

**CONFERENCE PROCEEDINGS**



**Teaching and Education Research Association (TERA)**

**2017 – 30th – International Conference on Teaching, Education & Learning (ICTEL), 22-23 Nov 2017, Bangkok, Thailand**

22-23 Nov 2017

Conference Venue


KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

**KEYNOTE SPEAKER**



**Dr. Jerome Banks**

**Assumption ABAC University, Bangkok, Thailand**

 <p style="text-align: center;"><b>Botul Mustapha</b>  <b>GICICTEL1717051</b></p>	<p style="text-align: center;"><b>Challenges Faced By Teachers In Idps’ Camps Maiduguri Borno State, Nigeria</b></p> <p style="text-align: center;"><b>Botul Mustapha</b>  <b>Kashim Ibrahim College Of Education Maiduguri, Borno State Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Teaching in refugees and internally displaced persons (IDPS) camps is not an easy task. Both the teachers and learners go through unbearable experiences that need extra care to meet the basic educational needs as per slated in the curriculum. This work presents the problems faced by both teachers and learners in such schools.</p> <p>It was however discovered that these schools are divided into two; government owned and Non-Governmental Organizations(Unicef, Save the children e.t.c) despite the fact that they are managed by both bodies they still encounter problems which include _lack of teaching materials, lack of conducive learning environment and fear of attacks by terrorists who disguise as IDPS.</p> <p>The programme has good intentions but we still need help from the two bodies (Government and Non-Governmental Organization (NGOs) to enhance the teaching and learning in IDPS camps in Maiduguri Borno State, Nigeria.</p>
<p><b>Frida Adams Simon</b>  <b>GICICTEL1717052</b></p>	<p style="text-align: center;"><b>Social Studies as an Effective tool for teaching and implementation of Environmental Education in Primary and Junior Secondary Schools In Nigeria</b></p> <p style="text-align: center;"><b>Frida Adams Simon</b>  <b>College of Education Zing, Taraba State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Social studies is cantered on the study of man through the integration of knowledge. Social studies as core course is being taught at the primary and junior secondary school level in Nigeria. The objectives of social studies at the primary and junior secondary school level in Nigeria are geared towards developing a good citizen whose mind-set is towards sustaining a healthy environment. This paper will in addition analyse the teaching methods used in teaching social studies which includes demonstration and inquiry methods, etc. and how best they can be used in the teaching and implementation of environmental education. The purpose of environmental education is to study man’s surrounding and the values of man to the environment and the challenges man poses to the environment. The paper will also look at the possible challenges the teacher will encounter in using these methods in teaching of social studies as an effective tool in teaching and implementation of the subject area to environment sustenance and also proffer a tangible solution to these problems.</p> <p><b>Keywords-</b> Social Studies, environmental education, teaching methods, teaching, implementation.</p>
<p><b>Singgih Widodo Limantoro</b>  <b>GICICTEL1717053</b></p>	<p style="text-align: center;"><b>Reflection On Writing English Paragraphs By Using Blended Learning Via Edmodo</b></p> <p style="text-align: center;"><b>Singgih Widodo Limantoro</b>  <b>Business English Study Program, Politeknik Ubaya, Surabaya, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>To face the challenges of 21st century education, English teachers need to reform their traditional classroom by using Blended learning to enhance</p>

	<p>teaching and learning. Blended learning which is a combination of face-to-face learning and online learning might be the bridge from traditional classroom to virtual one. Moreover, students generally consider writing as a challenging skill in English so it is important to find out the effective and fun way of writing. In this paper, the writer would like to share his best practice on implementing blended learning in writing English paragraphs via Edmodo. From the feedbacks of the students of the Business English study program of Politeknik Ubaya Surabaya, Indonesia, the writer would like to investigate their motivation, difficulties, and impacts of blended learning in learning writing English paragraphs. In this case study, the writer would like to collect data from the respondents' questionnaires, interview, and assessment. He would like to reflect on the skills and opinions of the respondents in their writing classroom that used the blended learning. It is also necessary to know whether blended learning might enhance the joy and effectiveness of their language learning.  <b>Keywords:</b> Paragraph Writing blended learning, Edmodo, feedbacks.</p>
<p><b>Muhammad Musa Usman</b>  <b>GICICTEL1717055</b></p>	<p style="text-align: center;"><b>Revitalizing The Sokoto State Adult Education Programmes For Social, Political And Economic Engineering</b></p> <p style="text-align: center;"><b>Muhammad Musa Usman</b>  Faculty of Education Department of Educational Foundations Sokoto State University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The need for revitalizing adult education programmes in Africa and Nigeria in particular become necessary because of the progressive poverty, insecurity, insufficient food production, technologically non-productive education systems and low literacy rates experienced by some of the African countries. The paper examined the goals of education in Nigeria and argued that, the present system of adult education in Nigeria may not lead the country to a rapid economic, social and political engineering. Whereas Nigeria has a literacy rate of fifty two percent as of 2006 and many among the African countries have literacy rates of less than fifty percent. This paper is advocating for restructuring adult education programmes to become effectively functional for a rapid and sustainable economic, social and political change. Descriptive survey will be used to design the research. Population of the study will be formed by adult learners within Sokoto Metropolis. Random purposive sampling technique will be used to administer 240 questionnaires to adult education programmes participants within Sokoto metropolis. Impact of Adult Education Programmes on Social Political and Economic Assessment Questionnaire.(I.A.E.P.S.P.E.A.Q) will be used to collect data. The data will be analysed using a simple descriptive statistics on SPSS software. The paper recommended the review of adult education curriculum to suit the learning objectives of the learners and to meet up with the on-going need for rapid economic, social and political change in Nigeria.  <b>Keywords:</b> Revitalizing, Adult Education Programmes, Social, Political, Economic, Engineering.</p>
<p><b>Sarim Al-Zubaidy</b>  <b>GICICTEL1717057</b></p>	<p style="text-align: center;"><b>Predictive Fuzzy Model in a First Year Design Oriented Project Based Learning Course</b></p> <p style="text-align: center;"><b>Professor Sarim Al-Zubaidy</b>  Educational Consultant Dublin, Ireland</p> <p style="text-align: center;"><b>Dr. Rajesh Jaiswal,</b></p>

	<p style="text-align: center;"><b>Systems Engineering Department, Ireland</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The first year of an engineering program provides a chance for academic staff to prepare students not only for their degree but also to the world of work and to instill in them the drive to become motivated, lifelong learners and be independent. Engineering Systems Design 1 (ESD1) course was developed for the first year to introduce students to the world of engineering through a mix of design projects, interactive workshops, and lectures. The paper outlines the experience and the impact that introducing the above on student's engagement and progression. Comparison with other first year courses is also shown. A proposed predictive fuzzy model for all first-year courses is outlined. The proposed model shows that ESD1 outperforms all other first year courses. Results show that prediction based on the fuzzy model is highly correlated with the actual students' grades.</p> <p><b>Keywords:</b> Engineering System Design, Performance, Prediction, Problem-Based Learning, Project-Based Learning</p>
<p style="text-align: center;"><b>Royston Meriton</b> <b>GICICTEL1717058</b></p>	<p style="text-align: center;"><b>The Impact of Managerialism on Higher Education in the UK: A Case Study Approach</b></p> <p style="text-align: center;"><b>Royston Meriton</b> <b>Glendon brook Institute, Loughborough University London, UK</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Culture is normally a complex and fuzzy concept. It is even more intricate in higher education as institutions are characterised by different subcultures that often clash; in some circles universities have been described as a series of one man bands. Higher education is going through turbulent times not least brought about by the recent changes in the funding regime not to mention with Brexit looming in the wings. Against a backdrop of globalisation, structural and economic changes it is important that universities use its core competencies to keep ahead of the game if they are to ensure longevity. However the competing values of managerialism and collegiality are cogs in the wheel of progress and universities seem to be caught in a vicious circle as they seek a harmonious balance between these competing values. By drawing on a case study approach this paper exposes the competing values between managerialism and collegiality and in doing so it begins to illuminate the impact of imposing public management ideals on academic practices. The findings of this work suggest that the tension between management and academic values is real and is one which is set to exacerbate without diligent leadership and engagement of all stakeholders. More specifically, the findings suggest that managerialism contributes to exacerbate the stress level of academics with a knock on effect on knowledge sharing and citizenship behaviour as well as organizational commitment</p> <p><b>Keywords:</b> managerialism, culture, higher education, collegiality, case study</p>
<p style="text-align: center;"><b>Assoc. Prof. Dr Valliappan Raju</b> <b>GICICTEL1717061</b></p>	<p style="text-align: center;"><b>Theory Of Lim Law: Leadership Style</b></p> <p style="text-align: center;"><b>Assoc. Prof. Dr Valliappan Raju</b> <b>Limkokwing University of Creative Technology, Malaysia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Leadership is not about speed, it's about direction. Corporates, politics, sports,</b></p>


	<p>spirituality etc. is driven by leaders with utmost direction to their subordinates. Several leaders existed and each had their own style of administering their followers. Focusing into corporate world, leadership plays a dominant role in determining the culture and reputation of an organization. The idea of ‘authenticity’ is a primary factor in leadership which is part of the new era in leadership research. However, various conceptions of authenticity include other traits such as creativity, personal traits, hopefulness, having enduring relationships, confidence, and behaving ethically. ‘Leadership in Management’ is the most appropriate terminology because it connotes more with managerial abilities. Sincere efforts are taken here to formulate a theory based on study of management stalwarts about their practices in leadership. Many scholars have inked a leadership theory for the purpose of enhancing and improvising the organizational behavior. This manuscript is a discovery of particular leadership style which is been practiced by prominent corporate leaders knowingly or unknowingly and has made a tremendous escalation in their respective organization. Terminology LIM abbreviates Leadership in Management. Theory of LIM Law is constituted and tested herewith with solid illustrations in the section Illustrative Paradigm. Adding to spectrum of numerous management theories, this Theory of LIM Law is an extension of Contingency theory which insists that every leadership style is situation based. Few leaders drive the organization with leniency, few with audacity. Ultimate aim is to direct the team towards triumph. Theory of LIM Law depicts a style whereby the leader dominates and leads with efficiency for best results. Disclosure is admitted that this cannot be considered as universal theory for success, but this can be one strong force of behavior to drive the organization. Several other theories are discussed under Literature Review section hereby merely for the purpose of recapping the existing theories and not for comparing those with LIM Law. The term ‘Law’ is titled as those leaders who practiced this style so far has spread it as organizational law. This manuscript thus is an attempt to submit a new theory which is been practiced severely by few leaders and ironically it’s not yet titled. Hereby Theory of LIM Law is submitted after full scrutiny, analysis and experimentation.</p> <p><b>Keywords: Leadership, Leadership Theory, Management, Organizational Law</b></p>
<p><b>Sonny Choy Yip Hong</b>  <b>GICICTEL1717062</b></p>	<p style="text-align: center;"><b>Title: Starting with a Hunch. Learning Journeys of Design Students Toward Relevant Design Solutions. How Teaching Staff Support and Scaffold Student Learning in Capstone Projects.</b></p> <p style="text-align: center;"><b>Choy Yip Hong, Sonny</b>  <b>Department of Design, Faculty of Design and Environment, Technological and Higher Education Institute of Hong Kong, Hong Kong.</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Designers’ keen sense of observation is the spark that often proceeds a journey of research, learning and problem-solving. That is the design process. We like to think that we are in control of this journey. However, this discovery process throws up surprises and unexpected hurdles. Seasoned designers rely on their accrued experience and professional knowledge to stay open, streamline their process and meet the clients’ deadlines.</p> <p>That sensitivity and curiosity coupled with a strong determination allows designers to frame problems in a new light and materialize novel solutions. In Product Design education, final year students react quite differently when presented with such an imposing task at beginning of semester. They’re asked</p>

	<p>to find a product opportunity gap, and to deliver a high quality solution to fill it. Sounds simple! Lacking the experience and years of knowhow gained in professional practice, they are instead intimidated and frightened. They wonder if they can discover a worthy design opportunity, let alone create a stunning and elegant design solution to it!</p> <p>This paper explores three designed artifacts and the learning experiences of each creator. As final year, students, they aim to create products that make the world a better place. With their ideals, they courageously forge ahead into some familiar but also uncharted waters. Armed with design research skills, processes, collaboration partners, and earlier project skills, they compose their projects based on an initial ‘hunch’, and then build context, create relevance, address constraints and satisfy needs as part of fleshing out an elegant solution. The paper also highlights how teaching staff play a role of professional as well as moral support to students at different stages throughout their learning. Ways of scaffolding students’ learning are explored as well as examining how campus resources play a vital part in the delivery of finished design prototypes. Projects examined in this paper all feature solutions that handle topical societal issues in well considered, intelligent and appropriate ways. They address the social, cultural, functional, technological and technical aspects of these issues and provides rich contextual basis that modern product design strives for.</p> <p><b>Keywords: Design Education, Scaffolding, Learning Journey.</b></p>
<p><b>Sudhir Kumar Jha</b> GICICTEL1717066</p>	<p><b>Team Leadership Practices in Private Schools of Nepal: An Ethnographic Study</b></p> <p style="text-align: center;"><b>Sudhir Kumar Jha</b> PhD Candidate , Kathmandu University of Nepal, Kathmandu ,Nepal</p> <p style="text-align: center;"><b>Shree Krishna Wagle</b> PhD Candidate , NORHED Rupantaran Project, Kathmandu University of Nepal, Kathmandu, Nepal</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Teams are central to organizational success; and therefore, studies on unique interplay between teams and leadership processes is of higher value. However, only little research is conducted on a team approach, such as team leadership in educational leadership studies. Addressing the gap, this study offers an ethnographical perspective of team leadership, observing and speaking to school founders, principals, administrators, faculty in-charges, and teachers of three institutional schools of Nepal, located in Kathmandu valley. Through an inductive qualitative data analysis, working on observational and storied field texts, together with autobiographical self-reflection, the study explored team leadership practices under three different themes. They were (i) forming (ii) functioning and (iii) sustaining the team. The study found that team leadership was the most fundamental indicators of effective functioning of schools. However, as organization begins to grow, it encounters numerous challenges that arise from team climate and organizational/ environmental contexts. To sustain the team was much challenging. Therefore, impactful leader-team interactions were the most.</p> <p><b>Key words: Team leadership, ethnography, forming, functioning, sustaining</b></p>
<p><b>Leonardo Veliz, Ph.D</b> GICICTEL1717067</p>	<p><b>An interrogation of the role of critical thinking in English language pedagogy in Chile</b></p> <p style="text-align: center;"><b>Leonardo Veliz, Ph.D</b></p>

	<p style="text-align: center;"><b>Deakin University, Australia</b></p> <p style="text-align: center;"><b>Mauricio Veliz, EdD</b> <b>Universidad Católica Silva Henríquez</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present study aims to critically examine and interrogate the role of Critical Thinking (CT) in English language education in Chile through the analysis of university lecturers' and postgraduate students' perceptions and understandings of CT in relation to their academic trajectories through university. Five postgraduate students and five teacher educators from three different Masters of Teaching English as a Foreign Language (MTEFL) programs consented to participate in the research. Informed by a qualitative paradigm, semi-structured interviews were conducted aimed mainly at (1) unpacking teachers educators' and students' understandings of CT; (2) understanding learners' views of the centrality and challenges of critical thinking to their English teacher education training; (3) examining teacher educators' dealings with CT in their pedagogies; and (4) identifying students' preparedness to approach reading and writing critically, as viewed by students and teacher. Analysis of responses revealed, on the one hand, students' recognition of CT skills as necessary to succeed in academic life and, on the other, great concerns for the merely tacit mention or teaching of these skills in teacher education courses. Teachers' responses generally showed an increasing interest in trying to incorporate the teaching of CT skills in their pedagogies, but admitted to an overall lack of systematicity in the implementation process. The paper concludes with critical questions about the perceived pedagogical mismatches between teachers' and students' perceptions of the role of CT in their academic journeys, and about the role of Chilean teacher education programs in addressing these issues.</p> <p><b>Key words:</b> critical thinking, English teaching in Chile, students' perceptions, teacher educators' perceptions</p>
<p style="text-align: center;"><b>N. P. Mahwasane</b> <b>GICICTEL1717068</b></p>	<p style="text-align: center;"><b>Children As Readers And Information Users In Various Contexts: A Mini Review</b></p> <p style="text-align: center;"><b>N. P. Mahwasane</b> <b>University of Venda, South Africa</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Children have the right to current, relevant and timely information. They need this information in order to solve problems, make decisions and to succeed in their schoolwork. The aim of this paper is to provide an overview of children as readers and information users in various contexts. The paper further examines factors influencing rural children's needs and user behaviour as well as their reading and information needs. Recommendations are made based on literature that learners should be encouraged to read more widely than narrow topics of school tasks. They should be trained in different techniques and effective ways of searching for information.</p> <p><b>Keywords:</b> Information Literacy Skills. Information Needs. Reading. Rural Schools. School Library Services</p>
<p style="text-align: center;"><b>Sr. Farrah Partol</b> <b>GICICTEL1717072</b></p>	<p style="text-align: center;"><b>Vocabulary Competence And Comprehension Level Of The Grade 10 Students At Mamplasan National High School</b></p>



	<p style="text-align: center;"><b>Sr. Farrah Partol</b>                  College Of Education, University Of Perpetual Help System Laguna, Binan                  City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study is a descriptive-correlation research aimed to scrutinize the vocabulary competence and comprehension level of the grade 10 students at Mamplasan National High School. The definitive intention of the study was to determine the relationship between the respondents' vocabulary competence and comprehension level where fifty five (55) students from the 10th grade answered the survey questionnaire covering three (3) parts; their profile, vocabulary test, and comprehension test focused on the literal, inferential, appreciative, and evaluative level, upon the approval on the permission of the school principal.</p> <p>Subsequent to the positive response of the said respondents, the information were tallied, tabulated, and statistically treated that guides the study to the finding that the vocabulary competence and comprehension in which the literal level got the Pearson r of 0.118 and p-value of 0.394, the appreciative level with the Pearson r of 0.139 and p-value of 0.317, and lastly, evaluative level with the Pearson r of 0.013 and p-value of 0.925 were all not significant. While the vocabulary competence and the comprehension of the respondents in inferential level gained the Pearson r of 0.315 and p-value of 0.020 and was found out to be significant.</p> <p>Behind the interpretation and findings of the study, the research has lead to the conclusion that vocabulary competence has no relationship with the literal, appreciative, and evaluative level of comprehension and conversely accepting the fact that vocabulary competence has a significant relationship with inferential level of comprehension.</p>
<p style="text-align: center;"><b>Eze Hyacinth</b>                  GICICTEL1717075</p>	<p style="text-align: center;"><b>Self-Concept, a Determinant to Successes in Maths Achievement in Secondary Schools, in Nkanu East Local Government Area of Enugu State.</b></p> <p style="text-align: center;"><b>Eze Hyacinth</b>                  Enugu State College Of Education(Technical), Enugu State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study investigated the self-concept as determinant of rural students' achievement in maths in secondary schools in Enugu State. A descriptive survey method was adopted. The targeted population was 14,800 students in Nkanu East L.G.A of Enugu State. Stratified simple random technique was used. The sample size of 320. One research question and one hypothesis guided the study. The questionnaire adopted the modified Likert four point scale. One lecturer in the Department of psychology and one lecturer in Measurement and Evaluation validated the instrument. Using 100 students from Nike Grammar school, the reliability coefficient was determined using Cronbach's Alpha Technique which yielded 0.89. The hypothesis was formulated and tested with one way ANOVA and Minitab software techniques at 0.05 level of significance and 14 degree of freedom. The findings showed that self-concept to a high extent have significant effect/determinant in students 'achievement in Nkanu rural sec schools in Enugu State, Nigeria.</p>

 <p><b>Dian Riani</b> GICICTEL1717076</p>	<p><b>Students' Speaking Ability In Telling Their Daily Activities At Smpn 14 Padang</b></p> <p><b>Dian Riani</b> Department of English, Faculty of Languages and Arts State University of Jakarta</p> <p><b>Abstract</b> The aim of this study was to describe the speaking ability of the first grade students at SMPN 14 Padang in telling their daily activities. The design of this study was descriptive method. Cluster random sampling was used to select the sample. The total number of sample was 62 students'. The data were collected through speaking test. The data was measured by considering five components of speaking. Based on the findings of this study, students speaking ability were low. The findings were proved by the evidence that 85.49% of them cannot tell their daily activities orally. Based on the findings, this study was suggested for English teachers to consider the five components of speaking when measuring students' speaking ability and English teachers were suggested to provide more practices for those components of speaking. The students were suggested to do more practices and improve their comprehension about material especially in speaking. <b>Keyword: Analysis, Ability, Speaking, Component.</b></p>
<p><b>Aulia Wulandari</b> GICICTEL1717078</p>	<p><b>Correlation between Students' Self-Confidence and Speaking Skills in Public Speaking Subject in English Education Study Program at State University of Jakarta</b></p> <p><b>Aulia Wulandari</b> Department of English, Faculty of Languages and Arts State University of Jakarta</p> <p><b>Abstract</b> The aim of this article is to find out the correlation between students' self-confidence and speaking skills in public speaking subject in English Education Study Program at UNJ. This study employs correlation method by using Pearson Product Moment to find the coefficient correlation. The data gathered by using two different tools including survey; self-confidence questionnaire which adopted from Sander and Sanders, and students' public speaking score. The results revealed that there is strong relation in students' self-confidence and speaking skills.</p>
<p><b>Engin Tamer Sen</b> GICICTEL1717080</p>	<p><b>Evaluation Of Open Higher Education On The Basis Of Applied Programs In Turkey</b></p> <p><b>Engin Tamer Sen</b> Open Education Faculty, Anadolu University</p> <p><b>Dr.Kamil Cekerol</b> Open Education Faculty, Anadolu University</p> <p><b>Abstract</b> In developmental process of open and distance education, formation of open or similar universities has been an important milestone in the development of open and distance education. Although open universities have common</p>

	<p>characteristics in terms of providing low-cost education for a large number of students, they still have their own features within their higher education systems and are influenced by the current national academic culture, practices, demand for higher education and legal regulations.</p> <p>These universities, also called mega universities, have contributed significantly to the development of higher education on a national basis in many countries. In Turkey too, three higher education institutions also play an important role in higher education with their scale and applications. Besides Anadolu University, which is the only institution in Turkey for many years, Istanbul and Atatürk Universities also took place as institutions that teach by open education method since 2011. The aim of this study is to evaluate associate degree and undergraduate programs and developments applied by these universities. For this purpose, the place of undergraduate and undergraduate programs offered in those three universities in all university programs, the practices of three higher education institutions at the distinction of associate degree and undergraduate programs, quota restrictions and enrollment numbers in programs and program diversity has been evaluated and the progress interpreted.</p> <p><b>Keywords: Open Education Programs, Open Education in Turkey</b></p>
<p><b>Prof. Dr. Gülsen Serap Çekerol</b> <b>GICICTEL1717081</b></p>	<p><b>Distance Graduate Education in Turkey and Student Opinions</b></p> <p><b>Assoc. Prof. Dr. Gülsen Serap Çekerol</b> <b>Department of Distance Education, Anadolu University, Eskisehir, Turkey</b></p> <p><b>Abstract</b></p> <p>Nowadays, many undergraduates want to specialize in their own field or outside of their own field and aim to do a master's degree for this purpose. However, working graduates are not able to fulfill their wishes due to reasons such as the overlap of class hours with the working hours or due to long distance between work and school, and some others who enroll a program leave their studies. Some other graduates cannot do graduate degree because of the program they want to enroll is in another town or lack of foreign language skills. A distance graduate program eliminates the time and distance constraints for the working graduates who suffer certain constraints to achieve their goals.</p> <p>In this study, it was tried to get the opinions of the students who were registered in the any program at the distance master's level on the distance graduate education. A questionnaire form prepared for this purpose was delivered to the students by means of social media. The information obtained from the survey results and the internet was evaluated in the findings and conclusion parts and reflected to the research.</p> <p><b>Key Words: Distance Education, Distance Graduate Education, Student Opinions, Survey</b></p> <p><b>Quantitative Analysis of Distance Graduate Education in Turkey</b></p> <p><b>Assoc. Prof. Dr. Gülsen Serap ÇEKEROL</b> <b>Department of Distance Education, Anadolu University, Eskisehir, Turkey</b></p> <p><b>Abstract</b></p> <p>The basis of distance education in Turkey is based on 1950s but the right to give distance higher education has been given to Anadolu University in 1982 with the law numbered 2547.</p>

	<p>Anadolu University began to receive students' departments of Economics and Business Administration undergraduate programs of Open Education Faculty for the academic year 1982-1983 and the open education system reached more than a million students over the years. Anadolu University has become a mega university thanks to the open education faculty which is the role model of the distance education system in Turkey. In the following years, the distance education system, also adopted by other universities, with the dissemination of information Technologies, has become a system in which associate degree, undergraduate and graduate educations are also given.</p> <p>In this study, which universities in Turkey and what kind of graduate programs are involved are examined. The data was generated by scanning the current web pages of the higher education institutions in Turkey and according to university and the number of programs was classified. It has been attempted to reveal the general tendency with the numerical data in distance graduate education. The study presents suggestions for the development of programs, while pointing out the point where distance graduate education in Turkey is. It was aimed that the findings obtained after the study would be a guideline for researchers and developers.</p> <p><b>Key Words:</b> Distance learning programs, Distance education</p>
<p><b>Assoc.Prof.Dr.Kamil Cekerol</b> <b>GICICTEL1717082</b></p>	<p><b>Evaluation Of Distance Higher Education Practices On The Basis Of The Development Of Associate Degree And Undergraduate Programs In Turkey</b></p> <p><b>Assoc. Prof .Dr. Kamil Cekerol</b> <b>Open Education Faculty, Anadolu University</b></p> <p><b>Abstract</b></p> <p>Since the beginning of 2000, the number of higher education institutions offering open and distance education in Turkey has started to increase and many universities have begun to pursue associate degree and undergraduate education by open and distance education method. After the legislative arrangements made, open education and distance education are accepted as two different forms of education. Many higher education institutions that meet the required criteria enter into the field of "distance education" by opening programs in this direction but three universities among them offer "open education" where more emphasis on mass teaching is being done.</p> <p>Many higher education institutions continue to enter into the field of distance education in Turkey due to developing technology, adaptation of legislation, current demand, transfer of education accumulation to the field of distance education and acquiring new students. The development of the ongoing distance learning field, which is more than 10 years in duration, is assessed on the basis of programs in this study. Accordingly, in this study, the place of distance education programs among all the other university programs, the applications of higher education institutions in the distinction between associate degree and undergraduate degree programs, the quota restrictions on the programs and the number of enrollments and the program diversity were evaluated and the progress was interpreted.</p> <p><b>Keywords:</b> Distance Education Programs, Distance Education in Turkey</p>
<p><b>Andrea Sofia Catangay</b> <b>GICICTEL1717083</b></p>	<p><b>Age as a Factor That Affects English Language Proficiency of Senior High School Students of Polytechnic University of the Philippines</b></p> <p><b>Andrea Sofia S.D. Catangay</b> <b>Polytechnic University of the Philippines, College of Education, Sta. Mesa</b></p>

	<p style="text-align: center;"><b>Manila</b></p> <p style="text-align: center;"><b>Shaira Lea Joy S. Beleña</b>  <b>Polytechnic University of the Philippines, College of Education, Sta. Mesa</b>  <b>Manila</b></p> <p style="text-align: center;"><b>Kiara Mikaela D.C. Dela Cruz</b>  <b>Polytechnic University of the Philippines, College of Education, Sta. Mesa</b>  <b>Manila</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The main objective of the study is to find out if Age is a factor that affects English Language Proficiency of the Senior High School Students. The study was conducted in Polytechnic University of the Philippines. The study utilized the Descriptive Quantitative Research. Using Lenneberg’s Critical Period Hypothesis (CPH) which states that there is a critical age period when language learning is ideal and that if the learning do not take place before a certain age, it will be hard for the learner to acquire the language. A four-point scale with verbal interpretation is used by the researchers to evaluate the scores of the respondents. There are 4 or 40.00 percent of 17 year olds who got a score of 16-20 which is Very Good. The majority of 17-year-old respondents obtained the highest score in the Pre-Test and ranks First. There are 6 or 60.00 percent of 17 year olds who got a score of 16-20 which is Very Good. This implies that the majority of 17-year-old respondents obtained the highest score in the Post-Test and ranks First. Overall, Age is not a factor of English Language Proficiency of Senior High School Students in the Polytechnic University of the Philippines.  <b>Keywords:</b> Language Proficiency, Age, Critical Period Hypothesis (CPH), Lenneberg, Verbal Interpretation, Pre-Post Test</p>
<p><b>Matodzi Nancy Lambani</b>  <b>GICICTEL1717086</b></p>	<p style="text-align: center;"><b>English Teaching Strategies for English First Additional Language (FAL/L2)</b>  <b>Matodzi Nancy Lambani</b>  <b>Department of English, University of Venda, P/Bag X5050, Thohoyandou 0950</b>  <b>E-mail: Matodzi.Lambani@univen.ac.za</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper seeks to expound some useful English teaching strategies for learners in English Senior Phase classrooms. At this level, most learners in South Africa are on the verge of moving to high school where they would be taught all subjects through the medium of English, except for their first language. It is therefore crucial that teachers, especially English teachers, use strategies that will enhance the understanding of English concepts by learners. In most cases, teachers are unable to employ relevant teaching strategies, due to a lack of knowledge or an inability to utilise these effectively. The selected strategies explicated in this paper are intended to assist teachers not to only focus on one particular teaching method, which at times may be ineffective, but to explore a variety of strategies which could be useful for learners. As the English language is regarded as of prime importance in South Africa – indeed, serving as the country’s lingua franca -- its mastery is beneficial in many respects. Hence, the need for relevant strategies to be employed by teachers at the Senior Phase school level.  <b>Keywords:</b> mixed approach, memorisation, code-switching, code-mixing, scaffolding, journal writing.</p>
<p><b>Dr. Elelwani Ramaite-</b></p>	<p><b>Strategies for Life-Long Teaching and Learning, as well Consciousness-Raising:</b></p>

<p><b>Mafadza</b>  <b>GICICTEL1717087</b></p>	<p><b>A Case of Rural Vhavenda Women of Vhembe, South Africa</b></p> <p><b>Dr. Elelwani Ramaite-Mafadza</b>  <b>Researcher and Lecturer University of Venda</b>  <b>South Africa</b></p> <p><b>Abstract</b></p> <p>This paper examines indigenous protest music performed by Vhavenda semi-literate and illiterate women, some of whom are employed as service workers in institutions of higher learning and government offices in the Vhembe District Municipality, Limpopo Province, in South Africa. Its purpose is to examine gender issues, women's rights, in relation to tshigombela and malende protest lyrics, and to explore their role, relevance and impact. This paper also explores the significance of sociolinguistic aspect of the lyrics of the women's indigenous protest music in interrogating culture, and Vhavenda culture in particular. In this study a triangulation of several research methods has been employed. These are a combination of the qualitative methods, namely interviews and focus groups, as well as the quantitative method, which include content analysis of protest lyrics, the participants' conversations, and their life story narratives. Moreover, consciousness-raising, whose aim is to validate women's subjective experiences, as women and as people, is a goal as well as a 'methodological tool', as it has a major role in changing social inequality, and it begins with the standpoints and experiences of women. The protest songs that the rural women perform could serve other purposes such as teaching rural communities strategies of survival among poverty-stricken communities.</p>
<p><b>Dr Yuchun Zhou</b>  <b>GICICTEL1717088</b></p>	<p><b>Blended Teaching for Research Methods and Statistics Courses</b></p> <p><b>Dr Yuchun Zhou</b>  <b>Department of Educational Studies, College of Education, Ohio University</b></p> <p><b>Abstract</b></p> <p>A solid understanding of statistics and research methods is essential for all graduate students in education, social sciences, and psychology. However, effective teaching in statistics and research methods is challenging because students are less likely to enjoy these courses. The author of this paper argued that blended teaching should work as an alternative to traditional face-to-face teaching, including (1) conceptual lectures in class and hands-on activities out of class, (2) lab work online by group with peer support, (3) project-based course design. At the end of this paper, instructor's self-reflection and students' feedback on blended teaching were reported. This paper is of interest to both faculty and students who are teaching and learning statistics.</p>
 <p><b>Yuniar Auliawati</b></p>	<p><b>Effect Of Family Ethnicity And Socio Economic Status (Ses) To Parental Involvement In Indonesia</b></p> <p><b>Yuniar Auliawati</b>  <b>Kyunghee University, South Korea</b></p> <p><b>Abstract</b></p> <p>The impact of parental involvement on preschool student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms. The purpose of this study to examine the effect of family ethnicity and</p>

<b>GICICTEL1717091</b>	<p>socio economic status to parental involvement in Indonesia T-test used to answer the research question : Does parental involvement differ as functions of family's SES and ethnicity? And multiple regression analysis how the combined effects of family's SES and ethnicity on parental involvement in Indonesia?.</p> <p>Teachers recognize the benefits of including parents, but consistently complain that parents do not assist in their children's education. Future research needed to clarify the qualities and types of interactions that occur between young children and their parents, teachers, and peers.</p> <p><b>Keyword : SES, Ethnic, Parental Involvement</b></p>
<b>Kanokwan Darboth GICICTEL1717092</b>	<p style="text-align: center;"><b>A Study Of English Listening - Speaking Ability And Attitudes Towards Learning English Of Rajamangala University Students Of Technology Thanyaburi Using The Genre-Based Approach (News Report Genre Features)</b></p> <p style="text-align: center;"><b>Kanokwan Darboth Rajamangala University of Technology Thanyaburi, Thailand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purposes of this research were to study English listening - speaking ability and attitudes towards learning English of the first year students majoring English for Communication at the Faculty of Liberal Arts at Rajamangala University of Technology Thanyaburi using Genre - Based Approach (News Report Genre Features).</p> <p>The samples used in this research were 35 first year students majoring English for Communication at the Faculty of Liberal Arts at Rajamangala University of Technology Thanyaburi. They were selected by Simple Random Assignment into the experimental group.</p> <p>The instruments used in this research were 5 lesson plans using Genre - Based Approach (News Report Genre Features), English listening ability test, English speaking ability evaluation form, and questionnaires on attitudes towards learning English. The data were statistically analyzed by arithmetic mean, standard deviation, and t-test for Dependent Samples.</p> <p>The results of the research showed that:</p> <ol style="list-style-type: none"> <li>1. English listening-speaking ability of the first year students majoring English for Communication at the Faculty of Liberal Arts at Rajamangala University of Technology Thanyaburi using Genre-Based Approach (News Report Genre Features) after the experiment was significantly higher than before the experiment at the .01 level.</li> <li>2. Attitudes towards learning English of the first year students majoring English for Communication at the Faculty of Liberal Arts at Rajamangala University of Technology Thanyaburi using Genre-Based Approach (News Report Genre Features) after the experiment was significantly higher than before the experiment at the .01 level.</li> </ol>
<b>Kyung-A Kwon GICICTEL1717093</b>	<p style="text-align: center;"><b>Analysis on the Relationship of Admission factors and Performance of the Selected Students in a Gifted Education Program</b></p> <p style="text-align: center;"><b>Kyung-A Kwon Korea Advanced Institute of Science and Technology</b></p> <p style="text-align: center;"><b>Minjeong Baek Korea Advanced Institute of Science and Technology</b></p>

	<p style="text-align: center;"><b>Minseo Park</b>  <b>Korea Advanced Institute of Science and Technology</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to explore the relationship of the admission factors and the selected students' performance. The data of 101 students selected in G center for gifted education in Korea which offers one-year program for the selected gifted students was analyzed. Admission factors of G center were composed of three categories: application document review, individual interview, and essay evaluation. The performance of the selected students was observed and evaluated by two mentor teachers who have taught the students for one semester and has six categories; Expertise and Understanding, Connecting core concept with real world, Creativity, Passion, Communication, and Leadership &amp; collaboration. The relationship of the admission factors and the students' performance was analyzed using SPSS 21.0. The results of this study were as follows. The relationship of the admission factors and the students' performance is different from the students' grade. The higher correlation shows in 8th and 9th grade than others; the higher score in admission factors, the higher performance after entering the program. On the other hands, there is no correlation between the scores of admission factors and the performance in 6th grade. This result suggests that the diverse selection approaches for the gifted education programs at elementary school. With regard to selection and education for the gifted it is necessary to consider admission factors delicately.</p> <p><b>Keywords:</b> Gifted Education, Admission Factors, Selection of gifted students, Performance of the selected students</p>
<p><b>Kevin Ryan O. Pangan</b>  <b>GICICTEL1717054</b></p>	<p style="text-align: center;"><b>Student's Motivation Towards Science Learning (Smts) Of Stem Students Of University Of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Albalate, Andre R.</b>  <b>Senior High School Student, University of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Larcia, Harris Daniel S.</b>  <b>Senior High School Student, University of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Jaen, Josh Angelo R.</b>  <b>Senior High School Student, University of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Pangan, Kevin Ryan O.</b>  <b>Senior High School Student, University of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Garing, Alphie G.</b>  <b>Senior High School Student, University of Batangas, Lipa City</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study is to identify the factors of motivation of STEM (Science, Technology, Engineering, and Mathematics) students in University of Batangas, Lipa City (UBLIC). The respondents are grade 11 students who are enrolled at the university during the Academic Year 2016-2017. The researchers assess 111 students across four (4) section of STEM. As an instrument, the researchers use the SMTSL (Students Motivation Towards Science Learning) survey questionnaire by Tuan, Chin, &amp; Shieh (2005) which is composed of</p>



	<p>questionnaires which is divided into six (6) domains of motivation namely, self-efficacy, active learning strategies, science learning value, performance goal, achievement goal and learning environment stimulation. Results showed that achievement goal ranked first (1st) among the six (6) domains. This implies that students feel satisfaction as they increase their competence and achievement during science learning. On the other hand, the data recognizes the performance goal as the least factor. Moreover, this indicates that students do not agree nor disagree whether their goals towards science learning are to compete with other or get attention from the teacher. Based on these findings, it is recommended that UBLC considers factors of motivation in implementing science related programs. This research will not only help students in understanding their motivation but will also help the institution to promote a better environment for learning.</p> <p><b>Keywords: Science, Motivation, STEM</b></p>
<p><b>Dr. Mauricio Véliz-Campos</b> GICICTEL1717056</p>	<p style="text-align: center;"><b>Writing Portfolios As A Strategy To Lower Test-Related Anxiety In 6th Graders</b></p> <p style="text-align: center;"><b>Dr. Mauricio Véliz-Campos</b> Foundation Studies and School of English, Universidad Católica Silva Henríquez</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to identify whether 6th graders' levels of test anxiety can possibly be reduced with the use of writing portfolios. For this purpose, a quasi-experiment took place at a private school in Santiago, Chile. A pre-test was applied to 26 students in order to determine the levels of test anxiety. After that, an intervention using writing portfolios over a four-week period took place, and finally, a posttest was used to see if the intervention had helped reduce the levels of test anxiety. Data showed that writing portfolios did help in the reduction of this kind of anxiety. The results of this study were analyzed with the use of descriptive statistics and such results turned out to be statistically significant. Moreover, the intervention helped to provide learners with greater confidence in EFL. The use of a focus group interview provided a deeper insight on the learners' opinions and corroborated the results.</p> <p><b>Key words: test anxiety, writing portfolios, assessment in EFL.</b></p>
<p><b>Nykoll Pinilla</b> GICICTEL1717059</p>	<p style="text-align: center;"><b>Language Policy Planning as a political tool of social stratification: the case of Paraguay.</b></p> <p style="text-align: center;"><b>Nykoll Pinilla</b> School of Languages and Cultures, Faculty of Humanities and Social Sciences.,The University of Queensland. ,Brisbane, Australia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present essay aims to characterise Language Policy and Planning (LPP) in Paraguay as the motor, catalysed by political interests, of society stratification. To accomplish this objective first, the concept of LPP will be defined to provide a clear view of its further relationship with politics. Second, the relationship between LLP and politics in Paraguay will be exposed, as well as the effects that this relation may cause in society structure. Thirdly, LPP in Paraguay in its early and modern state will be analysed and characterised as a political speech and practice for society stratification. Finally, main ideas will be addressed in the conclusion.</p>

**Alfredo Bautista**  
**GICICTEL1717064**

**What Do Music Teachers Notice in Exemplary Video Clips? Classroom Videos as a Teacher Learning Tool**

**Alfredo Bautista**  
National Institute of Education, Nanyang Technological University  
Nanyang Walk, Singapore

**Joanne Wong**  
National Institute of Education, Nanyang Technological University  
Nanyang Walk, Singapore

**Clarence Tan**  
National Institute of Education, Nanyang Technological University  
Nanyang Walk, Singapore

**Siew-Ling Chua**  
Singapore Teacher Academy for the Arts, Ministry of Education  
Malan Road, Singapore

**Hui-Ping Ho**  
Singapore Teacher Academy for the Arts, Ministry of Education  
Malan Road, Singapore

**Abstract**

Using classroom videos to foster teacher learning has been common practice for more than two decades in mathematics, science, and literacy education, areas in which a wealth of video-related research studies have been conducted. In contrast, the use of video has been dramatically lower in music education, where research efforts have been sporadic and relatively unsystematic. Mainstream research on video-mediated teacher learning indicates that analyzing classroom videos contributes to enhance teachers' noticing of salient aspects of instructional practice (e.g., curriculum and pedagogy, quality of teacher-student interactions, student thinking) and supports teachers' learning and application of new instructional strategies. Research has also shown that while video clips provide a common context for observing and reflecting upon instruction, teachers tend to focus on different aspects of classroom situations depending on several individual factors (e.g., specialization level, amount of teaching experience, education level/s taught by the teacher). The goal of this study was to compare the aspects that music teachers with different levels of specialization in music education (specialists vs. non-specialists) notice when analyzing video clips. The study was conducted within the scope of a development project aimed to design video-based learning resources for Singapore music teachers. During the evaluation phase of the development, we conducted six focus group discussions with 22 teachers (14 music specialists and 8 non-specialists). Participants were shown a 10-minute classroom video clip, which music education experts characterized as exemplary from the points of view of curriculum content, pedagogy, and management. After watching the clip, the teachers were asked to a) list five aspects that they found interesting and b) select the most interesting aspect and explain the reasons for their interest. Findings suggest that music specialists and non-specialists focused on aspects with different complexity levels. While the former listed aspects that interrelated various elements and/or processes (typically pertaining to

	<p>curriculum objectives, pedagogical moves, quality of teacher-student interactions, lesson materials and activities), the latter listed aspects where elements were described in isolation (primarily musical concepts, lesson sections, or classroom management actions). Additionally, findings show that music specialists described what they noticed using high level of specificity, referring to specific events captured in the video clips, whereas non-specialists tended to provide broad descriptions, without reference to concrete evidence. Similar trends were observed in teachers' justifications for the most relevant aspect they noticed. We conclude that music teachers' noticing skills seem to be associated to their level of specialization in music education. Different lenses may be adopted when watching and analyzing classroom video clips, which might coincide (or not) with the intent with which the video was developed. Providers of video-based professional development should be mindful of these differences to better scaffold teachers' learning through videos.</p> <p><b>Keyword: Classroom Videos, Teacher Learning, Music Education, Noticing, Specialization.</b></p>
<p style="text-align: center;"><b>Luke Mawer</b>  <b>GICICTEL1717065</b></p>	<p style="text-align: center;"><b>Higher-Education Teachers' And Students' Beliefs On Technology Use In The Classroom</b></p> <p style="text-align: center;"><b>Luke Mawer</b>  <b>The University of Leeds, U.K / The Higher Colleges of Technology, U.A.E</b>  <b>United Kingdom</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Current polices and recent pedagogical trends have steered the field of education towards a more technological approach to teaching practice and content delivery. With over forty per cent of the world's population now considered to be online, Information and Communication Technology (ICT) has become omnipresent in modern society. However, it has been argued that ICT has failed to reach the same levels of pervasiveness in language teaching that it has achieved in other aspects of education, business and everyday life. It is hypothesised that while language teaching across the globe is continually adapting to digital advancements, teachers' and students' beliefs are acting as barriers to the use of technology enhanced language learning. The aim of this paper is to examine the perceptions and experiences of in-service teachers and current students in relation to the use of technology in the language classroom. This investigation of practicing teacher's cognitions and their implementation of technology will add to a growing body of research into teacher cognition, technology use and additionally will be of benefit to teacher development programs. By analysing the students' and teacher's views, the aim is to gain insight into the best practice of using technology in the classroom. Furthermore, by comparing and contrasting the views of teachers and students, this research intends to address any gaps or mismatches in teacher/technology role perception, adding to the body of knowledge that can aid in teacher training and development. Through this paper the study will seek to understand if and how students find it beneficial learning a with technology, investigate the barriers that students' and teachers' beliefs may pose, in addition to examining how teachers employ language teaching methods utilising technology that are perceived as being beneficial in the classroom.</p> <p><b>Keywords: Teacher Cognition, Teacher Beliefs, Student Beliefs, Technology Enhanced Language Learning.</b></p>
	<p style="text-align: center;"><b>Mixed mode delivery of introductory economics</b></p>



**Tommy Soesmanto**  
GICICTEL1717084

**Tommy Soesmanto**  
Department of Accounting, Finance and Economics Griffith Business School  
Griffith University Queensland, Australia

**Abstract**

Recent development in the tertiary education sector, both in Australia and worldwide, showed an increasing delivery of courses in the dual mode system. In such system, students have the option, as well as the flexibility, to undertake the same course in a face to face environment and/or an online environment. In trimester 1 2017, the Griffith Business School introduced a refinement of its dual mode delivery of courses using the so-called mixed mode system. This refinement aims to provide the different groups of students with a more equitable, engaging and interactive learning environment. One key strategy utilized in the mixed mode delivery is the replacement of the face to face recorded lectures with the use of high quality studio mini lecture recording. In addition students get an extended hour of workshop which they can choose to participate either in a face to face class or an online class. In this paper, we will share our journey in developing and delivering our introductory economics course under the mixed mode system. Opportunities and challenges of the implementation of the mixed mode system in our course will be thoroughly discussed. Moreover, evidence obtained from student evaluation of course and teaching will be presented to give feedback on how effective the delivery of the course under such system has been.

**Keywords:** Mixed Mode, Online Teaching, Introductory Economics, Student Evaluation

**Ekojono**  
GICICTEL1717089

**Computer Based Teaching Learning Using Non Traditional Control System Simulation in Electronics Vocational Education Course Using Arduino Uno and Spreadsheet**

**Ekojono**  
Information Technology Department

**Andriani Parastiwi**  
Information Technology Department

**Cahya Rahmad**  
Electronics Technology Department, Politeknik Negeri Malang, Malang,  
Indonesia

**Anugrah Nur Rahmanto**  
Electronics Technology Department, Politeknik Negeri Malang, Malang,  
Indonesia

**Abstract**

This paper discussed the use of computer based teaching learning using non-traditional control system in Electronics Vocational Education Course by developing of control system model simulation using Arduino Uno as controller and spreadsheet as simulation software. This study resulted in training kit of control system simulation software applications which is low cost, light, and easy to operate and suitable for students in control system course of electronics engineering education. To be able to use the software required a short training, this makes it helpful for students in the control system field and also students

	<p>who need to learn the implementation of a control system that wants a light and easy-to-operate simulation software application. Visual simulation is expected to provide simulation results with a view that allows the user to see and feel like doing the practice of creating a control system. Spreadsheet modelling simulation which is easy to operate with computer of minimum specification that can be used by students of Electronics Vocational Education. The proposed simulation along with plant control system generated can be directly used by students and control system engineers. Users can use it with a little training required to operate it.</p> <p>Keywords—electronics, vocational; computer based; simulation; spreadsheet; arduino.</p>
<p><b>Mevlut AYDOGMUS</b> <b>GICICTEL1717097</b></p>	<p><b>Validity and Reliability of Middle School English Lesson Attitude Scale</b></p> <p><b>Mevlut AYDOGMUS</b> Erasmus Coordination Unit, Necmettin Erbakan University, Konya, Turkey</p> <p><b>Abstract</b></p> <p>In this study, it was aimed to develop the "Secondary School English Attitude Scale" to determine the attitudes and affective tendencies of middle school students towards English lessons and to prove the validity and reliability of this scale. Furthermore, based on the psychometric findings of the scale, the attitudes of middle school students towards English lessons were examined in terms of gender and success variables. Data for the study was gathered from 437 students from private and public school students in Konya. According to the findings of exploratory factor analysis of the scale, it is seen that it has a structure composed of one dimension. According to the Cronbach Alpha analysis, the reliability of the scale was found .86. Finally, while there is no significant difference in the attitudes of middle school students towards English language teaching according to their gender status, there are significant differences according to class level. Key Words: Secondary School, English Lesson, Attitude Scale, Gender</p>

## LISTENER

<p><b>Jamaatu Suleman Bako</b> Managing Department, Yaro Mikael African Art Gallery, Accra Ghana <b>GICICTEL1717060</b></p>
<p><b>Shraddha Gupta</b> St. Francis Higher Secondary School, School, Jamnagar, India <b>GICICTEL1717063</b></p>
<p><b>Alexander Driez Kalyango</b> Literacy Projects, African Film &amp; Writers Society (AFWS-Uganda), Kampala, Uganda <b>GICICTEL1717069</b></p>
<p><b>Sekidde Joseph</b> Akwata Empola Literacy Project, African Film &amp; Writers Society (AFWS-Uganda), Kampala, Uganda <b>GICICTEL1717070</b></p>
<p><b>Bony Sendiwala</b></p>

<b>Akwata Empola Literacy Project, African Film &amp; Writers Society (AFWS-Uganda),Kampala, Uganda</b> <b>GICICTEL1717071</b>
<b>Bodil Renlund</b> <b>Swedish as a second language Jarfalla Larcentrum,The Municipality of Jarfalla, Stockholm, Sweden</b> <b>GICICTEL1717073</b>
<b>Thyra Brusewitz</b> <b>Swedish as a second language Jarfalla Larcentrum, The Municipality of Jarfalla, Stockholm, Sweden</b> <b>GICICTEL1717074</b>
<b>Samuel Kwame Kronzu</b> <b>CEO, Yaro Mikael African Art Gallery, Accra Ghana</b> <b>GICICTEL1717079</b>
<b>Demelza Issac</b> <b>Research and Development (Curriculum),Ednovation Schools, Singapore</b> <b>GICICTEL1717090</b>
<b>Bodil Renlund</b> <b>Swedish as a second language Jarfalla Larcentrum, The Municipality of Jarfalla, Stockholm, Sweden</b> <b>GICICTEL1717073</b>
<b>Thyra Brusewitz</b> <b>Swedish as a second language Jarfalla Larcentrum,The Municipality of Jarfalla, Stockholm, Sweden</b> <b>GICICTEL1717074</b>
<b>Philip Mukete Bondongo</b> <b>English Department, Suwanplubpla,Thailand</b> <b>GICICTEL1717095</b>
<b>James Cummings</b> <b>Learning Support, American International School Dhaka, Dhaka, Bangladesh</b> <b>GICICTEL1717096</b>