcas Olayemi **GICICTEL1808068**	**Implementation Of Secondary School Changed Curriculum For The Attainment Of Quality: Parents As A Stakeholder.**

Adegbite Dorcas Olayemi Ph.D
School Of Education Department Of Curriculum And Instruction Emmanuel Alayande College Of Education, Oyo State, Nigeria.

Abstract
The study examined the implementation of Social Studies curriculum content in line with national Social Studies objectives, in Oyo State secondary schools. This was with the view to improving teaching and learning activities in Social Studies. Civics as a school subject was scrapped from the school curriculum and replaced with Social Studies. It was observed from the attitudinal dispositions of the students that Social Studies seems not to have been able to have positive effects on the school students as expected at its introduction. The survey research design was adopted with observation type for the study. The population consisted junior secondary school I-III Social Studies students and teachers in Oyo state. A sample of 1,500 was drawn from the population for the study. Random sampling technique was used to select 1,400 students, 100 randomly selected Social Studies teachers. Data for the study were collected using an instrument named: "Observation Checklists for Social Studies Implementation" (OCSSI). The items covered the content in the teachers' schemes of work, curriculum as well as the learning materials used by the students in the classroom teaching. The data gathered were analysed using simple percentages and descriptive statistics. The results showed that the implementation of Social Studies was in line with the National Social Studies curriculum with the positive relationship (r = 0.795) between Social Studies content and the actual implementation in classroom teaching. Finding also

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

13

	revealed that 97% students did not have working materials like; textbooks, exercise books and other writing items to work with adequately while only 3% students had adequate materials to work with. It was concluded that if the constraints of lack of learning materials is addressed by the parents, Social Studies curriculum be better implemented. Recommendations were made like; parents should ensure needs of their children in school are adequately provided. Government should assist learners who are less privileged in meeting with the demands of classroom teaching and learning in providing for the learners. **Key Words:** Change, Civics, Curriculum, Implementation and Social Studies
Sani Jafar **GICICTEL1808069**	**Analysis And Reduction Of Concord Errors In The Written English Essays Of Higher Institution's Students In Jigawa State.** **Sani Jafar** **Department Of Education, Faculty Of Education, Sule Lamido University, Kafin-Hausa, Jigawa State, Nigeria** **Abstract** **The purpose of the study was to identify, classify and analyze the concord errors committed by English students. It examined the error types, frequency of occurrence and provided strategies and recommendations to minimize their re-occurrence. One essay test and one structural test were administered and the identified errors analyzed. The concord errors by the sampled students were obtained. For data analysis, percentage was used. Descriptive research design was also used. The study area has a population of 265 for 2016/2017. Therefore, Sample size of 155 students was used according to sample size published by Krejcie and Morgan (1980). Two researcher-designed instruments were modified and used from J.S. Digga (1990); Concord Error Structural Test (CEST) and Concord Error Written Test (CEWT). The data were presented in tables and simple percentages accompanied by explanatory and descriptive analyses on the basis of which conclusions were drawn. The findings also showed that out of the three major categories of concord use errors, tense errors ranked highest. This was followed by subject-verb concord use errors and then pronoun-antecedent concord use errors. Students tended to avoid the use of passive voice and phrasal verbs. The frequencies of errors committed have a direct negative effect on the academic achievements of students. The study concludes that the remedial measures and strategies could be used to improve the situation were recommended.**
Andrea Lee **GICICTEL1808070**	**An Investigation into the Educational Experiences of North Korean Refugees in China in Light of Their Exposure to Human Rights Violations** **Andrea Lee** **Department of English Language and Culture, Konkuk University Glocal Campus, Chungju, South Korea** **Abstract** **North Korean refugees face myriad challenges in China which makes it difficult to obtain access to formal education. The Chinese government classifies them as illegal, economic migrants. If they are caught by authorities in China, they face deportation to North Korea, which can result in torture, incarceration, and even execution. It is important to learn more about the educational experiences, both formal and informal, of North Korean refugees in China so that aid organizations can better assist them by providing quality educational programs**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

14

	while concealing the refugees' identities. Participants in this study were North Korean refugees in their twenties who live in South Korea and had travelled through China or lived in China prior to gaining asylum through a South Korean consulate abroad. The study was conducted with North Korean refugees in South Korea since North Korean refugees in China are at risk of being sent back to North Korea if exposed. Several types of data were collected including a demographic survey, a timeline of primary life events, standardized open-ended interviews, and journal entries. This article discusses primary themes that emerged related to the educational experiences of North Korean refugees in China in light of their exposure to human rights violations.
Dr. Karim Hossain **GICICTEL1808071**	**Are East Asian Students Outpacing their Western Peers in STEM Fields? Examining Pedagogical Differences in Science Education in the US and Chinese Higher Education Institutions.** **Dr. Karim Hossain** **Professor** **Joseph T. Buba Department of Physics & Technology Edinboro University of Pennsylvania Edinboro, PA 16444 USA** **Abstract** **It is deemed to be an accepted fact that students in China and some East Asian countries are demonstrating unsurpassed competence in STEM fields. Such assertions led to global efforts to compare programs and initiatives in imparting knowledge of science in both the East and the West. It is a matter of consensus that the content of science education is uniform globally, with some exceptions; however, there exists a great deal of diversity in the pedagogyof STEM fields in the East and the West. The presenter, who has been a science teacher at an American university for nearly 3 decades, spent a sabbatical semester in China observing physics classrooms, would like to share some perspectives in highlighting pedagogical variations in physics courses taught in China and the US.**
M. Motsoeneng **GICICTEL1808073**	**Enhancing Problem-Solving Skills In Entrepreneurship Education Of Technical Vocational Education And Training College Lecturers** **M. Motsoeneng** **Central University Of Technology, Free State (South Africa)** **Abstract** **While it is generally acknowledged that there is lack of properly trained entrepreneurship Education (EE) lecturers in Technical Vocational Education and Training College (TVET) sector. This paper presents a case to suggest that a problem‐based learning (PBL) approach practised piloted at the one of TVET in South Africa could be an effective pedagogical approach for entrepreneurship education. The study is couched in the Critical Emancipatory Research paradigm whose criteria for quality are determined on the basis of advancing the agenda for equity, social justice, freedom peace and hope. The study interrogates EE literature both locally and internationally to understand the challenges confronting EE lecturers and strategies they have employed to overcome them. The composition of participants includes among other EE lecturer, civil society, business organisations and organs of state. Using participatory action research (PAR) the participants are engaged in a series of stakeholder's forum discussion. Data is generated from these series of**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

15

workshops. The findings reveal that TVET College lecturer lacks both content knowledge and pedagogy of EE. The conclusion, therefore, is in order for EE lecturer to succeed in teaching EE they need proper training.

Keywords: Entrepreneurship Education,Technical Vocational Education and Training College, Critical Emancipatory Research, participatory action research.

Mehboob Ul Hassan
GICICTEL1808074

Perception Of Prospective Teachers Regarding Classroom Environment During Teaching Practice

Mehboob Ul Hassan
Phd Scholar, Institute Of Education And Research
University Of The Punjab Lahore, Pakistan

Ammara Murtaza
Phd Scholar, Institute Of Education And Research
University Of The Punjab Lahore, Pakistan

Abstract
Teaching is a doctrine that relates to the teaching of the students. Teaching practice is an essential component of teacher education programs and is vitally important for teacher preparation. Teaching and learning, to teach through observations, reflecting on the teaching practices are the main constructs of practice teaching, the mentoring practices of the cooperating teachers also play an equally significant role in the professional learning of the prospective teachers. No doubt B.Ed. is base of training. This study relates to find out the facts about the teaching practice. The strategy followed was quantitative that is survey method. Random sampling technique was used to select the sample for this study. The population for these studies was all the students of B.Ed class of the University of Education. A sample of almost 334 B.Ed students was taken from three campuses in Lahore including Lower Mall, Bank road, Township.15% students out of the total population enrolled in B.Ed program and each campus was selected as sample for the current study. Major findings of the study were class room environment during teaching practice. The validity and reliability of the checklist was determined empirically while employing principal component factor analysis, item analysis and reliability coefficient. The validity and reliability were measured that were .955 and .877. It was seen the basic factors that effect on pupils' teachers during practice. Standard deviation, mean and comparison between all three campuses were made and it was seen that which campus of UE has more validity and reliability.

Nathan Jones
GICICTEL1808075

Improving College-Level Writing for Local Contexts

Nathan Jones
English and Journalism, Johnson County Community College, Overland Park, Kansas, USA

Abstract
This paper examines the perceptions of American community college faculty members about essential principles of good college-level writing and how to teach it effectively. Six community college professors from various disciplines were interviewed by the researcher about their perceptions of good college-level writing in their fields. The interviews were typed into transcripts for later analysis. The researcher applied transcendental phenomenology to analyze

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

16

	transcripts to identify the perceptions of the professors about important principles of good college-level writing across disciplines. The results from this study confirm earlier research by Thaiss and Zawacki (2006) at George Mason University, which is that good college-level writing appears to be mostly unemotional, rational, and open-minded. However, this study discovered acceptance and even advocacy for some principles of innovative communication in STEM fields (science, technology, engineering, and mathematics). Building upon this research, the researcher shows how the idea of a single, correct way to write in college is highly problematic. The researcher, a professor of English, discusses in the paper how he uses this information in the curriculum of his English writing courses to prepare students for the various writing demands of the local college. The researcher offers specific suggestions for English writing faculty members who would like to develop curriculum to help their students to become better college-level writers in their local contexts.
Ahmad Ari Sandih **GICICTEL1808077**	**The Role Of Social Media On Life Style Of Students (A Case Study Of Senior High School Number 1 Bandar, Aceh Province)** **Ahmad Ari Sandih** **(State University Of Medan)** **Jarwati** **(State University Of Medan,)** **Lagian Sinuraya** **(Sutan Idris Education University)** **Abstract** **The purpose of this study is aimed to determine the extent to which the role of social media can affect the lifestyle of adolescents in Senior High School Number 1 Bandar, Aceh Province. This research uses a qualitative approach and using case study method. Conclusions of this study the intensity of social media users today is increasing. Social media is used as a means of communication and entertainment in urban teenagers. The development of social media both positive and negative impact for its users. Sociology learning can be used as an example of today's adolescent lifestyle as an effort to foster adolescent character in facing globalization era.** **Keywords: social media, lifestyle, students**
Jonel L. Caparoso **GICICTEL1808079**	**Cognitive Academic Language Learning Approach (Calla) On Students' Reading Level** **Jonel L. Caparoso** **Banlag Integrated School,** **Banlag, Valencia City, Bukidnon, Philippines** **Jeneifer C. Nueva, Ph.D.** **Central Mindanao University,** **University Town, 8710 Musuan, 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:**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

17

	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. Keywords: Cognitive Academic Language Learning Approach, Reading Comprehension, Reading Levels, Metacognitive Strategy, Reading
M. A. Brigitte Haydé Treviño Hernández GICICTEL1808081	**Self-evaluation of distance modality academic programs: Case study: Online diploma programs at FCA-UNAM** **M. A. Brigitte Haydé Treviño Hernández** **Degree Coordinator** **Faculty of Accounting and Administration (FCA) National Autonomous University of Mexico (UNAM) Circuito Exterior S/N, Ciudad Universitaria** **Abstract** **Nowadays, the process of evaluation has become very important in the educational field, there is a greater awareness of the importance of evaluating academic programs, to identify their performance and relevance to raise their educational quality. In this paper, a self-evaluation (diagnosis) of the online diploma programs of the Faculty of Accounting and Administration of the National Autonomous University of Mexico (FCA-UNAM) was presented, whose purpose was to determine if the program is operating efficiently and with pertinence. The methodology used was based on a combination of two methods: the general one, from the Interinstitutional Committees for the Evaluation of Higher Education in the distance modality (CIEES) (2009); and the one used by the Coordination of Educational Development and Curricular Innovation (CODEIC) of the UNAM (formerly Directorate General of Educational Evaluation [DGEE]) (2012) to evaluate academic programs of this nature. This methodology allowed us to know, through 19 categories of indicators, the status of online diploma programs.** **Keywords: distance education, self-evaluation, indicators, online programs.**
Mr. Michael Julius S. Ching GICICTEL1808083	**Contributing Factors of Absenteeism among Senior High School Students: The Dr. Carlos S. Lanting College Case** **Mr. Michael Julius S. Ching** **Dr. Carlos S. Lanting College** **16 Tandang Sora Ave., Sangandaan Novaliches, Quezon City, Philippines**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

18

Mr. Abraham Paul N. Alonzo
Dr. Carlos S. Lanting College
16 Tandang Sora Ave., Sangandaan Novaliches, Quezon City, Philippines

Mr. Jomar B. Mendoza
Dr. Carlos S. Lanting College
16 Tandang Sora Ave., Sangandaan Novaliches, Quezon City, Philippines

Abstract

This study determined the factors influencing school absenteeism among Senior High School students in Dr. Carlos S. Lanting College. Utilizing a quantitative approach via descriptive-correlational method of research, a researcher-made questionnaire was used to serve as its main instrument in gathering the needed data and information in this study. The said questionnaire was pilot tested and has undergone test of reliability through Cronbach's alpha to measure its specific constructs.

The study involved forty (40) absenteeism-prone-students and forty (40) teachers who have students of such case in Senior High School during the Academic Year 2017-2018. They were selected through the use of purposive sampling. The research locale of the study is at Dr. Carlos S. Lanting College, Quezon City, Philippines.

Based on the findings of this study, school absenteeism is chiefly influenced by some school environment-related factors like students are encouraged by their fellow school leavers to be absent from schooling, accessibility of nearby entertainment facilities that could divert attention of some students at school, being afraid to be harassed inside or nearby the school premises, and the like. Hence, it is concluded that students are uninterested and not comfortable inside the school in which they need to escape from boredom and anxiousness through diverting their selves to something gratifying on their part. It is highly recommended that there should have an intervention program that could address absenteeism in order to minimize or totally obliterate the said problem.

Keywords: School Absenteeism, Descriptive-correlational, Intervention Program

Kathrine Joy Gonzales **GICICTEL1808084**	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **Kathrine Joy Gonzales** **Basic Education Department, Senior High School,Dr. Carlos S. Lanting College, Quezon City, Philippines** **Abstract** **This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.** **This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

19

statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.

Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.

Effective Ways of Approaching Reading for Students in Second Language

Daw Khin May Lwin
Lecture
Department of English Technological University (Meiktila)

Daw Khin May Lwin
GICICTEL1808086

Abstract
This research report focuses on the ways to develop the reading skill of the students. This research report presents the purpose of teaching reading and theory of reading skill that can develop the reading ability among the students. The purpose of this report is to improve the students' attitudes, abilities and skills needed for obtaining information by reading activities. This report is to get the students how to approach and consider the various kinds of reading texts and different strategies of reading skill in order to become independent and efficient reader. This report has suggested four classroom activities designed to help the students become more rapid and fluent readers. The result of this report indicates that the students' reading ability can benefit more from the former.
 Keywords: reading, skill, developing, abilities, activities

Cherry Ann Bristol
GICICTEL1808087

Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College

Cherry Ann Bristol
Basic Education Department, Senior High School, Dr. Carlos S. Lanting College, Quezon City, Philippines

Abstract
This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.
This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

20

	relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.
	Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.
Geona Maureen Cajucom GICICTEL1808089	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **Geona Maureen Cajucom** **Basic Education Department, Senior High School, Dr. Carlos S. Lanting College, Quezon City, Philippines** **Abstract** **This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.** **This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.** **Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.**
John Louis Galguerra GICICTEL1808088	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **John Louis Galguerra** **Basic Education Department, Senior High School, Dr. Carlos S. Lanting College, Quezon City, Philippines** **Abstract** **This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.** **This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

21

	questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students. Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.
Celine Pallanan GICICTEL1808090	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **Celine Pallanan** **Basic Education Department, Senior High School, Dr. Carlos S. Lanting College, Quezon City, Philippines** **Abstract** **This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.** **This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.** **Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.**
Sheila Joy Pandaan GICICTEL1808091	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **Sheila Joy Pandaan** **Basic Education Department, Senior High School, Dr. Carlos S. Lanting**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

22

College, Quezon City, Philippines

Abstract

This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.

This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.

Thus, the researcher recommends that the school's policymakers, administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.

Francisco Cabrera **GICICTEL1808092**	**Relationship Of Achievement And Class Size Of Senior High School Students In Dr. Carlos S. Lanting College** **Francisco Cabrera** **Basic Education Department, Senior High School, Dr. Carlos S. Lanting College, Quezon City, Philippines** **Abstract** **This study was conducted to find out the relationship between the Achievement and class size of the Senior High School students in Dr. Carlos S. Lanting College for the Second Semester of Academic Year 2017-2018.** **This paper employed quantitative method to understand emergent themes in the relationship of class size and student achievement. It uses a teacher made questionnaire as one of the main instruments in gathering data needed for this study that was given to the respondents. The respondents of this study was a whole three different sections of Senior High School students in Dr. Carlos S. Lanting College that have the same subject and same teacher in as particular subject but have different class size. Purposive sampling was used for this study. After such, the tabulation was done, and the data were computed using statistical and numerical analysis. As a tool, the Pearson Product - Moment Correlation was applied. It was then further noted that there is a significant relationship between Student Achievement and Class size and that both are inversely proportional to each other. Base on the results of the study the academic achievement of the students primarily depends on the school environment and Reducing Class Size will help to improve the achievement of the students.** **Thus, the researcher recommends that the school's policymakers,**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

23

	administrators and educators should present the exact number of students necessary for one classroom to be able to provide the learning environment needed to have a better academic performance.
Moe Moe Win **GICICTEL1808093**	**Motivational Factors to Promote Students' Interest and Involvement in Teaching-Learning English** **Moe Moe Win** **Department of English, Technological University (Sagaing, Myanmar),Sagaing, Myanmar** **Abstract** There are many problems in English language teaching as Second Language Learning. Among them, the most common problem found in students is lack of motivation and lack of student's interest. Almost all of language teachers know that it is difficult to teach students without motivation. To be effective teaching and learning, student's emotion and tendency is necessary. As teacher understands how important the motivation and their interest are, various kinds of teaching methods and strategies have been applying in the foreign language educational field. Therefore, this paper suggests how to arouse the student's interest through wholehearted support classroom environment and relevant activities. External motivational factors such as teacher's teaching style, awareness of students' level and their difficulties, relevant lesson plans, positive teacher-student relations are helpful for teacher to reduce students' anxiety and negative attitude in learning. Similarly, activities such as Warm-up activities, creating Story with the students (for writing and speaking skills with role play), and activities in teaching learning English help them to activate. Improving motivation makes students and teachers good learning outcome. Keywords: motivation, interest, teaching methods, activities,
May Zin Aye **GICICTEL1808094**	**Creative Strategies Effectively to Encourage Learners Speaking Skill in Large Esl Classrooms** **May Zin Aye** **Lecturer at Department of English** **University of Technology (Yatanarpon Cyber City), Myanmar** **Abstract** This paper purposes at improving of students' speaking skill in the large classes. One of the biggest issues dealing with schools and teachers today is the management of large classes. It is said that frustrating, noisy and stressful classroom environment cannot easily be overcame. In order to create effective teaching and learning environment, a class size should be small and a teacher wisely solves to crowded classrooms. Using appropriate and effective teaching methods, teachers not only persuade students' motivation and interest but also know how to develop learners' speaking skill. In accordance with the effective ways and activities discussed in this paper, students get many benefits in the development of speaking skills. So as to become proficient teachers, it is necessary not only to have classroom management feats but also to achieve teaching and learning goal. This study reveals that teaching strategies such as interesting activities used by monolingual method in ESL classroom, expressed in this paper are useful and effective ways for students to improve their speaking skill as well as for teachers these give benefits when managing large classroom. In brief, these techniques support teachers as effective ways to

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

24

upgrade the level of students' speaking skill and then having strategies to classroom management also lead to sustainable development of professional teachers.

Key words: large classes, effective, monolingual method, develop, manage

Carmela Llagas Balasico
GICICTEL1808098

Students' Academic Performance, Aptitude And Occupational Interest In The National Career Assessment Examination

Denis Abao Tan
Faculty, College of Education, Central Mindanao University,
University Town, Musuan, 8710 Bukidnon, Philippines

Carmela Llagas Balasico
Faculty, College of Education, Central Mindanao University,
University Town, Musuan, 8710 Bukidnon, Philippines

Abstract
An investigation had been conducted to determine student's academic performance, occupational interest and aptitude in the National Career Assessment Examination (NCAE) and ascertain predictors of their performance. This endeavor was put in place by the administration to have a research-based Senior High School curriculum that fits students need in Central Mindanao Laboratory High School. Results of NCAE from the Department of Education and grades of students from the laboratory high school records-in-charge were collected, coded, analyzed and interpreted. Data gathered within the three school year period became bases of the results of this research endeavor. Descriptive statistics showed that based on the NCAE results, students had better general scholastic aptitude but poor entrepreneurial skill. Among the general scholastic aptitude, students had better verbal ability while least in mathematical ability. Occupational interests of students were so varied ranging from highly preferred to least preferred. Career in the sciences was moderately preferred by the students. Most of the students had no highly preferred occupation. Correlation showed that creativity was not associated with student's academic performance while the rest such as, general scholastic aptitude (science ability, reading comprehension, verbal ability and mathematical ability), technical-vocational ability (clerical skill and visual manipulative skill), non-verbal ability, logical reasoning ability, and entrepreneurial skill (planning and decision making, budgeting, marketing and forecasting) were positively correlated to student's performance. Stepwise linear regression analysis indicated that mathematical ability, verbal ability and logical reasoning ability were predictors of student's academic performance.

Daw Sanda Lynn
GICICTEL1808100

Effective Instruction And Management In Efl Classroom

Daw Sanda Lynn
Technological University (Meiktila)

Abstract
The objective of this paper is to suggest the teachers in EFL classroom. Instruction and management are very important for a teacher to control and motivate the class. This paper is intended to help provide effective teaching in EFL classroom with upper-intermediate knowledge of English. The principal aim is to provide them with more information on instruction and management, to notice the students' actual ability in four skills by making instruction and

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

25

	management, to promote the students' interest by using instruction and management and to attract or stimulate the students' mind by using activities. This paper includes some effective and appreciable methods for the teachers. Studying a subject as a foreign language can create many difficulties. So, the teachers need to know how to select and design appropriate and authentic learning materials for classroom management. Some useful ideas and techniques for enabling greater and more careful organisation are provided to make accessible to the learners to meet their objectives. This paper includes the interactive teaching, strategies-based instruction, classroom instruction and management, intrinsic motivation, language-culture connection, communicative competence, the roles of interactive teacher, teacher's role and style, encouraging good language learner behavior, the physical environment of the classroom, some effective instructions and language learning, practical classroom application and sample activities for EFL students. Moreover, the teachers can evaluate the success or failure of the lessons. This paper is beneficial for language teachers to a certain extent. Keywords: (instruction, management, materials, motivation, environment)
Muhammad Arif Rahman Hakim **GICICTEL1808105**	**An Educational Design Research to EFL: Developing English Speaking Materials for English Young Learner (EYL) in Indonesia Based on Islamic Content** **Muhammad Arif Rahman Hakim** **School of Educational Studies, Universiti Sains Malaysia, Penang, Malaysia** **Abstract** **English education and learning is based on the idea that learning a foreign language or a second language will be better if it starts early. Many assumptions about age and language learning including if the children learners will be better than adult learners, so language learning in school should start as early as possible, because it is easier to attract children's attention and interests than adults. Today in Indonesia has developed a lot of play groups and kindergartens that provide learning English to early childhood. Those involved in it are very necessary to understand the theory of knowledge related to English for young learners but in reality there are still many schools still difficult to find materials that matches with their students want. In this study, researchers developed an animation materials and students' worksheets that were useful to complement and cover the shortcomings of the main teaching material of the English subject. This materials also useful to increase the students' motivation in learning English as well. The final product in this study was developed based on the analysis of students and teachers needs in Islamic Kindergarten in Indonesia.**
Rukminingsih **GICICTEL1808106**	**The Employing Blended Learning Toward Students' Achievement And Motivation In Learning English In Efl Setting** **Rukminingsih** **Stkip Pgri Jombang, Indonesia** **Susi Darihastining** **Stkip Pgri Jombang, Indonesia** **Abstract** **This study depicts to identify factors behind the employing of a blended**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

26

	learning that has an effect on students' achievement and motivation as perceived by students in EFL setting. Virtual learning has emerged as a major trend in teaching and learning process. The increased of blended learning models combining virtual and face-to-face classroom instruction have raised expectations. The quantitative data is taken from students' test Since the hypothesis is intended to know whether there is significant different students' achievement before and after employing blended learning and qualitative data from students' journal reflection to answer how blended learning can motivate the students in learning English in EFL setting. The findings show there is significant different students' achievement before and after implementing blended learning. By employing blended learning, it supports students' motivation to learn more about English as a foreign language. Based on this study, teaching using blended learning also involves additional learning time, instructional resources, and course elements that encourage interactions among learners. This study contributes to students' positive achievement and motivation for blended learning. Further research and development on different blended learning models is suggested. . Further research for blending virtual and face-to-face instruction for different kinds of learners is needed. Keywords : Blended Learning,, Virtual Learning, Students' motivation EFL Setting
Dr. Titilayo Joyce Fadoju GICICTEL1808107	**Vocational Home Economics Education In Human Resource Development: An Imperative Towards Entrepreneurship For National Development Among Youths** **Dr. Titilayo Joyce Fadoju** **School Of Vocational Education Home Economics Department, Federal College Of Education, Abeokuta. P.M.B, 2096** **Abstract** **Vocational home economics education should emphasise entrepreneurship awareness for right types of values and attitudes and for the survival of the individual. Successive administrations in Nigeria have failed to prepare youths for the world of work or engagement in small business. They also failed to create employment for the millions of graduates turn out. The study examined the need for integration of Home Economics in human resources development towards providing entrepreneurship education for national development among youths. A descriptive survey design was used and the population consisted of lecturers and students from Federal College of Education Abeokuta and College of Education, Omu-Ijebu in Ogun State. Total enumeration was adopted, since the total of 115 respondents was all that formed the population. Systematic randomly sampling was used to select the institutions and the respondents. The instrument for data collection was a self-developed and designed by the researchers. A structured four likert type of questionnaire was used for data collection. The instrument was vetted by Home Economics Education experts. The data were analysed using descriptive and the inferential statistics. Based on the findings, recommendations seek to call the leaders to integrate entrepreneurship education in Home Economics with vocational education in our educational institutions. This will help in human capacity resource development for national development from training and re-training students, creativity and innovation should be encouraged at all level of education for national development, more establishment of Home Economics acquisition centers, provision of soft loan to home economics graduates and provision of**

	enabling environment that would make them self-reliance in their choosing carrier. Without Addressing the challenges facing entrepreneurship in vocational home economics education, Nigeria youths will continue to face increasing unemployment and the nation will remain unstable and underdeveloped. **Keywords: vocational education, economics, entrepreneurship, national development, youths.**
Sufiyanu Haliru Jega **GICICTEL1808108**	**The Relationship Between Teachers' Variables And Students' Achievement And Interest In Mathematics In Kebbi State** **Sufiyanu Haliru Jega** **Department Of Science Education, Kebbi State University Of Science And Technology, Aliero, Kebbi State. Nigeria** **Abstract** **This study examines the relationship between teachers' variables and students' interest and achievement in Mathematics. One research question and two (2) research hypotheses guided this study, the research question were answered using percentage, mean and standard deviation while the research hypotheses were tested using multiple regression and ANOVA. The findings from the study revealed that all teachers' variables (pedagogical knowledge, subject matter knowledge, teacher-student relationship, teachers' qualification and experience) when taken together made significant contribution to students' interest and achievement in Mathematics. However, all the teacher variables (independent variables) relatively (alone) made no significant contribution to students' achievement in Mathematics except subject matter knowledge, which was found significant. In the same vein, all the teacher variables relatively made significant contribution to students' interest in Mathematics. There is also an indication that sampled Mathematics teachers in Jega Educational zone of Kebbi State are good in the area of pedagogical and subject matter knowledge but poor in their relationship with their students. Base on the findings of this study, the recommendations are also given by the researcher.** **Key Words: Teachers' variables, achievement, interest, Mathematics**
Delio Escano **GICICTEL1808110**	**Relationship of Attitudes and Academic Performance in Mathematics of Selected Grade 7 Students at Jacobo Z. Gonzales Memorial National High School, S.Y 2017-2018** **Delio Escano** **Department of Education (Jacobo Z. Gonzales Memorial National High School),Laguna State Polytechnic, University Los Banos Campus,Republic of the Philippines** **Abstract** **Mathematics is a very important subject in the school curriculum. Its importance is not only for the national purpose but also for the individual's life. In view of this importance, it could be more desirable for all students in basic and secondary schools to put extra effort in learning Mathematics. But generally speaking, Mathematics is said to be the subject that is difficult and often disliked.** **Research centering on students' attitudes towards Mathematics study has received increasing attention, and the most common explanation for gender**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

28

disparities in Mathematics achievement has focused on attitude that students have towards Mathematics. In general, most of the studies reported that, compared with boys, girls lacked confidence, had debilitating causal attribution patterns, perceived mathematics as a male domain, and were anxious about Mathematics (Casey, Nuttall, & Pezaris, 2001; Vermeer, Boekaert, & Seegers, 2000).

Attitudes towards Mathematics play a crucial role in the teaching and learning processes of Mathematics. These affect students' achievement in Mathematics. The teaching method, the support of the structure of the school, the family and students' attitude towards school affect the attitudes towards Mathematics.

Usually, the way that Mathematics is represented in the classroom and perceived by students, even when teachers believe they are presenting it in authentic and context dependent way stands to alienate many students from Mathematics (Barton, 2000; Furinghetti and Pekhonen, 2002).

Researcher concluded that positive attitude towards Mathematics leads students towards success in Mathematics. Attempt to improve attitude towards Mathematics at lower level provides base for higher studies in Mathematics. It also causes effect in achievement of Mathematics at secondary school level (Ma and Xu, 2004).

Attitudes can be seen as more or less positive. A positive attitude towards mathematics reflects a positive emotional disposition in relation to the subject and, in a similar way, a negative attitude towards mathematics relates to a negative emotional disposition. These emotional dispositions have an impact on an individual's behavior, as one is likely to achieve better in a subject that one enjoys, has confidence in or finds useful. For this reason positive attitudes towards mathematics are desirable since they may influence one's willingness to learn and also the benefits one can derive from mathematics instruction.

This study aims to elaborate the relationship of attitudes and academic performance in Mathematics of Grade 9 students in Jacobo Z. Gonzales Memorial National High School for the school year 2017 to 2018.

Roziana M. Rosli **GICICTEL1808112**	**Profiling Second Language Learners' Anxiety in Learning the English Language for Communication in Rural Secondary Schools** **Roziana M. Rosli** **International Islamic University Malaysia** **Faizah Idrus** **International Islamic University Malaysia** **Arnie Nartika Baharuddin** **International Islamic University Malaysia** **Cynthia Dewi Abd Jalil** **International Islamic University Malaysia** **Abstract** **A renewed interest in English Language learning anxiety (ELLA) in recent years indicates that either the problem has resurfaced in the classroom or the problem has never left. Theoretically, this study is designed to profile ELLA, which has not been attempted before with the intention of attaining new information on ELLA in Malaysian rural context and by doing so, filling up the gap in the literature. This study employs qualitative research methods for data**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

29

gathering and analysis. Secondary school pupils and teachers from rural areas in Peninsular Malaysia are selected as samples and informants in this study. A set of questionnaire is used which is adapted and adopted, interview and focus group discussion are used as instruments and protocols for gathering data in this study. Data is analyzed using thematic analysis following Braun and Clarke (2006). Practically, the output of this study will be crucial to all stakeholders; the pupils, parents, administrators and the policymakers. The profiling of ELLA can be seen as a modest effort to improve or even change the landscape of the teaching of English Language in Malaysian secondary schools, particularly in rural areas.

Teaching and Learning English through Social Networks

Hom Raj Khadka
Educational Training Centre Banke Nepal

Hom Raj Khadka
GICICTEL1808113

Abstract
Recently the Internet has come to influence and control our lives. How is this affecting the language we teach? There is already a widespread opinion that the Internet is bad for the future of language. However, from perspective of technological integration in teaching and learning of English Language, Internet which is the best tools for using technology has encouraged a dramatic expansion in the variety and creativity of language. Flexibility and resourceful learning is extremely considered while teaching and learning through using technology. Great motivation and learners oriented resources are used for interactive and wide discussion so that learners will get ample opportunities to develop their capacity and comprehensive power for comprehending ideas and information. Moreover diverse cultural ideas and cross-cultural communication through global participation is the best opportunities and practice for developing sharing culture which is the best way for learning and teaching in this 21st century. Therefore, in this presentation, I will introduce practical classroom activities that will help teenage students to develop all their lin¬guistic skills through social networking apps and websites such as Facebook, Twitter, Instagram, and Edmodo, youtube, Blog and web quest .Participants will learn how to adapt and use memes, viral videos, live stories, etc. to teach English as a foreign language.

Dr. Seow-Mun Hue
GICICTEL1808119

How Technology Can Be Used to Improve Students' Learning Experience for Biotechnology Subject?

Seow-Mun Hue
School of Science, Monash University Malaysia

Abstract
The rapid evolution of technology across the 21st century has introduced various attractive education tools, bringing about a paradigm shift in the teaching and learning of tertiary education. The usage of technology in learning and teaching changes the way we organise, assess and conduct classes. Other positive outcomes have recorded better student enjoyment, motivation and engagement with learning, ability to perform critical thinking, promotion of group discussions and development of practical skills; thus, nurturing students' interests and skills required in STEM fields (Hobbs, Holley and Menown, 2015; Yannier, Koedinger and Hudson, 2015; Hsu, Lin and Yang, 2017). In this project, we incorporated the usage of Augmented Reality technology for a Year

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

30

2454-5899

2 undergraduate Biotechnology unit. Students worked in groups on a Biotechnology topic and present their work as poster presentation at the end of the semester. Each team are required to incorporate technology (Augmented Reality etc) in their poster to convey information to the audience. Poster and peer evaluation were conducted during and after the poster presentation.
Keywords: Biotechnology education, technology, augmented reality, poster presentation

From Cognition to Metacognition: Exploring the means of Enhancing Learner Autonomy for ESL/EFL Learners

Md. Mahmudul Haque
Lecturer Department of English Faculty of Languages and Translation
King Khalid University

Md. Mahmudul Haque
GICICTEL1808121

Abstract
The origin of cognition is Latin, and the English translation as "knowledge" derives from the Western philosophical tradition. By definition, no learning is possible without cognition. So the incorporation of cognition in learning language is inevitable. Metacognition and Learner Autonomy are well-established concepts in the domain of teaching and learning of a second or a foreign language, in general, and in the ever-increasing field of English language teaching (ELT), in particular. These two constructs, metacognition and learner autonomy, coined by John Flavell (1979) and Henri Holec (1980s) respectively, have received considerable attention to language research. The close relation of learner autonomy and metacognition and their relationship and impact on teaching and learning a second or foreign language have been acknowledged. This article examines the existing research literature on cognition, metacognition and learner autonomy in the domain of ESL/EFL and endeavors to explore the best means of fostering learner autonomy for ESL/EFL learners in connection with cognition and metacognition. It concludes with implications of how to optimize the possible ways of enhancing learner autonomy for English learners. It also indicates the need of further research in order to gain deeper understanding of aligning learner autonomy with learning English in the online environment, the emerging learning platform for educational landscape.

Su-Chiao (Angel) Wu
GICICTEL1808122

Evaluating "Just Do Math" Project Mathematics Grounding Activity Teachers' Professional Development Program And Their Efficacy

Su-Chiao (Angel) Wu
Department Of Early Childhood Education, National Chiayi University, Taiwan

Yu-Liang (Aldy) Chang
Graduate Institute Of Educational Administration And Policy Development, National Chiayi University, Taiwan

Abstract
Preparing high-quality mathematics teachers to promote students' meaningful learning has gained much attention in Taiwan. Echoing to this concern, the "Just Do Math" Project is funded by Ministry of Education, Taiwan in 2014. Through developing "mathematics grounding activity (MGA) modules" from 3rd to 9th grades, this project is implemented for advancing the learning

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

31

motivation and interest of students with low-readiness in mathematics learning, which in turn may lead to the acquisition of core mathematical concepts and better learning outcomes. MGA teachers are trained by the professional development (PD) programs provided by teacher educators and, later on, are responsible for carrying out after-class learning activities with MGA modules. Thus, it is essential to evaluate the effectiveness of these PD programs for the purpose of providing high-quality MGA teachers. Previous research evidences reveal that the more efficacious a mathematics teacher the better her/his students' mathematics self-efficacy, and that, in turn, promotes their mathematical achievement. Consequently, evaluating the efficacy ratings of targeted MGA teachers will help us to clarify the effectiveness of the PD programs of the "Just Do Math" Project. Within this two-year "mixed method approach" research project: (1) At the first half of the first year, involving the program designers (teacher educators) and executors (instructors of program courses) in the process of task analysis to explore the domain-specific, context-specific, and task-specific information about the "Just Do Math" MGA Teachers' PD Programs. Based on this qualitative analysis, the "Just Do Math" MGA Teachers Efficacy Instrument was constructed for further investigations. (2) At the rest period of this project (the rest 1.5 years), a sequential quantitative survey study was conducted by administering two times (i.e. pre- and post-tests) of the designated instruments to targeted teachers selected by a stratified random sampling method; also, a follow-up test was administered six months after the post-test administrations were completed. Corresponding statistical analyses were applied for consecutively cross-examining the current status, development trends, and differences of the targeted activity teachers' efficacy belief. Within this presentation, only the pre- and post-tests results were included for later analyses. Finally, a discussion of the findings and recommendations for future study and further improvements of the PD programs of the "Just Do Math" Project was proposed.

Keyword: Just Do Math, Mathematical Grounding Activity, Mathematics Teacher Efficacy, Professional Development

Who not to leave behind in Bangladesh:
Towards Inclusive Education & Quality Healthcare for all

Ayesha, M.
Centre for Policy Dialogue (CPD), Bangladesh

Ayesha, M.
GICICTEL1808125

Abstract
Bangladesh has recently met the UN CDP's eligibility criteria for graduating from the least developed countries (LDC) group. Popularly known as the 'Development Paradox,' Bangladesh's government also boasts over its exceptional performance in delivering the UN Millennium Development Goals, e.g. for reducing proportion of population below the poverty line and poverty gap ratio, underweight children, infant/under-five mortality and mother mortality rates; and ameliorating gender parity and enrolment at primary and secondary education. However, according to World Bank classification, Bangladesh is a lower middle-income country (LMIC). A cross-country comparison will be drawn between Bangladesh (an LMIC) and Australia (High-income Country/HIC) to show that achieving development milestones or attaining an economic status conferred by a global institution, does not necessarily signify that poverty has been alleviated, or that a range of other important forms of inequality and disadvantage have been addressed. Against

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

32

this backdrop, the study will (1) deconstruct the 2030 Agenda's concept of Leave No One Behind (LNOB), and establish critical intersectoral connections between education and health (2) review the overall state of the education and health sectors of Bangladesh (at the national level), with reference to inter alia public spending and national policies (3) identify which population groups are the most left behind in Australia and Bangladesh, using a combination of national/international survey data, and data/findings from relevant literature; (preliminary results indicate that the three groups that are lagging the furthest behind in both countries are: indigenous people, people with disabilities and refugees); and (4) way forward to advance their cause (in education and health). Keywords: Leave No One Behind, inclusive education, health, Bangladesh, Australia

A Comparison of Curriculum Features Between Six Arts and Seven Liberal Arts

Mingyue Liu
Pusan National University, Dept. of Education. South Korea

Gyeongsik An
Pusan National University, Dept. of Education. South Korea

Jiwon Yang
Pusan National University, Dept. of Education. South Korea

DooJi Choi
Pusan National University, Dept. of Education. South Korea

Zhen Yuan
Pusan National University, Dept. of Education. South Korea

Mingyue Liu
GICICTEL1808129

Abstract

The purpose of this study is to find out the comparison of curriculum features between Six Arts(六藝) and Seven Liberal Arts which as Ancient Curriculum in China and Greece. The content and sequence of the education curriculum have compact plans how to train a great person and his or her great idea. Especially, the ancient curriculum has a very important academic value to compare with the ideas we have today, since it contains primordial ideas that correspond to the origins or origins of education. Therefore, in this study, the first systematization of the Ancient Six Arts and the Seven Liberal Arts have a great influence in the East and west. Thus we pay close attention to Six Arts and Seven Liberal Arts, Especially to compare their curriculum features.
Before Confucius, Six Arts (六藝) mainly referred to Li (禮), Yue (樂), She (射), Yu (御), Shu (書), Shu (數) as the six Curriculum. It is made up of both knowledge and training to build a harmonious relationship between humans and objects. Li (禮) is a method to prescribe bar mitzvah, wedding, funeral and sacrifice, and refers to practice for establishing a personal relationship with others. Yue (樂) involves music, dance, and poetry, which harmonizes body and mind based on the sense of the relationship between the melodies of music. She(射) as Archery, using bow and arrow, is a martial art that focuses on one's whole body. Thus, it isn't categorized as a physical training but Archery Manner. Yu (御)is same as She(射). It is an impossible art when a rider fails to

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

33

communicate with the horse that the rider＇s riding on, where there＇s no enemy in riding a horse. This is also formed as Carriage Manners later. Shu (書)is writing. It is the primary tool for cultivating talented people through writing and learning letters. Shu (數)is Mathematics. It is a tool of recognition and practice that is used in each direction in real life by law of number and quantity.

Since the philosopher-king education of Plato, Liberal Arts, i.e. Arithmetic, geometry, astronomy, harmonics (quadrivium), grammar, rhetoric, and dialectic (trivium), have become the standard curriculum of Rome and medieval university. Quadrivium are four sciences that deals with the law of number, space, motion and sound correspond to the form of the object world. Trivium are three sciences that deals with the law of thinking, expression and dialogue correspond to the inner human activity.

In short, Each Ancient curriculum have laws and ways for theoretical and practical activity, and finally they aim at cultivating humble mind and respecting others. The value of subject is not for a need of life or a problem solution but for a promotion of self-understanding as human being.

Key words : Six Arts(六藝), seven liberal arts, curriculum, features

Elton John Pi-ig **GICICTEL1808132**	**The Development of English Speaking Ability Using Information Gap Activities of Vocational Certificate Students** **Elton John Pi-ig** **English Department,Udorn Thani Rajabhat University,Udon Thani, Thailand** **Abstract** The purposes of this research were to study and compare the English speaking ability of certificate vocational students before and after using information gap activities and to study students' attitude towards teaching English speaking using information gap activities. The sample group was 32 first year vocational students in accounting at Udon Thani Vocational College under the Office of Vocational Education Commission. The research was undertaken in the second semester of the academic year 2017. The research was a one group pretest-posttest design. The research instruments were 12 lesson plans, an English speaking ability test, and an attitude questionnaire. The experiment lasted for 12 weeks, 2 hours a week, or 24 hours in all. The mean, percentage, standard deviation, and t-test for dependent samples were employed to analyze data. The findings of this research were as follows: 1. The students' pretest and posttest mean scores on English speaking ability were 15.07 or 50.24 % and 22.90 or 76.32 % respectively. The posttest mean score was significantly higher than the pretest mean which was not less than the given criterion of 70%. 2. The students' attitude towards teaching English speaking using information gap activities was at a good level.
Ji-won, Yang	**Levinas' Emotional Self and Other Ethics** **Ji-won, Yang** **Pusan National University** **Hoy-yong, Kim** **Pusan National University**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

34

GICICTEL1808136	**Abstract**
	Purpose: **The purpose of this study is to elucidate the implications for our education centered on the relationship between emotional self and other ethics.** **Research Method:** **This study proceeded with literature review.** **Results:** **First, development of emotional self (sensitivity) is needed. By overcoming the limitations of rational thinking and conducting emotional education related to art, expressing emotional sensibility and expressing emotions should be done.** **Second, it is necessary to confirm identity through face-to-face through the proximity of relationship. Teachers, students, students and students have to make a real relationship with each other by the proximity of the street through face to face. The identity of the existence of each other must be confirmed and communicated through the épiphanie of the face, which is not a one-sided, uniform way of meaning that merely conveys meaning.** **Third, it is necessary to communicate and listen through dialogue. Teachers, students, students and students should pay attention to each other through speaking well and listening rather than simply speaking as a transfer, and mutual respect between self and others should occur, not one-sided respect.** **Fourth, we need a sense of responsibility prior to freedom. It is not the self-centered liberty, but the freedom as the responsibility for the other, that is, the identity of self-preservation. Teachers and students should be aware of the fact that they do not allow others (teachers, students) to come in their own categories, but rather they acknowledge the existence of others and make them together.** **Conclusion:** **Although we can't live alone, we are left to self-preservation and forget about the other being who is trying to equalize the other into his realm or live together. The same goes for schools where education is conducted. They try to find answers to the problems that arise from the lack of awareness of each other 's existence. In order for real education to take place, one should try to have a true relationship between the self and others by listening to each other's voices and ego and other students, teachers and students. In such an environment, you and I will form a culture of your community, and a genuine self-search and subjectivity will be raised.** **Keywords: Levinas, Emotional Self Ethics, Other Ethics, épiphanie, susceptibilité**
Sung Gyu Kim **GICICTEL1808141**	**Efficiency Plan for Saemaul-Undong Official Development Assistance (ODA) Limitations and Suggestions from the Viewpoint of Development Cooperation** **Sung Gyu Kim** **International Development Cooperation Research Center, Seoul National University Asia Center, Seoul, South Korea** **Abstract** **This study hypothesizes that, in development cooperation implementation, detrimental effects have resulted from employing extremely general Saemaul-Undong (SMU) success factors and from transferring SMU Official Development Assistance (ODA) without a consideration of recipient countries' features. The aims of this paper were threefold: to summarize the key success factors of SMU from the perspective of development cooperation; to use a field**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

35

<table>
<tr><td></td><td>

study to verify the limitations of applying these factors to development cooperation projects in developing countries; and to seek solutions for overcoming these limitations in the future. From the perspective of development cooperation, the success of SMU depends on the following factors: a country's political commitment (i.e., its top-down approach to projects); the participation of motivated villagers (i.e., its bottom-up approach to projects); and the identification of leaders in each village. To achieve our study's objectives, we conducted a case analysis of Vietnam's "new rural integrated development businesses"(Nong thon moi), from which we derived the following observations for SMU ODA projects: detailed implementation plans for village units must be seamlessly integrated into mid- to long-term governmental support plans; development strategies are urgently needed to address the Vietnamese government's growing financial burdens for "new rural development businesses"; ODA projects should be promoted not in the form of large-scale infrastructure projects, but as feasible small-scale projects based on a consideration of the distinctiveness of target areas; local officials and village leaders should attend education/training programs prior to conducting rural area development projects; and finally, a new business modality should be developed to motivate villagers in participating communities

Key words :International development cooperation, Saemaul-Undong (New Village Movement), SaemaulUndong Official Development Assistance, rural development businesses, efficiency plan

</td></tr>
<tr><td>

Sulastri
GICICTEL1808146

</td><td>

Analysis Of The Need For Materials Development Of Microteaching Lesson Based On Life Based Learning To Increase College Students Capability Of Accounting Education In The Basic In Teaching Skill

Sulastri, M.SA
Universitas Negeri Malang

Moh. Danang Bahtiar, M.Pd
Universitas Negeri Malang

Dhika Maha Putri, M.Acc
Universitas Negeri Malang

Ro'ufah Inayati, M.Pd
Universitas Negeri Malang

Abstract
Changes in the curriculum of education in Indonesia demanding a teacher to be able keep up with these developments. The curriculum called "The Curriculum of 2013" has several changes in the learning paradigm, such as life-based education, student-centered learning, and facilitative learning. Therefore, with the changes in the curriculum, also requires a renewal of textbooks related to the basic in teaching skill (Micro-Teaching). That renewal is the need for a textbooks whose material content refers to the concept of scientific learning. It will be able to improve the capability of accounting education students as prospective teachers in applying the basic skills of teaching in schools with the demands of the development of educational curriculum. Based on this, it is necessary to find out the need for the textbook update of basic of teaching skill subject. This study aims to determine the needs of college students to the textbooks development of teaching skill subject based on life based learning.

</td></tr>
</table>

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

36

	The data collection is done from the students of Accounting Department of Faculty of Economic of Universitas Negeri Malang, who have been taking the basic of teaching skill subject. Data collection techniques used were observations, interviews and questionnaires. From the data processing conducted obtained the result that 91% of college students agree with the update for the textbook of basic of teaching skill subject. Thus, it can be concluded that the level of college student requirement on the textbooks development is very high. In the future, further research is needed to realize the textbook of teaching skill subject based on life based learning. Keywords: Textbook, Microteaching, Life Based Learning
Thommy R. Caballero **GICICTEL1808147**	**Differentiated Instruction With Interactive Multimedia: Based on Pupils' Readiness Level in Mathematics 6** **Thommy R. Caballero** **University of San Jose – Recoletos** **Abstract** It's a very challenging to most of the teachers on how to increase pupils' basic academic performance in mathematics and to motivate them in achieving more. An experimental method of research employing the pretest-posttest with control group design aimed to know the effectiveness of differentiated instruction with and without interactive multimedia based on the pupils' readiness level in mathematics. Based on the findings, the use of differentiated instruction with interactive multimedia by Dr. Mayer's theory of multimedia was effective and Nuris, et al. supported Mayer that the use of multimedia with graphics and animation could gain meaningful learning outcome to pupils, but pupils who were exposed to differentiated instruction with cooperative learning or without technological engagement was also effective. Thus, technology as a tool for interactive multimedia has an equivalent effect with cooperative learning in enhancing pupils' basic mathematical skills; therefore, Lev Vygotsky's Social Developmental Theory through differentiation should be employed in the early development of pupils' basic mathematical skills based on the readiness level of the pupils. Keywords: Differentiated Instruction; Interactive Multimedia
Kuan-Hua Wang **GICICTEL1808148**	**The predictive effects of parent's effort beliefs on their children's learning engagement: Children's effort beliefs and perceived parents' beliefs as mediators** **Kuan-Hua Wang** **National Tsing Hua University, Taiwan** **Institute of Learning Sciences and Technologies** **Shun-Wen Chen** **National Tsing Hua University, Taiwan** **Institute of Learning Sciences and Technologies** **Abstract** Previous studies indicated that East Asian students' beliefs and motivations of academic achievements are influenced by Confucian heritage cultures. East Asian students are expected by parents to make effort to achieve academic goals and tend to regard studying hard as their role obligation. In this study, we measured two kinds of effort beliefs emphasized in Confucian cultures:

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

37

	Obligation-oriented belief (i.e., believing that effort-making is a student's role obligation) and Improvement-oriented belief (i.e., believing that effort can conquer the limitations of one's ability). The main purpose of the study is to investigate the predictive effects of parent's effort beliefs on children's learning engagement. Children's perceived effort beliefs of their parents as well as their own effort beliefs are mediators. We adopted a parent-child pairing method with questionnaires. Participants were 266 pairs of fifth and sixth grade Taiwanese students (135 males and 131 females) and their parents (66 fathers and 200 mothers). The results of confirmatory factor analysis showed that the reliability and validity of the scales of effort beliefs were good. The results of structural equation model showed that parent's obligation-oriented belief and improvement-oriented belief about effort were both positively correlated with children's effort beliefs respectively. However, only children's obligation-oriented belief about effort is positively correlated with their learning engagement. Keywords: effort beliefs, obligation-oriented belief about effort, improvement-oriented belief about effort, learning engagement
Li-Ling Hsu **GICICTEL1808149**	**A Study on a Learning Outcome-Oriented Virtual Reality Simulation Training in Port-A-Catheter Nursing Care** **Li-Ling Hsu** **Nursing Department of Oriental Institute of Technology** **Abstract** This study was designed to investigate the learning effectiveness of implantable Port-A catheter care by using virtual reality teaching system for nurses. A total of 43 nurses at a hospital in one health system in northern Taiwan who had less than 2years work experiences were enrolled in this quasi-experimental study. A single group pretest, post-test and postponed test (a month after intervention) approach was used. In the pretest ,post-test and postponed test a knowledge scale, DOPS assessment scale were included. We also added a learning attitude scale of virtual reality teaching materials learning system and a satisfaction questionnaire of virtual reality teaching material learning system to the post-test. Data analysis was using SPSS version 21.0 for descriptive statistical analysis and repeated measures ANOVA analysis. The results were as follows: (1) the implanted Port-A catheter knowledge test was significantly higher than the pre-test after the intervention. (2) Implantable Port-A Catheter Injection Skills was significantly higher than the pre-test after the intervention. (3) The average learning attitude of the virtual reality teaching material learning system was 4.29 (SD = 0.46). (4) The average satisfaction of the virtual reality teaching material learning system was 4.31 (SD = 0.58), and the overall satisfaction was 90.7%. (5) The Implantable Port-A catheter care virtual reality teaching material learning system qualitative analysis and overall feeling for the participants was positive according to the one-on-one interview. Keywords: Virtual Reality, Implantable Port-A Catheter Care, Nursing Staff, Learning Effectiveness
Dr Vanaja Menon Vadakepat **GICICTEL1808156**	**Glocalisation of Websites: Is it Imperative to Meet Expectations of New Generation? A Study of College websites** **Dr Vanaja Menon Vadakepat** **Associate Professor & Department Assessment Director, New York Institute of Technology, Abu Dhabi Campus,**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

38

	United Arab Emirates **Abstract** **Advances in technology encourage colleges to look upon websites as potential media to reach educational markets. Bestowed with competitive technology, educational institutions in the UAE too, are on the threshold of shifting into online promotions. Hence, it is necessary to explore consumer perspectives on online information search to understand their point of view on college websites. Limited studies in this area call for an exploratory research on understanding the Arab consumer perspectives on foreign college websites through the lens of cultural dimensions. Based on a primary survey done on Arab and non-Arab students, and stakeholders selected from Abu Dhabi, the capital city of the United Arab Emirates, this paper acknowledged the influence of culture in the appraisal of non-textual communication of foreign college websites.** **Key Words: Websites, Glocalisation, Arab Consumers, UAE market, Abu Dhabi, Culture**
Aulia Rahmadhani **GICICTEL1808157**	**Students' Understanding Of The Nature Of Science After Inquiry Cube Learning** **Aulia Rahmadhani** **Department of Science Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia** **Muslim** **Department of Science Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia** **Any Fitriani** **Department of Science Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia** **Abstract** **Nature of science (NOS) is a major component of science literacy. One of instructional methods that considered to be capable of identifying students' understanding of NOS is Inquiry Cube Learning. This study was designed to identify students' understanding of NOS after received inquiry cube learning. The participants of this study were 20 eighth-grade students at a junior high school in South Sulawesi Province, Indonesia. In this study, inquiry cube learning was implemented in Science class on Light and Optics lessons for three weeks. The aspects of students' understanding of NOS assessed were: 1) observations and inferences, 2) tentativeness, 3) scientific laws vs. theories, 4) social and cultural influence on science, 5) creativity and imagination, 6) methods of scientific investigation, and 7) the empirical nature of scientific knowledge. An adopted and adapted version of Student Understanding of Science and Scientific Inquiry (SUSSI) comprised Likert type items and open-ended questions were used to find out students' understanding of NOS. The finding of this study showed that most of students held transitional views on observation and inferences, methods of scientific investigation. Applying inquiry cube learning is recommended to identify students' understanding of NOS.** **Keywords : Nature of science, Inquiry cube learning, Student understanding**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

39

**Aisulu Yenikeyeva
GICICTEL1808053**

Financial issues as barriers to access to Kazakhstani higher education.

**Ali Ait Si Mhamed
PhD Associate Professor, Graduate School of Education, Nazarbayev**

**Aisulu Yenikeyeva
MS candidate, Graduate School of Education, Nazarbayev University and
teaching assistant, Business School, Suleyman Demirel University**

Abstract

The purpose of this study, which is conducted using document analysis, and qualitative research, will be to understand the policy and problems of access and equity in Kazakhstani higher education in terms of financial issues and unified national test (UNT) which is used to make access more transparent and fair. The absence of adequate financial support is the most major obstacle to accessing the education in Kazakhstan. At the same time higher education instituions are not allowed to raise funds and help students with decreasing the fees. In addition to inequity, the high-income cities of Almaty and Astana usually achieve the highest scores on the UNT. Thus means citizens from reacher parts of Kazakhstan have more access to grants issued by government than poorer regions. Future researches may be divided by financing polices and access to higher education by UNT. Identification the affect of improved version of UNT on access and equity in HE.
Key words: financial issues, barrier, access, higher education, Kazakhstan.

**Michi Saki
GICICTEL1808057**

Ethnic Minority Youth And The Public Schooling Experience In Japan: Initial Research Findings

**Michi Saki (Ms.)
Department of English, Faculty of Culture and Representation,Doshisha
Women's College of Liberal Arts,Kyoto, Japan**

Abstract

More children in the world are growing up immigrant or in transnational households. Like their immigrant parents, these children are from highly diverse origins and socioeconomic backgrounds. As for Japan, its national minority populations which were seen as "invisible" many decades ago are now becoming visible with increased ethnic diversity being more evident within our communities (Lee, Murphy-Shigematsu, Befu, 2007, p.xix). Increasing migration to Japan brings with it a new generation of immigrant youth from various backgrounds and situations. As a result, they may often at times see themselves as an marginalized group in terms their citizenship and basic human rights. One of the biggest challenges for ethnic minority youth is their education (Tsuneyoshi, 2010; June, Fujita, Kaiya, Gerald, 2010; Yamamoto & Li, 2012; Sato & Doerr, 2014). With a growing multicultural population, the role of education in Japan needs to shift from providing education to accommodate an exclusive "so-called" homogenous society to a system of education where it can meet the complex and sensitive needs of its newcoming multicultural youth. Japan's education system is due for a revamping in order to ensure the academic success of this next generation and the survival of Japan as a nation. This paper will briefly discuss the author's initial research findings of the educational experiences of ethnic minority children and their families, teachers and administrators of affiliated organizations in Kyoto prefecture. Kyoto is a

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

40

	place where the population of a new generation of ethnic minority youth is considerably smaller than the neighboring prefectures of Osaka, Shiga or Kobe. Due to small numbers, limited support is provided from both prefectural and city governmental bodies to assist schools in assisting and supporting youth and their families. This paper will briefly introduce and examine various issues experienced by some newcomer immigrant families, public schools and supporting governmental and non-governmental organizations in Kyoto prefecture. Keywords: diversity, marginalisation, multicultural education, inclusive education
Eric Ho **GICICTEL1808061**	**Learning To Learn: Improving Students' Peer Assessment Skills In An Esl Classroom** **Eric Ho** **English Language Centre, The Hong Kong Polytechnic University, Hunghom, Kowloon, Hong Kong** **Abstract** **In Hong Kong, while emphasizing learning to learn, there are still difficulties for the implementation of different student-centered learning strategies. Reasons include students being passive and teachers being the highest authority. To empower students to take responsibility for their own learning, peer assessment seems a promising alternative. Because of the grade-oriented culture in Hong Kong, students like to receive more feedback and revise their works in order to obtain a better grade. Consequently, there are more and more peer assessment activities being conducted. There is, however, no systematic approach for such activities. This study aims to explore how second language learners could improve their English language proficiencies through providing and receiving peer feedback in an ESL classroom.** **This study involved year 1 undergraduates (N=18) studying physiotherapy. The presentation will focus on how the peer assessment training sessions were conducted in a multi-staged peer assessment exercise. The findings will hopefully provide insightful information for those who would like to implement peer assessment in an ESL classroom.** **Keywords: peer assessment, ESL classroom, higher education**
Carmela L. Balasico **GICICTEL1808072**	**Students' Academic Performance, Aptitude And Occupational Interest In The National Career Assessment Examination** **Denis A. Tan, Phd** **Faculty, Professional Education Department, Central Mindanao University, Philippines** **Carmela L. Balasico** **Faculty, Professional Education Department, Central Mindanao University, Philippines** **Abstract** **An investigation had been conducted to determine student's academic performance, occupational interest and aptitude in the National Career Assessment Examination (NCAE) and ascertain predictors of their performance. This endeavor was put in place by the administration to have a research-based Senior High School curriculum that fits students need in**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

41

	Central Mindanao Laboratory High School. Results of NCAE from the Department of Education and grades of students from the laboratory high school records-in-charge were collected, coded, analyzed and interpreted. Data gathered within the three school year period became bases of the results of this research endeavor. Descriptive statistics showed that based on the NCAE results, students had better general scholastic aptitude but poor entrepreneurial skill. Among the general scholastic aptitude, students had better verbal ability while least in mathematical ability. Occupational interests of students were so varied ranging from highly preferred to least preferred. Career in the sciences was moderately preferred by the students. Most of the students had no highly preferred occupation. Correlation showed that creativity was not associated with student's academic performance while the rest such as, general scholastic aptitude (science ability, reading comprehension, verbal ability and mathematical ability), technical-vocational ability (clerical skill and visual manipulative skill), non-verbal ability, logical reasoning ability, and entrepreneurial skill (planning and decision making, budgeting, marketing and forecasting) were positively correlated to student's performance. Stepwise linear regression analysis indicated that mathematical ability, verbal ability and logical reasoning ability were predictors of student's academic performance. **Keywords: aptitude, occupational interest, academic performance, career assessment**
Chia-Ling Wang **GICICTEL1808080**	**Moral Education in Dunhuang: Moral Lessons from the Dunhuang Murals** **Chia-Ling Wang** **Institute of Education, National Taiwan Ocean University** **Abstract** **The murals in the Dunhuang Mogao Grottoes are valuable for their historical, artistic, and religious aspects. In education, they provide profound teaching materials for enhancing human moral development. Stories in murals can be interpreted from a modern perspective for being suited to contemporary educational context. This article employs two stories inscribed in the Dunhuang murals for being moral lessons in teaching moral education. Some discussion questions are raised for improving moral cognition in the classroom. The framework of this chapter is divided into several parts: first, types of the murals was introduced, and their backgrounds and moral implications were discussed from historical and social perspectives. Second, among the numerous stories in the murals of moral significance, the two most commonly cited Jataka Tales were selected as the source material for moral education, and their content and moral implications were analyzed. Third, through the context of the discussion questions for moral development, moral topics that can be discussed in class were formulated according to the two tales, and the scenarios of moral dilemma involved were discussed. Finally, a conclusion was reached regarding the application of these murals in moral education.** **Keywords: Dunhuang, Dunhuang Murals, Jataka Tales, Moral Education, Moral Development**
M. A. Brigitte Haydé Treviño Hernández **GICICTEL1808095**	**Self-evaluation of distance modality academic programs: Case study: Online diploma programs at FCA-UNAM** **M. A. Brigitte Haydé Treviño Hernández** **Degree Coordinator** **Faculty of Accounting and Administration (FCA) National Autonomous**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

42

**University of Mexico (UNAM) Circuito Exterior S/N, Ciudad Universitaria
04510 Mexico City, Mexico**

Abstract
Nowadays, the process of evaluation has become very important in the educational field, there is a greater awareness of the importance of evaluating academic programs, to identify their performance and relevance to raise their educational quality. In this paper, a self-evaluation (diagnosis) of the online diploma programs of the Faculty of Accounting and Administration of the National Autonomous University of Mexico (FCA-UNAM) was presented, whose purpose was to determine if the program is operating efficiently and with pertinence. The methodology used was based on a combination of two methods: the general one, from the Interinstitutional Committees for the Evaluation of Higher Education in the distance modality (CIEES) (2009); and the one used by the Coordination of Educational Development and Curricular Innovation (CODEIC) of the UNAM (formerly Directorate General of Educational Evaluation [DGEE]) (2012) to evaluate academic programs of this nature. This methodology allowed us to know, through 19 categories of indicators, the status of online diploma programs.
Keywords: distance education, self-evaluation, indicators, online programs.

Yixin Cheng GICICTEL1808096	**Research Literacy Development of English Undergraduates in China Based on Research-Oriented Class**

Yixin Cheng
College of Foreign Languages, Nanjing University of Aeronautics and Astronautics, Nanjing, P. R. China

Abstract
German educationist Wilhelm von Humboldt perceived the influential role of research in higher education. But it was not until the second half of last century that substantial importance was attached to research. The top universities, in the United States in particular, took the lead to conduct research practice among university students. Chinese research-intensive universities were alerted to conduct research programs of different types, like research-oriented class, for the purpose of the current innovation initiatives. Although some research activities have proved effective to science students, students of arts (especially English undergraduates) have been scorched for their deficiency in research. This longitudinal action research based on the writer-researcher's research-oriented class, followed by a questionnaire and focus interview, has shown that the Chinese English majors have ambivalently received the concept of undergraduate research which requires the radiating function of the instructor. Therefore, it is advisable to establish a favorable research environment that will put all the educational participators' function to full play. Given the different nature of literacy from competence, special efforts should be made to design a progressive curriculum so as to nurture their research literacy.
Keywords: research-oriented class; research literacy; action research; curriculum

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

43

Holger Nord **GICICTEL1808097**	**Claiming back the Critical in Critical Thinking – Make yourself UN-comfortable!** **Holger Nord** **Area South East, Victorian School of Languages, Australia** **Abstract** **Critical thinking as become a main objective in any curriculum design, from primary to tertiary, and is seen as a key response "to the challenges of the twenty-first century – with its complex environmental, social and economic pressures..." (Australian Curriculum v8.3) Yet with its growing importance for theory and practice - "a reified position" (Moore, 2011) - it appears that at the same time not only is there an uncertainty about its meaning and its applicability but also a lack of a critical grip.** **This presentation will offer a re-call for the (old) critical/political disposition based on a general orientation toward a different (equal?) mode of economic, political, and cultural life, which can, however, only be accomplished by active and conscientious efforts to teach and expand this sense of difference. Clearly, there is educational work to be done. (Apple, Ideology, Equality, and the New Right, 1990, p. 311). From my vantage point, the Critical in Education is based on the following conception:**
Muhammad Jahid Reza **GICICTEL1808102**	**The Role of Social Media in Teaching-Learning Process: A Must Literacy for the Modern Teachers** **Muhammad Jahid Reza** **Joypurhat Girls' Cadet College** **Abstract** **Our posterity has been intensely hypnotized with the social media. The use of Social Media has reached such extent that it would be no fiction to add it as the sixth basic human right. The present learners are digital natives and their interest level hence has shifted its place towards a more digitalized world than a traditional classroom. Here comes the point of using social media as a tool for classroom learning and teaching. Teachers can use Facebook and WhatsApp groups for discussing points before the class as topic introducers and after the class as to provide a better understanding or for having feedback. Learners can also use Skype, Facebook etc. for having face-to-face interaction session with peers and teachers or can discuss anything in words at their suitable time through just posting comments. In a nutshell, social media releases the knowledge partners from the classroom to the world.** **Keywords: social media, facebook, whatsapp, skype**
Umi Nuraini **GICICTEL1808111**	**Research-Based Learning Application To Improve Students' Learning Outcomes And Develop 21st Century Skills** **Suparti** **Universitas Negeri Malang, Jl Semarang No. 5, Indonesia** **Sunaryanto** **Universitas Negeri Malang, Jl Semarang No. 5, Indonesia** **Dudung Ma'ruf Nuris** **Universitas Negeri Malang, Jl Semarang No. 5, Indonesia**

Global Research &
Development Services

Umi Nuraini
Universitas Negeri Malang, Jl Semarang No. 5, Indonesia

Abstract
Education in the 21st century demands that learners not only have good cognitive, but also learning skills such as critical thinking, communication, collaboration, and creativity. The learning methods used should be able to encourage students to have the willingness to learn continuously throughout life (lifelong learning) and able to adapt critically with changes that occur throughout their professional career. Besides to determine differences in learning outcomes between students who are taught using Research-Based Learning with students using group presentations method, this study also aimed to describe 21th century skills learning. The focus of research integration in learning was by emphasizing content and research results. This research was a quasi-experiment research using non-equivalent control group design. The sample research was the students in two classes of Accounting Education Program 2017 who took the macroeconomics course. This study found that there were significant differences in student learning outcomes between experimental class and control class. Students' learning outcomes in experimental class who are taught using research-based learning more able to develop 21st century skills than students in control class using group presentations method. Research-based learning is not only useful for improving student learning outcomes and developing 21st century skills in their learning course but also preparing their future in the fourth industrial revolution.
Keywords: Research-Based Learning, 21st Century Skills, Lifelong Learning

Developing Word-Card Games To Improve
English Writing

Singgih Widodo Limantoro
Politeknik Ubaya, Surabaya, Indonesia.

Singgih Widodo Limantoro
GICICTEL1808116

Abstract
Facing the ELT challenges nowadays, the English teachers could facilitate language learning in effective and joyful ways by creating the word-card games for learning English. In this study, the writer would like to investigate whether the word-card games he designed and developed would be the effective strategy to improve students' vocabulary and grammar for writing. There were twenty-two students participating in this classroom action research. It is also essential to know how the English teachers could meet the needs and levels of competence and design the effective word-card games for learning English. It was unique to create four topics of the games, such as Synonyms, Antonyms, Degrees of Comparison, and Making Sentences by using the same cards, to apply pedagogical principles, and also to choose a scorer for each group to help conduct successful games. The word-card games also needed some continuous improvement by trying to play them with different respondents or players in order to gain necessary feedbacks to improve the shortcomings of the games. In this study, most of his students or respondents gave positive feedbacks of the word-card games for learning English especially for enhancing the joy of learning and strengthening their writing skill.
Key-words: ELT challenges, effective and joyful ways, word-card games, continuous improvement

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

45

Gholamreza Zaker Salehi GICICTEL1808117	**Diversity of Higher Education in Iran** **Gholamreza Zaker Salehi** **Associate Professor** **Institute for Research & Planning in Higher Education, Iran** **Abstract** **The Universal Declaration of Human Rights (UDHR) emphasizes that everyone has the right to education. The Cairo Declaration on Human Rights in Islam (CDHRI) (adopted in 1990) recognizes the right to set up any kind of educational institution for the people. Also, Article 1, Clause (a), of the Convention on the Elimination of Discrimination in Education, mentions the issue of diversity in the provision of education. So, diversity of access to education and higher education is a right, not a privilege. Diversity leads to more access to education and grants families and applicants the right to education. This article aims to explain the status of higher education diversity in Iran. The study has employed a descriptive-analytic research method.**
Anand Pardhanani GICICTEL1808118	**Stimulating innovation in teaching and learning mathematical modeling using emerging technology tools** **Anand Pardhanani** **Department of Mathematics, Earlham College, U.S.A.** **Montri Maleewong** **Department of Mathematics, Kasetsart University, Thailand** **Abstract** **Over the past few decades there has been a significant growth of interest and curricular offer- ings in applied mathematics and modeling in many parts of the world. Key factors driving this growth have included the availability of increasingly powerful software technologies and the desire to address real-world problems in the classroom. As a result, modeling has not only become a critical part of education in applied mathematics, but its inherently inter-disciplinary character has also attracted interest across a broad spectrum of other disciplines.** **The present work was initiated as part of a Fulbright project carried out at Kasetsart Uni- versity in 2017. Our overall focus is on developing interactive teaching and learning modules for topics in applied mathematics and modeling using open-source software tools such as Sage and Python. A key intent is to build a set of core modules that serve as prototype for a collection (or library) to which new modules can be added in the future. This provides a dynamic framework for adding new methods and new applications to existing curricula, as well as a convenient mechanism for other educators to contribute and share resources. Since the particular software tools being used are highly reputed, mature, open-source products, access to them is freely available worldwide.** **From a technical standpoint, multiple approaches to mathematical modeling have been incor- porated in the modules, including empirical strategies, agent-based methods, and differential equation systems. This makes it possible for a teacher or student to pick different subsets from the module collection, based on their mathematical background and specific interests. The initial development and testing of the materials and concept has been carried out at Kasetsart University, Thailand, and at Earlham College, USA. The longer-term goal is to**

Global Research &
Development Services

	make the resources publicly available in the spirit of MOOCs and open courseware. Keywords: Mathematics, Modeling, Sagemath, Curricular modules, Interactive
Dodik Juliardi **GICICTEL1808120**	**Mitigating Consumptive Behavior By Enhancing** **Student's Financial Literacy: Experiments Using Video Learning** **Suparti** **Universitas Negeri Malang, Indonesia** **Dodik Juliardi** **Universitas Negeri Malang, Indonesia** **Hendry Praherdhiono** **Universitas Negeri Malang, Indonesia** **Andriati Aziizah Syafitri** **Universitas Negeri Malang, Indonesia** **Abstract** **In Indonesia, the low level of financial literacy, which is reflected through consumptive behavior, has reached a point of concern. This study attempt to increase financial literacy among accounting students by using learning video. Learning video was used to increase used quasi experiment method in two accounting clasess at Universitas Negeri Malang (experiment class and control class).** **Experiment clasess used lecture model with video as the media, and control clasess that was thought by using the conventional discussion model with Microsoft Power Point as the learning media. At the beginning study, two classes would be given a pre-test, and at the end of the study both classes would be given a post-test. The findings indicate that video, as learning media, has a significant positive effect and can increase student's financial literacy as well as decrease the consumptive behavior of students. The limitation of this study is the study was conducted on accounting students, so for the purposes of generalization in other majors, further study is needed due to differences in students' characteristics and level of financial literacy owned** **Key words: Financial Literacy, Consumptive Behavior, Video Learning, Experiment Clasess, Control Clasess, Pre- test, Post test.**
Ivy Hipolito-Casupanan **GICICTEL1808128**	**The Use of Sand Paper Letters in Teaching the English Alphabet** **Ivy Hipolito-Casupanan** **Ramon Magsaysay Technological University, Philippines** **Rodolfo C. Casupanan Jr** **Royal International School, Qatar** **Abstract** **This study was conducted as part of the curriculum monitoring program to determine the level of student performance in English, specifically on letter recognition of Royal International School, 2nd Semester, SY 2014-2015.The experimental method was utilized using the Pre-Test and Post-Test Equivalent Group Design. The lowest performing class in the Kindergarten was the focus of the study.**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

47

<table>
<tr><td></td><td>

The study involved a total of fourteen (14) students randomly selected from the kindergarten class. Seven (7) samples were identified as control group and seven (7) as experimental group using fish bowl technique to avoid bias, each with an equal chance of being selected. The researcher made sure that both groups were almost identical based on their Pre-Test results, and parameter such as the means was taken into consideration.

Findings showed that the use of Sand Paper Letters in the experimental group has a significant effect on student performance.

Keywords: Kindergarten, Sandpaper, Student Performance, Teaching,

</td></tr>
</table>

Sunaryanto **GICICTEL1808131**	**Determination Of Needs For Finance Information By Small Scale Business**

Suparti
Malang State University

Sunaryanto
Malang State University

Bety Nur Achadiyah
Malang State University

Dudung Ma'ruf Nuris
Malang State University

Abstract

This research is a descriptive quantitative research which aims at investigating factors that determine the needs of finance information by small scale business. Based on interviews with 67 small scale business owners in culinary, manufacture, commerce, handycraft industry and service field, it was found that there were two factors that determine the needs of finance information by small scale business, namely daily basic transaction and required reports.

According to the data obtained in the field, it could be reported that there were four kinds of main transactions that small scale business conduct daily, namely purchasing, sale, credit and debet. It was found from the interview that the required reports for small scale business were purchasing report, sales report, and cash flow report. These three kinds of reports were made based on their types of daily transaction. When it was analysed based on accounting theory, the accounting practice that they apply to their finance transactions which include measurement, evaluation, recognition, and presentation refered to Organization Theory in which all the small scale business continuosly make improvement while running their business. Dealing with the requirement of reports that they should make, it is in line with Stakeholders Theory in which generally small scale business make their financial report in regards to the easiness when proposing capital to the banks and the needs of yearly information for the organisation which support their business.

Keywords: small business, finance information, information need, economic transaction

Suparti Tapijo	**Research Based Learning Problems Of Village Financial Management To Increase Sciience Generic Skills And Scientific Attitude Colleger** **Suparti** **Malang State University**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

48

GICICTEL1808133	**Sunaryanto** **Malang State University** **Bety Nur Achadiyah** **Malang State University** **Dudung Ma'ruf Nuris** **Malang State University** **Abstract** The objectives of this study are to describe the problems of village finance management in the implementation of Research Based Learning (RBL) model, to study the effectiveness of RBL model implementation, to study the improvement of Science Generic Skills (SGS) and scientific attitude, and to know the colleger response to RBL model. The type of this research is quantitative research with quasi experiment method. The research design used was one-group pretest posttest. Based on the results of this research, it can be seen that from the problem of village financial management selected by colleger in the research project, some factors were found to be obstacles in the process of village financial management. These factors include the competence and quality of human resources, community participation and supervision by the Village Consultative Board. There was an increase of pretest value to posttest with N-Gain average by 0.56 in "moderate" criterion. From t test result, p value obtained was 0.000; if p value <0.005, it can be concluded that RBL model is effectively applied to the learning process. The highest N-Gain was found in SGS; the logical statistical inference amounted to 0.5, in "medium" category. Mean while, the lowest N gain was found in indicator of concept construct amounted to 0.31, in "medium" category. The percentage of scientific attitude improvement amounted to 84.80%; students gave positive response to the application of RBL model in "very strong" category by 62% and "strong" category by 38%. Keywords: Research Based Learning, Science Generic Skills, Scientific Attitude
  Noel Arcallana **GICICTEL1808136**	**Flipping the Math Classroom: Its Impact on Students' Performance** **Noel Arcallana** **STEM (Science and Technology, Engineering, and Mathematics)** **Cluster,Sacred Heart School - Ateneo de Cebu,Cebu City, Philippines** **Abstract** This quasi-experimental study investigated on the Flipped classroom as one of the emerging pedagogical approaches in the advent of technology in education and its impact on students' performance. With the Non-Flipped Classroom as the control group and the Flipped Classroom as the experimental group, the Mathematics performance was measured by a pretest and posttest before and after students were subjected to instruction using the two approaches. Two sections of the Grade 10 level, with 39 students each section, of Sacred Heart School – Ateneo de Cebu were used in this study. Each group was sub-categorized based on their Quarter 3 Summative Test percentage scores: High Achievers, Average Achievers, and Low Achievers. Findings revealed that 1.) students' performance increased in both Non-Flipped and Flipped classrooms after instruction; 2.) both Non-Flipped and Flipped

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

49

<table>
<tr><td></td><td>classrooms were effective approaches in teaching Mathematics; 3.) students in the Flipped classroom performed better than those in the Non-Flipped classroom; 4.) the majority of the participants were low-achievers that could possibly benefit from a different teaching approach; and 5.) low- and average-achieving students benefited more from the Flipped classroom approach and is therefore more effective for them than for high achievers.

This study recommends, among others, that 1.) aside from the teaching approaches that teachers are accustomed to, they should consider including Flipped classroom, or variations thereof, in their repertoire of pedagogies; 2.) the government promote Flipped classroom as a viable pedagogical approach in its efforts to raise the Mathematics achievement by giving it in trainings and seminars to private and public school teachers, where they can be allowed to explore different ways of implementation according to the availability of resources in their settings; and 3.) that teachers use Flipped classroom in their intervention or remedial programs as a way to arrest achievement gaps of slow learners.</td></tr>
</table>

Manilyn Piloton-Narca
GICICTEL1808137

Grit And Intelligence As Predictors Of Academic Achievement In Science

Manilyn Piloton-Narca
Arts and Sciences,Cebu Doctors' University,Mandaue City, Philippines

Dr. Cornelia Soto
Arts and Sciences,Cebu Doctors' University,Mandaue City, Philippines

Abstract
The purpose of this study was to identify the profile of the students with regards to grit, the behavioral and non-cognitive aspect, intelligence quotient (IQ), the cognitive dimension, and academic achievement in Science that was measured through a standardized test. Grit comprises a suite of traits and behaviors, including goal-oriented, the ability to know where to go and how to get there; motivation, which is having a strong will to achieve identified goals; self-control, the ability to avoid distractions and focus solely on the task at hand; and positive mindset, the courage to embrace challenge and viewing failure as a learning opportunity. This research investigated the predictability of IQ and grit on students' academic achievement on Science. The research instrument used was the 12-item grit scale survey developed by Duckworth, Peterson, Matthews and Kelly (2007). This grit questionnaire was developed and validated in the study of Duckworth and Quinn (2009). The IQ test results of the students and the Science Diagnostic test scores were correlated with their grit measurement values using Linear Regression Analysis. The predictive relationship of these variables was determined using Statistical Package for the Social Sciences (SPSS) software. Based on the results, both IQ and grit are significantly related to the academic achievement in Science. Grit and IQ are some important aspects that affect and shape the way the learners achieve in school or in any learning environment. These two, among other factors, greatly contribute to the near and far future of the learner, so these are very important considerations that must be looked into by schools and other learning institutions. In addition, there are other factors that can be looked into aside from correlating grit and IQ to standardized test scores. There are other performance measures that are closely associated with the behavior of students and that can make the predictability more useful.

Erdem Aksoy — **Determining the Needs of Turkish Classroom Teachers to Teach English**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

50

GICICTEL1808138	
	Erdem Aksoy **Department of English Language Teaching, Faculty of Education,TED University, Ankara, Turkey** **Abstract** Current research study is the first step of the project titled "Improving Classroom Teachers' English Teaching Skills via Thematic Approach" which was supported by TÜBİTAK (The Scientific and Technological Research Council of Turkey) on national scale. Within the scope of the study, English proficiency level of primary school teachers who do not have English teachers in their schools was examined, their demographic characteristics were identified, what kinds of support mechanisms they need to teach English classes and what kinds of difficulties they experience in English Teaching process were revealed. The data were collected from the primary school teachers (f=148) who did not have any English teachers in their schools in Ankara. For data analysis, descriptive statistics and content analysis method were used. The qualitative data was analyzed using Max Quada, the qualitative analysis program. As a result of the analysis, it was found that most of the primary school teachers had A1 level of English, the majority of the teachers taught in classrooms where the number of the students were between 16 and 35, and a large majority of the teachers never participated in any English in service courses/programs. In terms of the difficulties, it was found that the primary school teachers mostly mentioned the inadequacy of their English proficiency levels, lack of pronunciation, unqualified materials and the insufficiencies in the physical environment. In terms of the support mechanisms needed, it was seen that the primary school teachers intensively accentuated quality materials, in-service training and appropriate physical conditions. Initial research results reveal that this nationally supported project has a strong potential to meet the needs of classroom teachers for teaching English and thus meet the shortage of English language teachers in the short run.
Doo-jin, Choi **GICICTEL1808126**	**A Study on Cultivation of Human Resource for Future Education** **-Focusing on Korean Education-** **Doo-jin, Choi** **A Program for Developing Future-oriented Educational Designer,** **Pusan National University** **Ji-won, Yang** **Pusan National University** **Abstract** This study aims to examines the cultivation of human resources for future education in Korea. The research method is to analyze the concept of design and to form a new concept of educational design. The consciousness of the problem is as follows. At present, in the era of the fourth industrial revolution, it is necessary to change education that focuses on injecting or entrance examinations in which teachers transmit knowledge. All schools in the country are being educated in the same type of building, the same curriculum, and the same educational method. Now, more schools and education are needed. Therefore, designers should be trained to design

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

51

<table>
<tr><td></td><td>appropriate education for each school. As a result of the study, 'Future - oriented education design' should be an integrated educational design that creates future education. Educational design activities should be sought that collectively plan educational activities at individual, institutional, regional and national levels. Educational design is not a passive approach to solve the immediate problems of the current education system but is a proactive and active approach to design an educational system suitable for the change of future society.

In conclusion, we need education designers with five competencies as follows. -To enhance the competence in predicting the future -To deepen the capability for the diagnosis of educational fields -To strengthen the competence of culture and sensibility -To develop the competence of the creative educational design -To improve the global capacity</td></tr>
</table>

Liang, Xiao-Han GICICTEL1808130	A Survey of Teacher's Cognitive of the Regular Registration System of Teachers' Qualification in China

A Survey of Teacher's Cognitive of the Regular Registration System of Teachers' Qualification in China

Liang, Xiao-han
Department of Education, Pusan National University, China

Zhang, Zi-yuan
Department of Education, Pusan National University, China

Abstract

How to establish a high-quality of teachers is a hot issue in China's education. However, for a long time, under the background of "lifelong tenure" of teacher's qualification, the quality of China's instructors can not be greatly enhanced. Therefore, the pilot reform of teacher's qualification examination for primary and secondary schools and the regular registration has been implemented, moreover, it has start a comprehensive promotion. As a new system, due to it is closely related to the professional development of teachers, thus, its implementation will directly affect the immediate interests of all instructors, and the results of implementation will also affect the stability of teachers, the establishment of high-quality teachers and the goal of raising the overall level of education (Li, 2015). But, because of the loose registration conditions and the process is too formalized, hence, the policy has not been paid attention to the teachers.

The degree of policy compliance and acceptance is one of the essential factors that influence the effective implementation of policy (Yan, 2002). Consequently, teacher as the direct recipients of this policy, their understanding of this system, cognition and satisfaction are the key factors for the effective implementation of this policy. However, most of the literature about teacher qualification registration system in China mainly focus on the problems and the countermeasures of this system, few of which carry out investigation and study from the perspective of teacher's understanding.

Accordingly, this paper adopts the method of questionnaire, from the four aspects, namely, the teacher's understanding of the system, the degree of approval to the implementation of the system, the comprehensive of the content of the system assessment begin to study the teachers of primary and secondary schools in Anhui province of China. By using gender, teaching subjects, teaching years and grade as the variable factor and using SPSS software to carry out statistical analysis, the true understanding of teachers' regular registration system of teachers' qualifications is obtained. Meanwhile, in line

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

52

with the results, the author puts forward the countermeasures and suggestions, which can be used as a reference basis for the implementation of this system in the future, and also provides reference data and materials for the further study of teachers' attitude to educational policy reform.

Key words: China's teachers; teacher qualification registration system; cognitive survey

A Comparison of Curriculum Features Between Six Arts and Seven Liberal Arts

Mingyue Liu
Pusan National University, Dept. of Education. South Korea

Gyeongsik An
Pusan National University, Dept. of Education. South Korea

Mingyue Liu
GICICTEL1808143

Abstract

The purpose of this study is to find out the comparison of curriculum features between Six Arts(六艺) and Seven Liberal Arts which as Ancient Curriculum in China and Greece. Before Confucius, Six Arts(六艺) mainly referred to Li(礼), Yue(乐), She(射), Yu(御), Shu(书), Shu(数) as the six Curriculum. It is made up of both knowledge and training to build a harmonious relationship between objects and humans. Li(礼) as rites which is a method to prescribe bar mitzvah, wedding, funeral and sacrifice, and refers to practice for establishing a personal relationship with others. Yue(乐) involves music, dance, and poetry, which harmonizes body and mind based on the sense of the relationship between the melodies of music. Li(礼) and Yue(乐) became 'system of rites and music' which was effected on east area. She(射) as Archery, using bow and arrow, is a martial art that focuses on one's whole body. It was a way to select talents and observe virtue. Yu(御) is Charioteering. It's an impossible art when a rider fails to communicate with the horse that the rider's riding on, where there's no enemy in riding a horse. it united with Li(礼) and Yue(乐) which is also formed as Carriage Manners later. Shu(书) is writing. It is the primary tool for cultivating talented people through writing and learning letters. Shu(数) is Mathematics. It is a tool of recognition and practice that is used in each direction in real life by law of number and quantity.

In ancient Greece, Platon put forward the "seven arts", also known as the "Liberal Arts". At the beginning of the middle ages of Europe, it became the seven curriculum in school. Seven Liberal Arts is refer to Arithmetic, geometry, astronomy, harmonics (quadrivium), grammar, rhetoric, and dialectic (trivium). It have become the standard curriculum of Rome and medieval university. Quadrivium is four sciences which deals with the law of number, space, motion and sound correspond to the form of the object world. Trivium is three sciences which deals with the law of thinking, expression and dialogue correspond to the inner human activity.

In short, the curriculum features between Six Arts(六艺) and Seven Liberal Arts are as follows. Firstly, both of them were organized in the center of department educational curriculum. Secondly, both of them were holistic education that emphasized the whole development of body and mind. Thirdly, both of them had the idea of liberal education. Fourthly, both of them have important functions and significance in the education history between East and West. However, if Six Arts as Ancient Curriculum emphasizes humanities and morality, Seven Liberal Arts is put more emphasis on scientific knowledge. In

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

53

other words, in the results of education, Six Arts are emphasized on the relationship between people and objects based on their knowledge and training, while the seven liberal arts are more concerned with the theoretical, scientific knowledge.

Key words: Six Arts, Seven Liberal Arts, curriculum, features, comparison

Zhang, Zi-yuan **GICICTEL1808144**	**A study on the policy change of Additional Score Policy for College Entrance Examination in China** —— **Based on Kingdon's policy streams model** **Zhang, Zi-yuan** **Department of Education, Pusan National University, China** **Liang, Xiao-han** **Department of Education, Pusan National University, China** **Joo, Chul-an** **Department of Education, Pusan National University, Korea** **Abstract** Additional Score Policy for College Entrance Examination refers to the central and local education departments, universities give preferential treatment to the students in the process of recruiting students, according to according to the candidate's nationality, identity, intelligence, physical performance, knowledge competition, social contribution, etc(Luo-Lizhu, 2008). With China's higher education is developing rapidly, in order to make up for the inadequacy of China's college entrance examination and to train excellent talent in the university entrance exam, the policy played an important role(Xiang-Lijuan2010). At the same time, as the primary goal of the policy, all sorts of questioning and criticism about its fairness are also continuously. Especially with the deepening of the reform of higher education system in China, it was decided to transfer part of the additional score policy of college entrance examination to the provincial education administrative department after 2000. As a result, the number of extra points in the college entrance examination increased dramatically. According to reports, only 19 extra points were awarded in the 2009 academic year by the ministry of education, but 192 extra points were awarded in various places. People are paying great all kinds of irregularities and corrupt behaviors about the additional score policy of college entrance examination, and the credibility of the policy is also decreasing. Along with the development of the mass media, various irregularities and corruption have becoming a hot topic, and the public and all sectors of society are increasingly calling for the reform of additional score policy of college entrance examination. Among the literature related to the additional score policy of college entrance examination in China, the research about policy equity and policy issues occupied the most. Especially, the research surveyed the students, parents, teachers and so on about the equity awareness of the current college entrance examination additional score policy. However, there are not many papers on the change of additional score policy for college entrance examination. Although the ideas and opinions of the stakeholders are very important, the research on the changing process of the policy is also very important. In the Chinese literature related to Kingdon's policy streams model, it can be seen that the model is a theoretical model appearing in the United

	States, but it still has some explanatory power for China's policy change. In recent years, with the development of mass media, public opinion has exerted more and more influence on China's democratization. Moreover, the degree to which national leaders attach importance to policies and the change of leadership has a great influence on policy changes. Although there is no change in political parties in China, a change in leadership as an important national leader will have a significant impact on policy. According to the literature quantity curve of www.cnki.net, there are two major changing periods in China's additional score policy for college entrance examination in recent years, from 2009 to 2011 under President Hu, Jin-tao and from 2013 to 2015 under President Xi, Jin-ping. The additional score policy of college entrance examination has attracted more attention than other time in these two periods. Therefore, this study will use the methods of literature research and investigation materials to divide the additional score policy into the periods of President Hu, Jin-tao and President Xi, Jin-ping and use the Kingdon's policy streams model by problem stream, political steam, policy steam as the center, analyze the process of policy changing as well as the influence of the policy windows and policy entrepreneurs, and try to find the characteristics of the policy changing plus lay the foundation for the developing and researching about the college entrance examination policy in the future. Keywords: additional score Policy of college entrance examination, policy change, Kingdon's policy streams model.
Ji-won, Yang **GICICTEL1808145**	**Levinas' Emotional Self and Other Ethics** **Ji-won, Yang** **Pusan National University** **Hoy-yong, Kim** **Pusan National University** **Abstract** **Purpose: The purpose of this study is to elucidate the implications for our education centered on the relationship between emotional self and other ethics.** esearch Method: **This study proceeded with literature review.** **Results: First, development of emotional self (sensitivity) is needed. By overcoming the limitations of rational thinking and conducting emotional education related to art, expressing emotional sensibility and expressing emotions should be done.** **Second, it is necessary to confirm identity through face-to-face through the proximity of relationship. Teachers, students, students and students have to make a real relationship with each other by the proximity of the street through face to face. The identity of the existence of each other must be confirmed and communicated through the épiphanie of the face, which is not a one-sided, uniform way of meaning that merely conveys meaning.** **Third, it is necessary to communicate and listen through dialogue. Teachers, students, students and students should pay attention to each other through speaking well and listening rather than simply speaking as a transfer, and mutual respect between self and others should occur, not one-sided respect.** **Fourth, we need a sense of responsibility prior to freedom. It is not the self-centered liberty, but the freedom as the responsibility for the other, that is, the identity of self-preservation. Teachers and students should be aware of the fact**

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

55

that they do not allow others (teachers, students) to come in their own categories, but rather they acknowledge the existence of others and make them together.

Conclusion:

Although we can't live alone, we are left to self-preservation and forget about the other being who is trying to equalize the other into his realm or live together. The same goes for schools where education is conducted. They try to find answers to the problems that arise from the lack of awareness of each other 's existence. In order for real education to take place, one should try to have a true relationship between the self and others by listening to each other's voices and ego and other students, teachers and students. In such an environment, you and I will form a culture of your community, and a genuine self-search and subjectivity will be raised.

Keywords: Levinas, Emotional Self Ethics, Other Ethics, épiphanie, susceptibilité

Zhen Yuan **GICICTEL1808134**	**On Family Education in the Tang Dynasty** **Zhen Yuan** **Pusan National University, Dept. Of Education. South Korea** **Abstract** Ⅰ**. Purpose** In ancient Chinese society whose official education was not as advanced as modern society, family education was an important means of carrying forward and continuing human civilization. Therefore, family education was highly valued by feudal dynasties of past ages. And the Tang Dynasty was no exception. The Tang Dynasty, as an important stage witnessing the prosperity of Chinese ancient family education, mainly focused on providing ideological and moral education, and passing on imperial examination-related knowledge and production skills. In terms of moral education, the Tang Dynasty highlighted the individual's obedience to the society and the subordinate's responsibility for the superior, which suppressed the individual's independence and innovative spirit. Meanwhile, the Tang Dynasty also stressed on cultivating people to be determined, diligent and thrifty and good at conducting themselves in society, which carried forward and developed the traditional virtues of the Chinese nation. In the process of imparting imperial examination-related knowledge, the Tang Dynasty laid great emphasis to poems and countermeasures for current affairs, which was quite different from that in previous and later dynasties. Although such emphasis of the Tang Dynasty had dense utilitarian coloring, it showed greater concern to the contemporary society and had obvious intentions of educating people with a view to serve to the country. Family education of the Tang Dynasty was expanded from individual families to society, thus further achieving its goal of educating the whole society. Family education culture of the Tang Dynasty has reached a new height and made brilliant achievements. Therefore, a study on family education in the Tang Dynasty can give great enlightenment to family education in society today. Ⅱ**. Method** In this study, the literature review method was used to collate and analyze primary literatures related to the Tang family education such as "The Imperial Examination System of the Tang Dynasty", "Political and Economic Measures in the Zhenguan Period", "Ancient Laws and Regulations of the Tang

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

56

Dynasty", "Historical Records of the Tang Dynasty" and "Administrative Codes of the Tang Dynasty", in order to investigate main contents of family education. On this basis, secondary literatures were consulted and sorted out, to analyze forms, methods, characteristics and major achievements of family education in the Tang Dynasty.

Ⅲ. Results

The Tang people attached great importance to family education, with the following manifestations. First of all, they paid great attention to reading and learning. Secondly, they thought highly of prenatal education, early childhood education and lifelong learning. Thirdly, they highly valued the effect of environmental edification and the model. In addition, on the basis of inheriting family education traditions from previous dynasties, the Tang people created many writings and poems for teaching their children, and relied more on their own words and deeds to educate and influence their children. All words and deeds of elders, parents, elder brothers and elder sisters were good materials of education. All these had laid the foundation for the development of family education in the Tang Dynasty.

1.Main Contents of Family Education in the Tang Dynasty

1). Moral Education

In the ideological, moral and behavioral education, the Tang Dynasty took filial piety and fraternal duty as the principal thing, and required people to be patriotic and loyal to the emperor and filial to their parents and show respect for elders and politeness to teachers. Moreover, they also educated their children to be determined, diligent and thrifty and good at conducting themselves at society, which also constituted an important part of moral education in family education.

2). Imperial Examination-oriented Education

The imperial examination system is the main system for the Tang Dynasty to select officials. Therefore, the Tang people were fond of learning, because they hoped to get official ranks in the imperial examination. The Tang people were quite strict when teaching and supervising their children. Imperial examination-related knowledge imparted in family education of the Tang dynasty was mainly centered by examination contents (mainly poems) and methods. The Tang people imparted imperial examination-related knowledge in family education, which had dense utilitarian coloring, but they showed greater concern to the contemporary society and had obvious intentions of educating people with a view to serve to the country. Therefore, family education in the Tang Dynasty has a greater contribution to the development of ancient Chinese cultural education, as well as family education in today's society.

3). Teaching of Skills

The teaching of skills was one of important parts in family education of the Tang Dynasty. In family education of the Tang Dynasty, especially the family education by the family of laborers, people still stressed on teaching skills to their later generations. This was the basic form of transferring knowledge and skills about science and technology in the Tang Dynasty. Main skills taught in family education included: agronomy, handicraft skills, and astronomical calendar calculations.

2.Forms and Methods of Family Education in the Tang Dynasty

In the Tang Dynasty, the form and method family education had been diversified and developed on the basis of that in previous dynasties. Besides witnessing a wide popularity of monographs on family education, the Tang Dynasty also developed relatively systematic written family disciplines and clan

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

57

rules which were formed mainly for punishing people for their major faults. The form of using poems to educate children was widely applied in the Tang Dynasty, which was also an innovation of the Tang Dynasty in the form of family education.

In the Tang Dynasty, progress was also made in family education methods. In family education, the Tang people were good at adopting vivid and intuitive methods such as fables to make family education vivid and facilitate children's memorization and understanding. Compared with family education in previous dynasties, family education of the Tang Dynasty had become increasingly diversified and gradually mature in its form and made breakthroughs and development in its method. Although the Tang people developed some strict disciplines, they educated their children basically by reasoning the children with facts. They usually took advantage of parental authority and family affection with the educated to reason the educated with facts and touch them with affection, thus achieving the goal of education.

3. Characteristics of Family Education in the Tang Dynasty

The Chinese traditional theory of "cultivating one's moral characters, putting family in order, managing state affairs and pacifying the world" build links between individual "families" and the whole "state" and gives birth to the concept of "family-state co-construction". Therefore, the family is an organization in which all family members live together, as well as a social unit engaged in production. Since the Tang Dynasty, family education gradually went beyond the range of individual family or clan and began to spread widely in society. It had gradually become one of important methods for educating people in the Tang Dynasty. Family education in the Tang Dynasty exhibited the following characteristics. First, family education expanded the scope of its influence and become one of important ways of social education. Second, the imperial family education showed its appearance, received great attention of rulers and won wide spread. Thirdly, female education received high attention in the Tang Dynasty. In the form of popular culture, family education of the Tang Dynasty promoted the popularization and dissemination of Confucianism, and infiltrated Confucianism into all the words and deeds of the family life, thus contributing to fostering a good family atmosphere and fulfilling good functions of social education and enlightenment.

4. Major Achievements of Family Education in the Tang Dynasty

The Tang Dynasty was an important stage when family education was thriving in China. The family education culture developed to a new height and achieved great success.

First of all, a complete set of works were published on the imperial family education. Imperial family education of China has a distant origin and a long development. However, no systematic and complete set of works on imperial family education had been published till the Tang Dynasty. The book "On How to be an Emperor" of Li Shiming as Emperor Taizong of Tang is the first systematic and complete work on imperial family education in China. It has produced significant influences on imperial family education of later generations.

Secondly, relatively systematic and complete family discipline and clan rules were developed in the Tang Dynasty, which set a precedent for later generations. "Family Disciplines of Liu" of the Tang Dynasty is the earliest systematic family discipline in the history of ancient Chinese family education.

Thirdly, female education was strengthened. Female education came from the "Warnings to My Children" written by Li Shu in the Tang Dynasty. This book

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

58

was the first to clarify its aim of "educating both male and female", to elevate female education to a position as important as male education. . Ⅳ.Conclusion In summary, the Tang people highly valued family education. First of all, they attached great importance to ideological and moral education. Secondly, they stressed on passing on imperial examination-related knowledge and skills. Moreover, great progress was made in forms and methods of family education. Therefore, family education in the Tang Dynasty occupied an important position in the Chinese education history and greatly contributed to the continuation and development of Chinese civilization.

LISTENERS

Md Parves Sikder Lecturer, Department of English, Quality Education College, Dhaka, Bangladesh GICICTEL1808082
John Lloyd Gerasmia Department of English, University of Mindanao Tagum College, Tagum City, Philippines GICICTEL1808085
Denis Tan Central Mindanao University Laboratory High School, College of Education, Central Mindanao University, Philippines GICICTEL1808099
Annet Kweryowa Nun, Germany Assemblies of God, Kampala, Uganda GICICTEL1808104
Safina Zahoor Faculty of Science , Middle School,Beaconhouse School System,Okara, Pakistan GICICTEL1808114
Ciara May Mabeza Education Department, Academic Coordinator, Bellarmine Global Education, Bangkok, Thailand GICICTEL1808115
Joy Gayen Social Science,Sarasas Witaed Romklao School,Bangkok, Thailand GICICTEL1808124
Presca Udas Department of social Work, Orchid College, Nepal,Orchid College,Kathmandu, Nepal GICICTEL1808139
Dudung Ma'ruf Nuris Department of Accounting, Faculty of Economics, Universitas Negeri Malang, Malang, Indonesia GICICTEL1808140
Chidinma Chikwelu Department of Early Childhood and Teacher Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria GICICTEL1808142
Justin Wade Kindergarten Department, Thai Christian School, Bangkok, Thailand GICICTEL1808150
Moh. Danang Bahtiar

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research & Development Services

59

Department of Accounting, Faculty of Economics, Universitas Negeri Malang, Malang, Indonesia **GICICTEL1808151**
Dhika Maha Putri **Department of Accounting, Faculty of Economics ,Universitas Negeri Malang, Malang, Indonesia** **GICICTEL1808152**
Bety Nur Achadiyah **Department of Accounting, Faculty of Economics, Universitas Negeri Malang, Malang, Indonesia** **GICICTEL1808153**
Andriati Aziizah Syafitri **Fakultas Ilmu Keislaman, Universitas Islam Raden Rahmat, Malang, Indonesia** **GICICTEL1808154**

Upcoming Conferences

http://adtelweb.org/conference.php

- ➢ 2018 - 16th International Conference on Teaching, Education & Learning (ICTEL), August 08-09, Bali
- ➢ 2018 - 19th International Conference on Teaching, Education & Learning (ICTEL), October 24-25, Colombo

Global Research & Development Services (GRDS) now has a sister concern 'Eurasia Research'. It is available at website www.eurasiaresearch.org

Eurasia Research will work in European and Asian countries through its scholarly association 'Teaching and Education Research Association (TERA).

Upcoming Conferences

https://eurasiaresearch.org/tera

- ➢ ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 17-18 July, Athens
- ➢ ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Aug, Barcelona

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

- 2nd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 26-27 Sept, Budapest

- 6rd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 01-02 Oct, Dubai

- 4th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 10-11 Oct, Malaysia

- 5th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore

- 6th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta

- 7th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius

- 8th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok

- 9th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai

- 10th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali

- ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai

2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), 11-12 July 2018, Bangkok, Thailand
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

Global Research &
Development Services

61