CONFERENCE PROCEEDINGS

Teaching and Education Research Association

2018 7th International Conference on Teaching, Education & Learning (ICTEL), June 13-14, Singapore

13-14 June 2018

Conference Venue
Nanyang Technological University, Nanyang Executive Centre,
Singapore

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KEYNOTE SPEAKER

Dr. Shuchi Singhal
Associate Professor, International School of Informatics & Management, Jaipur, Rajasthan, India

Dr. Shuchi Singhal is working as an Associate Professor in Accounting & Finance at International School of Informatics & Management, Jaipur. She has 15 years of experience in teaching. She has been a gold medalist and merit holder throughout her academic career. She did graduation and post-graduation in Accounting and Business Statistics, followed by MBA with finance specialization. Thereafter, she qualified UGC-NET and was awarded Ph.D. in Management. She has also completed Post Graduate Diploma in Intellectual Property Rights. She has a wide range of publications in various national and international journals. She has received seven best research paper awards and gold medal in management case writing. She is associated as an Executive Editor of PEOPLE: International Journal of Social Sciences and is the member of Editorial Board of OORJA: A Bi-annual Refereed International Journal of Management & IT. She is the member of the reviewer panel for Pezzottaite Journals, Journal of Business Perspectives and Research published by Sage Publications and International Journal of Business and Management published by Canadian Center of Science and Education. She has attended numerous conferences and presented cases and research papers at national and international level. She has authored a book on Accounting for Management and contributed units in various books. She has given audio-video lectures in Accounting, Financial Management and Research Methodology which are now available on you tube. She has been a key note speaker and resource person for various conferences and workshops. She aspires to serve her best in the areas of teaching, training and research.

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KEYNOTE SPEAKER

Patricia Lorenz
Centre for Modern Languages, Nanyang Technological University, Singapore

Patricia Lorenz studied at the University of Freiburg, Germany, and graduated with an MA (Hons) from the University of Glasgow, Scotland. Thus, she has been teaching Media, Communications, and German as a foreign language for 15 years throughout the Asia Pacific region. She has lectured at Curtin and Murdoch University and is now teaching at Nangyang Technological University (NTU) in Singapore. Currently, Patricia is the head of the German language department in the Centre for Modern Languages. As such she has restructured the German language curriculum around a Learner-as-Partner approach and to incorporate digital technology in the form of eLessons and eAssessments.

PLENARY SPEKAER

Freimut Bodendorf
Institute of Information Systems, University Of Erlangen-Nuremberg, Nuremberg, Germany

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Oluwaseun Oyewole GICICTEL1804051	**Emerging Issues On Teacher And Student Factors As Predictors Of Students Achievement In Graph-Related Concepts In Economics In Ibadan, Nigeria**

Oluwaseun Oyewole
Department of Arts and Social Sciences Education,University of Ibadan,Ibadan, Nigeria

Abstract

The introduction of graph-related concepts into the secondary school Economics curriculum has attracted the interest of Economics educators and researchers. This concern arose from the fact that students' achievement in graph-related concepts in Economics recorded persistence poor performance based on the Chief WAEC (West Africa Examination Council) Examiner's Report. Several studies have explained factors responsible for the students' poor performance in Economics but little or less efforts have been made so far to address graph-related factors that are responsible for poor students' achievement in graph-related concepts in Economics. This need to be addressed because graph has been considered as a major basic economic tool, without which quantitative data in Economics will look unattractive and graph gives meaning to set of quantitative data and it also gives clarity to a set of information presented in data form. As a result of this importance of graph, the researcher combined some graph-related factors that can hinder achievement in graph-related concepts in Economics. Therefore, this study explained the relationship among teacher factors (availability of instructional materials, utilization of instructional materials and teaching strategies) and student factors (student's learning style and quantitative ability) and students' achievement in graph-related concepts in Economics.

The study adopted survey research design of correlational type. A multi-stage sampling technique was used. Five local governments were selected namely, Egbeda, Ibadan North, Ibadan North East, Ibadan South East and Ona-Ara, were randomly selected out of the eleven local governments in Ibadan, Nigeria. Six (6) schools were randomly selected from each local government, making a total of thirty (30) schools that were involved in the study. Fifty (50) students were selected from each school, making a total of one thousand and five hundred (1,500) students involved in the study. The Economics teachers for senior secondary II class were purposively selected for the study based on their availability. Seven instruments were developed and used for the study. They are Students' Achievement Test in Graph-related Concepts in Economics(r=0.76), Quantitative Ability Test (r=0.72), Students Learning styles (r=0.77), Teaching Strategies (r=0.75) and Graph-related Instructional Materials Inventory (r=0.78) and utilization of instructional Materials Scale (r=0.71)

The five variables have a joint positive multiple correlation with student's achievement in graph-related concepts in Economics (R=0.507). The five independent variables also accounted for 25.4% of the variance of student achievement in graph-related concepts in Economics (Adjusted R2=0.254). The findings revealed that quantitative ability (B=0.446; t=21.589; p<0.05), availability of instructional materials (B=0.239; t=4.042; p<0.05) and utilization of instructional materials (B=0.083; t=-2.366; p<0.05) had a significant contribution relative contribution to the student's achievement in graph-related concepts in Economics. However, teaching strategies (B=0.018; t=1.094; p>0.05) and student's learning style (B=0.083; t=-2.366; p<0.05) had no significant relative contribution.

Though, a combination of availability of instructional materials, utilization of instructional materials, teaching strategies, student's learning style

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	and quantitative ability factors proved more effective at predicting student's achievement in graph-related concepts in Economics than when considered separately, quantitative ability, availability of instructional materials and utilization of instructional materials are the most potent factors in explaining student's achievement in graph-related concepts in Economics. Based on these findings, it has been recommended that these factors should be taken into consideration in order to improve student's achievement in graph-related concepts in Economics. Keywords: Availability Of Instructional Materials, Utilization Of Instructional Materials, Teaching Strategies, Student's Learning Style And Quantitative Ability
Ya-Chi Chen **GICICTEL1804053**	**A Study Of The Influence Of Parents Educational Perspectives On EFL Learners Attitude** **Ya-Chi Chen** **National Yunlin University of Science & Technology, Taiwan** **Chuan-Hsiu Hung** **National Yunlin University of Science & Technology, Taiwan** **Abstract** **This study investigated the relationship between parents' perspectives and EFL students' English learning attitude. Fifteen junior high school students participated in a GEPT course for elementary level held in a cram school situated in central Taiwan. They were ranked according to the result of the GEPT mock test. Five of them from the top and another five from the bottom were sifted out to represent the high- and low-achieving students. The chosen participants and their parents were asked to be interviewed with the researcher. During the teaching session, the researcher conducted classroom observation to explore the participants' learning attitude. The results show that if the parents are willing to read their children's communication books, practice English speaking with them, and show consideration for their learning situation and so on, their children's learning attitude will be more positive, such as seeking for help from teachers actively, submitting homework on time, fully focusing on teachers' teaching, etc. By contrast, if the parents do not have these positive traits, the learning attitude and behavior of their children will be less favorable. The findings of the study may serve as a reference for educators who need to communicate with parents constantly.** **Keywords: Parents' Perspectives, Learning Attitude, Learning Motivation**
Ebrahim Tashnehdel **GICICTEL1804057**	**The Effects of Blended Learning Environment on the Critical Thinking Skills of Students in Bonab Islamic Azad University** **Ebrahim Teshnehdel** **Lecturer of Education in Bonab Islamic Azad University** **Yousef Soleimansalem** **Master's Degree in Teaching English as a Foreign Language** **Abstract** **The aim of executional system which changes according to the enhancement in educational technology is to make students more active in the learning process, as well as make them as people who have skills such as critical thinking, problem solving, etc. critical thinking is a thinking skills which consists of mental process of discrimination, analysis, and evaluation. Blended learning is learning which combines online and face-to-face approaches, by means of online discussion**

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forms, teachers can monitor the class discussions. These discussions help teachers to identify topics that need clarification or that have captured the interest of students and they can use the insights gained from them to structure class time. In addition, if teachers use the web discussion areas to address some of the more straightforward student questions, they can make better use of class time in this sense. The purpose of this study is to examine the effects of blended learning environment that supports the course of management system on the critical thinking skills of students.

Keywords: Effects, Blended Learning Environment, Critical Thinking Skills, Students

Skill Acquisition Programmes A Panacea To Unemployment For A Sustainable Industrial Development In Nigeria.

Ejim Nkiruka
Fine And Applied Art Education,Enugu State College Of Education (Technical),Enugu

Helen Ukwuaba
Fine And Applied Art Education,Enugu State College Of Education (Technical),Enugu

Ejim Nkiruka
GICICTEL1804059

Abstract
Unemployment is one of the developmental problems that confront every developing economy. Since independence, Nigeria has attempted a number of structural changes to regulate and sustain their economic growth in order to meet the challenges of unemployment. As the rate of unemployment degenerated and became so alarming and disturbing, the Federal Government had decided to curb the menance by introducing several measures to enhance the challenges. Prominent among the measures was the introduction of skill acquisition programmes, of which entrepreneurship development was focused as an urgent and desirable intervention mechanism. This paper observed that the challenges to this programme was the practicability and enforcement of the post training/internship activities and resolved that if the establishment of entrepreneurship awareness must be accomplish as an intervention mechanism, the need to ensure a corresponding adequate funding provision for the entrepreneurs' empowerment to start-up a business. This will enhance a sustainable industrial development of Nigeria.

Improvisation In Teacher Education; A Missing Link In South African Teacher Education Programmes

Maura Mbunyuza-Deheer Menlah
College Of Education,University Of South Africa,South Africa

Maura Mbunyuza-Deheer Menlah
GICICTEL1804060

Abstract
The kind of a teacher has a significant bearing on the type of schooling and the quality of education that a country derives. It is of essence that Teacher education and development should embody the applied competencies that pronounce the philosophy that a given country envisages for its children and youth. Teachers should be properly prepared to perform in their given contexts: fully conversant of the status quo and ready to make a positive difference in line with the national prescripts as embedded in the constitution and the policies of a country.

Almost seventy percent of South African teachers have to practise in poorly resourced contexts after obtaining their qualifications. One of the main skills that will enable them to respond to the call, is improvisation, a skill that hardly

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	features in the current pre-service Teacher education and in-service teacher development. This is a conceptual study, the results of which will empower curriculum developers and specialists Keywords: Teacher Preparation, Suitability, Competencies For Better Performance
Sng Bee Bee **GICICTEL1804061**	**Cultivating Deep Learning and Sustainable Innovation through Positive Values** **Sng Bee Bee** **Department of Communication Skills,Singapore Institute of Technology,Singapore** **Abstarct** This workshop highlights the kind of humanitarian work that organisations have engaged in and the positive values that individuals learn and promote. In the age of disruption where there is much destruction and violence, we need to foster positive values that build up the community and promote relationships between people. This workshop helps participants to see that when an organisation commits part of its time to take up projects that benefit the community, it will lead to sustainable development. When we promote activities that get individuals and organisations to think about the values that benefit individuals and community, it will result in sustainable development. This will also promote physical, emotional and social health of the individuals, thereby, the community. Keywords: Positive Values, Community Work, Sustainable Development
Abdulrahman Essa Al Lily **GICICTEL1804063**	**Education versus Technology** **Educationally Repressed, Digitally Liberated** **Abdulrahman Essa Al Lily** **Department of Educational Technologies, King Faisal University, Saudi Arabia** **Abstract** This empirical research analyses the potential of education to repress students and the potential of technology to liberate them. It shows that, at times, the potential of technology to liberate restricts the potential of education to repress, and that, at other times, the potential of education to repress not only limits the potential of technology to liberate but also exploits technology as an instrument for further repression. It demonstrates that students may use technology to counter-repress education, meaning that education and students engage in a 'battle' of who represses whom—a political battle hindering the development of academia and taking students away from study. It shows that students may exploit technology to incite the public to join their conspiratorial revenge against education. It suggests that, as education and students keep repressing one another, repression becomes a norm passed on from one generation to another. It argues that, in a society where the crowd is more powerful than the authorities, repressed students can, virtually, unite against repressive education, meaning that 'the repressed' (students) becomes more powerful than 'the repressor' (education). It shows that education can cause students a life-long trauma of repression, from which they suffer long after they graduate. Keywords: education, technology, law, regulation, repression, oppression, liberation, expression
Sister Elenita E. Soriano, DC **GICICTEL1804067**	**Quality Catholic Higher Education in the Philippines: A Grounded Theory Study** **Sister Elenita E. Soriano, DC**

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	De La Salle University, Taft Avenue, Manila, Philippines **Abstract** **The call for Catholic higher educational institutions to focus its attention on the nature and its distinctive characteristics to present itself as Catholic is a pressing challenge for Catholic educational leaders and educators. The shift in the educational landscape of the 21st century challenges educational leaders to engage in continuing reflection to foster a clear understanding of the essence and meaning of quality Catholic higher education.** **The dearth of empirical studies on the concept of quality Catholic higher education in the Philippines is the primordial stimulus for this study designed to develop a theory on quality Catholic higher education. The theory will be developed by adopting a qualitative research design anchored on Glaser's grounded theory. Key concepts will be abstracted from the corpus of data through an inductive process. Through systematic data coding, the dimensions and attributes of quality Catholic higher education will be identified.** **The emergent theory is deemed relevant for Catholic higher educational institution leaders and educators to facilitate the delivery of their vital mission to provide quality education to students.** **Keywords: Quality Education, Higher Education, Quality Assurance Catholic Education,**
Elizabeth R. Enverga **GICICTEL1804069**	**Teachers at the Forefront of Educational Change: A Mixed Methods Study of Senior High School Teachers in the Philippines** **Elizabeth R. Enverga** **Educational Leadership and Management Program, De La Salle University, Manila, Philippines** **Abstract** **In 2013, the Philippine legislature passed Republic Act 10533, a milestone in the country's educational institutions because it established what is commonly referred to as the K-12 system. In so doing, basic education was expanded from its previous ten-year form, to the thirteen years required at present. The law, which is commonly referred to as the "Enhanced Basic Education Act of 2013", was deemed necessary in order to maintain the global competitiveness of Philippine citizens who competed in a global labour market in which their counterparts had at least twelve years of basic education, two years more than they did. Among basic education institutions, the addition of two new levels in the curriculum entailed the delivery of new subjects, many of which formerly taught in the college level. Consequently, schools had to hire new faculty members. Some of these were recruited from the elementary and junior high school levels, while others included former college faculty members who were displaced by the curriculum change. To be a Senior High School teacher in the Philippines at present is akin to being an explorer, having to navigate your way through a hitherto unexplored territory. Individuals in this situation have had to obtain new skills and knowledge and confidently conduct classes. Using a sequential exploratory research design, this paper examines teachers' experiences in transitioning to the senior high school level, and explores the challenges they face in implementing a major change in Philippine education.**
Wimonrat Worawichayavongsa **GICICTEL1804070**	**Mindfulness and Higher Education for Employability** **Wimonrat Worawichayavongsa** **PhD Candidate, Bangkok University, PhD-KIM, Thailand** **Philippe Vande Wiele, PhD** **Business Tutor, Bahrain Polytechnic, Bahrain**

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Abstract

To address a continued mismatch rhetoric by industry with regards to profiles of graduates and labour market requirements, Higher Education Institutions have increased attention to the development of generic industry relevant competencies in its learners. The inclusion of Mindfulness in curricula towards building well balanced learners for the 21st century has enjoyed nascent traction (Zenner et al, 2014) stooled on Mindfulness' reported influence of cognitive, emotional and practical human experiences (Brown et al, 2007). Its relevance to the professional world is further strengthened by an increased uptake of its application in the form of training programs in work settings (Hülsheger et al, 2013, Jamieson and Tuckey, 2017; Good et al, 2016). This paper reports on the inclusion of mindfulness in a higher education programme that places learner employability central to its purpose. The study will use a quantitative approach with the objective to establish some baseline data on the place of Mindfulness in relation to employability relevant competencies in the context of young adult learners. Data on Mindfulness and employability development will be collected from undergraduate business students by respectively using the Mindful Attention Awareness Scale (Brown and Ryan, 2003) and institutionally applied assessment measures. Descriptive Statistics and Correlation Analysis will be the starting point to identify areas for discussion and potential further investigation. This study has the intention to initiate on the one hand a longitudinal study but on the other hand to illuminate current considerations around the inclusion of mindfulness interventions as part of the curriculum.

Keywords: Mindfulness, Higher Education, Employability

Students' Reversible Reasoning on Function Composition Problem

Muhammad Ikram
Faculty of Teacher and Training, Mathematics Education, Universitas Cokroaminoto Palopo, Indonesia

Purwanto
Faculty of Mathematics and Science, Mathematics Education, Universitas Negeri Malang, Indonesia

I Nengah Parta
Faculty of Mathematics and Science, Mathematics Education, Universitas Negeri Malang, Indonesia

Heri Susanto
Faculty of Mathematics and Science, Mathematics Education, Universitas Negeri Malang, Indonesia

Muhammad Ikram
GICICTEL1804071

Abstract

In this paper we report students' reversible reasoning types on function composition problem. Reversible reasoning can be observed according to operation and structural correlation among input, process, and result. There are seven students participate in doing function composition related to structural correlation in $(f \circ g)(x) = h(x)$, The researchers assume that there are four types of reversible reasoning in composition problem, namely: (1) reversible on composition; (2) reversible on function; (3) reversible on substitution; (4) reversible on variables. However, there are only two appearing reversible reasoning, they are: reversible on function and reversible on substitution. Each type were selected a subject to be interviewed for 25 minutes and asked to do the Function Composition Task (FCT). Subject with reversible

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	on function type (Ith) identifies structural correlation among input, source and result as well as involving inverse in input with permissibility ($f(y)$) to produce basic function ($f(x)$). Meanwhile, subject with reversible on substitution type (Zul), constructs result based on the input, identifies structural similarity and generalizes from the structural similarity to produce basic function Keywords: reversible reasoning, function composition, reversible on function, reversible on substitution
Ogunrinade D.O.A **GICICTEL1804072**	**Incorporating Popular Music of Nigerian into Music Curriculum: A Potential for National Development** **Ogunrinade D.O.A** **Department of Music, Adeyemi College of Education, Ondo** **Abstract** **The significance of education to the growth and development of man is imperative. In concord with the Nigerian education philosophy and national objectives that geared towards self-realization, better human relationships, social, cultural, economic to mention but few. The acquisition of appropriate skills, abilities and competence, both mental and physical as equipment for the individual to live in and contribute to the development of society should be the major important to a functional education curriculum. This study specifically set out to examine the momentous of popular music as a veritable tool to be properly incorporated into the curriculum of music education in Nigeria so as to enable the products more functional, contribute their own quota to the national development of the nation, as well as, being useful to themselves. Interviews with exponents of Nigerian popular musician and the stake holders in the music industry as well as audiovideo tape materials were examined based on educational philosophy that views music as a vocational education capable of making students to depend on themselves. Findings reveal that there are lots of potentials and dexterities in popular music that can enable Nigerian music graduates to contribute their own quota to the national development of the nation, as well as, being useful to themselves. If the Nigerian society is not to be plagued by a breed of unemployable youths, who could not raise the economic productivity of the country, it is deemed pertinent that more attention should focuses on vocational education with a view to review the curriculum of its study, especially music to incorporate popular music as well as to reflect more of Nigerian cultural heritage.**
Wimonrat Worawichayavongsa **GICICTEL1804073**	**Mindfulness and Higher Education for Employability** **Wimonrat Worawichayavongsa** **PhD Candidate, Bangkok University, PhD-KIM, Thailand** **Philippe Vande Wiele, PhD** **Business Tutor, Bahrain Polytechnic, Bahrain** **Abstract** **To address a continued mismatch rhetoric by industry with regards to profiles of graduates and labour market requirements, Higher Education Institutions have increased attention to the development of generic industry relevant competencies in its learners. The inclusion of Mindfulness in curricula towards building well balanced learners for the 21st century has enjoyed nascent traction (Zenner et al, 2014) stooled on Mindfulness' reported influence of cognitive, emotional and practical human experiences (Brown et al, 2007). Its relevance to the professional world is further strengthened by an increased uptake of its application in the form of training programs in work settings (Hülsheger et al, 2013, Jamieson and Tuckey, 2017; Good et al, 2016). This paper reports on the**

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inclusion of mindfulness in a higher education programme that places learner employability central to its purpose. The study will use a quantitative approach with the objective to establish some baseline data on the place of Mindfulness in relation to employability relevant competencies in the context of young adult learners. Data on Mindfulness and employability development will be collected from undergraduate business students by respectively using the Mindful Attention Awareness Scale (Brown and Ryan, 2003) and institutionally applied assessment measures. Descriptive Statistics and Correlation Analysis will be the starting point to identify areas for discussion and potential further investigation. This study has the intention to initiate on the one hand a longitudinal study but on the other hand to illuminate current considerations around the inclusion of mindfulness interventions as part of the curriculum.

Keywords: Mindfulness, Higher Education, Employability

Problem Posing Skill With Flipped Classroom-Problem Based Learning

Ni Made Intan Kertiyani1
(S.Pd) Universitas Pendidikan Indonesia, Indonesia

Ni Made Intan Kertiyani1
GICICTEL1804074

Abstract

Problem posing skill is one of the indicator of critical thinking which is important skill in 21th century. This paper is a report a classroom investigation activities on undergraduate student' in generated function subject. The research aims to know how flipped classroom-problem based learning influence undergradute students' problem posing skill. This research was qualitative research. There are seven undergraduate students' from mathemathics departement of Universitas Pendidikan Indonesia as subject of this study. All participant had not study about the topics yet. Through an online learning-video, participant watched the video before they attend the class. The video used a world problem to explain all the material whom partisipant must know to solve problems using generated function. After that, the participant were given word problems to solve in group. From observation and interview, during the participant investigation through grup discussiion, most of the undergraduate student understand the problems given and tended to discussed about the procedure and another knowledge which needed to solve the problem. From that discussion, the participant choose the material from the online learning video before to solve the probems. Participant investigation through group disscussion stimulated their ability in asking the procedure to solve the problem, trigger their thinking process to choose the right materials from online-video learning needed to solve problem so the participant can keep asking till they found the right procedure. So that, this stimulate participant problem posing-within solution skill. After problem solved, participant problem posing post-solution skill appeared by began to ask if the problem can be solved wirh another situation. In conclusion, flipped classroom-problem based learning influenced undergradute students' problem posing skill both in within solution and post soution.

Keywords: flipped classroom, probem based learning, probem posing within solution, problem posing post solution, e-learning

A Study Of Intelligence Quotient Of Premature Born Children

Dr. Khan Zeenat Muzaffar
GICICTEL1804077

Dr. Khan Zeenat Muzaffar
Assistant Professor, Marathwada College of Education Aurangabad

Abstract

Premature children are those children who are born before the a gestation period of 37 weeks. They are physically and mentally week as compare to

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	normal 44 or 45 weeks born children. This research was an attempt to study the I.Q level of Premature born children, by giving a questionnaire to the a parent's the Premature born children was identified and segregated. Verbal Intelligence test by Abuja was administered to a sample of V standard students and their I.Q was measured .The findings showed the percentage of Premature born children in every classroom is 9.39 and the I .Q level of the Majority Premature born children is Average.
Sirilak Areekit GICICTEL1804078	**The effect of using SGEM to improve student speaking ability in Singapore** **Sirilak Areekit** **Suansunandha Rajaphat University, Thailand** **Abstract** This study has surveyed the effect of using SGEM to improve student the speaking ability in Singapore. This paper examines the accommodate population in using SGEM. This research used documentary research to delve deeply into how the level of learner impact to speaking skill in using SGEM. The selection of the method based on first person and secondary source and the document that were written for a specific purpose of this case study which relevant to research questions about the level of learner impact to speaking skill in using SGEM. The studied was a response to the growing concern that Singlish was becoming the standard among Singaporeans. The document of the survey reveals the learner's impact speaking skill in using SGEM of each year from the begin (2000-2014). The finding was analyzed by explanation: The effectiveness of Singaporeans' speaking were proficiency, skills upgrade, increasing awareness for "Good English" and the ineffectiveness speaking were weakening of other languages increased prevalence of Singlish and SGEM was not publicized well such Singlish still prevalent leh. The data analysis reflects the levels of Singaporean impact to speaking skill in using SGEM. The importance of the Singaporeans' speaking: Standard English; grammatically correct English during conversations, where rules for constructing sentences are strictly adhered to encourage Singapore's people to utilize Standard English. Keywords: SGEM, documentary research, speaking ability in Singapore
Anchalita Duangprathum GICICTEL1804079	**The comparison of English and Filipino as a Medium of Instruction** **Anchalita Duangprathum** **Suansunandha Rajaphat University, Thailand** **Abstract** The education in the Philippines has continued to develop from the past periods to the present. And there are classes for teaching and learning English subject, also they are using the English as a medium of instruction, which has both effective and ineffective. Thus, the government of the Philippines has changed the system of education in the Philippines and used the Filipino as a medium of instruction. This study has investigated the benefits of the Filipino as a medium of instruction by using the article, research and official website. The results of the study shown the benefits of the Filipino as a medium of instruction in the following aspects: the effective for learners, effective for teachers, and the principle of the Filipino as a medium of instruction. Keywords: system of education in the Philippines, the English as a medium of instruction, the Filipino as a medium of instruction, the effective of the Filipino as a medium of instruction for learners and teachers, and the principle of the Filipino as a medium of instruction.
Peipei ZHANG GICICTEL1804080	**Effects of Inquiry-based Small-Class Teaching Mode on Learning and Ability Training**

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Peipei ZHANG
School of Mechatronics Engineering, University of Electronic Science and
Technology of China, No.2006, Xiyuan Ave, West Hi-Tech Zone, 611731,
Chengdu, Sichuan, China

Abstract

In order to improve the learning efficiency and develop student's competent abilities, this study explored the effects of inquiry-based small-class teaching mode on the students' learning and competent abilities training. This kind of mode reduces the number of students to around 20 in one time, instead of big class (60+) traditional teaching. The small-class makes more students focus on the learning. During teaching section, inquiry-based discussions are designed in the teaching procedure. This mode changes the way of education from teacher teaching to student active learning. For topics needed to be discussed, students need to find and survey literatures, discuss with the partners, argue and defend his/her views, accurately analyze and calculate, and present his/her group outcomes etc. The whole process trains student's abilities on finding useful information, teamwork, defending, communicating, academic thinking, presentation etc. These abilities can make students play well his/her role of job after he/she finishes the study. It meets also the requirements of education of engineering.

The inquiry-based small-class teaching mode was practiced in mechanical engineering major of University of Electronic Science and Technology of China (UESTC) for one year. The good effects of teaching mode were fed back from student's side. The students attended new mode reflected that they liked this mode of teaching and obtained lots of trainings. As a result of the findings, the inquiry-based small-class teaching mode is an effective tool to improve the learning efficiency and competent abilities of students studying mechanical engineering.

Keywords: Inquiry-based; Small-Class; Teaching mode; Mechanical engineering

Somashekhar Krishnamani **GICICTEL1804081**	**Sharing behavior as significant predictor to motivation for transfer learning** **Somashekhar Krishnamani** **Centre For Executive Education, Indian School Of Business, Hyderabad, India**

Abstract

We argue that intention to share is a predictor to sharing behavior. We also argue that sharing behavior influences motivation to transfer. Due to the positive valence of sharing behavior we believe it elicit a more pronounced motivation towards learning transfer. As a consequence, intention to share will more likely result in better sharing behavior and thus higher transfer.

Purpose –Specifically this paper looks at whether sharing behavior is correlated to motivation to transfer. The article attempts to identify significant predictors of intention to share and thereby understand the direct and indirect relationship between sharing behavior and motivation to share via significant predictors like personality traits, expected utility, transfer climate, enabling, ability variables.

Design / Methodology / Approach / Sample & Setting– Purposive sampling was used to collect data from participants who had attended executive education program at reputed business school in India between 2015-16. A total of 512 questionnaire responses were collected. Data was collected using a structured questionnaire developed on Learning Transfer System Inventory model. Data analysis includes reliability estimation, factor analysis and path analysis using structural equation modeling (SEM).

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Findings – The study highlights how sharing behavior is a potential variable and a precursor for transfer of training and has therefore provided a broader canvas to understand how transfer of training happens. Additionally, by including and bringing in a third model TPB (Azjen, 1991), the results extend findings of the existing two models on transfer of learning literature (Holton 1996; Holton et al. 2000) and thus contributes to theories relating to adult learning in workplace.

Research Limitations / Implications – The findings of this study has potential for generalization. However, there are several limitations. First limitation arises because data was collected through purposive sampling of participants attending training programmes in four top business schools of South India between 2015 and 2016. Second limitation arises because the 512 respondents represent only a sub-sample of all managers who had attended training programmes in that year. Third limitation is caused because data collected through self-reporting may be affected by method variance. Fourth limitation can be attributed to lack of availability of a second distinct data set was not used to test the reliability and validity of scales.

Practical Implications – This study distinctly identifies the predictor role of sharing behavior on learner readiness, feedback, personal capacity for transfer and personal outcomes-positive. Further the research makes a key contribution by including sharing behavior as another variable to the list of variables that affect transfer of learning. Further the final SEM model also shows how the sharing variables have an indirect relationship to motivation to transfer via its relationship with transfer climate variables, ability variables, and secondary influence variables and to a certain extent enabling variables. The study therefore clearly brings out how sharing behavior is a potential transfer factor.

Social Implications – Future research can examine the validity and reliability of the scales using a distinct and different data set to improve confidence levels and also help cross-validate the final SEM model arrived at. As the junior respondents participating in this study rated personal outcomes-negative higher than personal outcomes-positive there is potential for future research to investigate what sort of rewards and recognition would better suit the junior level professionals. Additional studies can also be initiated to explore the role of supervisors in facilitating transfer at work.

Originality / value – The findings of this study are confined to the Indian subcontinent where hitherto a detailed study such as this has not been initiated. The study will provide with some variables to focus on that can assist in greater transfer of learning and thereby influence a better return on funds spent. Respondents belong to both government (public sector) and private organizations and therefore it is argued that the findings may have a degree of generalization and thereby makes a contribution to international literature on training transfer.

Keywords: Transfer of Learning; Executive education; Sharing behavior; Motivation to transfer

Noppadon Ponsamak
GICICTEL1804082

The investigation of the opinion of the students majoring in English

Noppadon Ponsamak
Faculty of Education, Suan Sunandha Rajabhat University, Thailand

Abstract
The education in Singapore is well-known as one of the most successful education of the world. Especially, their English is pretty good obviously in communication. This is the real reason the researcher wanted to find out and investigate some opinions of the students majoring in English, Faculty of education, Suan Sunandha University under the topic question "Is it possible to adapt the atmosphere of primary English class in Singapore to Thailand's?" In

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	this paper, we investigated the opinions of the samples by questionnaire asked about opinions in two questions with five option answers below. The researcher collected the data by sending the link of the online questionnaire via E-mail to twelve samples which were chosen by purposive sampling. The researcher analyzed the data by computing in percentage of the highest to the lowest option answer. The result was that from the question one "How do you think about the difference between the atmosphere of primary English class in Singapore and Thailand?" The highest was 45.5 percent "It's very different and way far from each other." The second was "How is your opinion about the possibility on adapting of the atmosphere of primary English class in Singapore to Thailand's?" The highest was 36.4 percent "It would happen but it would not be 100%." Finally, the real purpose of this study is to know Thais' opinions toward adapting some factors which made Singapore good in education especially in English to Thailand's primary school. Keywords: Classroom atmosphere, Primary classroom atmosphere, Singapore's classroom atmosphere, Thailand's classroom atmosphere, Opinions toward adapting Singapore's classroom atmosphere to Thailand's
Maryam Ali Muhammad **GICICTEL1804084**	**Values And Value Orientations: Essential Prerequisites For Multicultural Counselling** **Maryam Ali Muhammad** **Department Of Arts And Social Sciences Education, Northwest University, Kano, Nigeria** **Abstract** School counsellors may be unable to effectively assist clients from diverse cultural backgrounds. To be able to effectively deal with clients' concerns which the multiculturalism is seen as a way forward. Multicultural counselling is the type of counselling that enable school counsellors identify and appreciate differences in the cultures and values of both the counsellor and the counsellee in the counselling process. This paper looks at the intricacies arising as a result of differences within and between cultures. Values are the constituent parts of cultures. Value orientations are essentially the understanding, assimilation and actual practices of culture. The paper therefore presents values and value orientation as essential prerequisites for multicultural counselling. It briefly explains what value is, its impact on counselling practices, what value orientation is and how it affects counselling practices as well. The paper further pointed out how much of oneself should a counsellor allow into the counselling relationship in terms of her values and value orientation. It also provided the benefits of knowing and using values and value orientations while using a multicultural counselling approach. Keywords: values, value orientations, counselling, multicultural counselling.
Hanh Thuy Nguyen **GICICTEL1804085**	**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

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	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 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. Keywords: TESOL, extensive reading, motivation
Guillermina Gavaldon **GICICTEL1804087**	**Visual literacy in higher education to improve critical thinking skills** **Guillermina Gavaldon-Hernandez** **Lecturer at University of Alcala, Madrid, Spain** **Francisco Saez de Adana** **Lecturer at University of Alcala, Madrid, Spain** **Ana Gerboles-Sanchez** **Lecturer at University of Alcala, Madrid, Spain** **Abstract** **The persistent use of digital media by higher education students raises the question of how they understand and give meaning to the multimedia elements to which they are exposed through social networks, the Internet or smartphones. The world in which they have grown up could be considered as a paradox, since, despite being surrounded by multimedia elements, textual literacy has been given priority over multimodal literacy during its formal education. The Association of College and Research Libraries (ACRL) defines visual literacy as "the ability one person must have to interpret, evaluate, use, and create images and visual media". As visual literacy gains more importance in the digital age, there is a need to consider it as a necessary learning to be thought across the curriculum in higher education. The aim of this study was to analyse how first-year university students give meaning to pictures they were confronted with and how they compose stories from images using comic tools. The study was carried out in one of the public universities of Madrid region where 130 student teachers (121 women and 9 men) and three researcher-teachers participated. Three main activities were carried out alongside the semester thorugh wich the researcher-teachers could evaluete how students interpret images and how they communicate ideas with cartoons. Through the first activity they found that the majority of the students (n=78) focused on certain details that stand out from the images but did not analyze them as a whole. Teacher-researchers contrasted their observations, and the analysis of the students' production with the opinion students had about their visual literacy development. The results showed that the students were more optimistic than the evaluators as they considered that they had achieved a higher critical thinking development than the one pointed by the teacher-researchers. Through this study, we could verify that developing higher education student's visual literacy could help them to improve critical thinking processes and we propose a future line of research supported by neuroscience.** **Keywords: Visual Literacy, critical thinking, preservice teachers, comics**
Hafsat Sani Chindo **GICICTEL1804088**	**Counselling Strategies for students With Special Needs Education in Nigeria**

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Hafsat Sani Chindo

Faculty of Education, Yusuf Maitama Sule University, Kano, Nigeria

Abstract

Guidance and Counselling is part of educational services provided in schools, its aims at helping individuals to understand their strengths and weaknesses, students with specials educational needs sometimes find it difficult to comply with the demand and expectation of the society, possibly because of their perceived lack of performance or potential. The main purpose of this paper is to ascertain the counseling strategies for students with special needs education in Nigeria, in order to improve their special needs and learning ability. The paper have discussed on the concepts of counselling, special education and special need students, it also highlighted the roles of school counsellors in Special education schools recommendations were made in order to help them achieve a high level of self-sufficiency.
Keywords: Counselling Strategies, Special Education, Special Needs Students.

Using Short Simple Transactional And Interpersonal Dialogue Through "I Care" System In Improving Students' Speaking Ability

Andi Eritme Yustika Abrar
English Education Department, STKIP Muhammadiyah Bulukumba, Sulawesi Selatan, Indonesia

Andi Eritme Yustika Abrar
GICICTEL1804090

Abstract

The objective of the research was intended to know the improvement of the students' accuracy and fluency in speaking by I care system at the fourth Semester of English Education Program STKIP Muhammadiyah Bulukumba. This research applied quasy experimental method using non-equivalent control class design. This research participants are students of STKIP Muhammadiyah Bulukumba at the fourth semester of English Education Program. This research took two classes as the experimental class and control class. The two classes were given treatment. While in experimental class treated by using I care system and the control class treated without using I care system. It took five meetings in treatment. The data was collected through speaking test. The result of the data analysis showed that there was significant difference between the students' score who were taught by I care system and without using I care system. It was proved by the mean score of the experimental class was higher than control class in the post test. Based on the result of analysis, it can be concluded that the use of I care system improving Students' speaking ability of STKIP Muhammadiyah Bulukumba in fourth semester of English Education Program.
Keywords: Short Simple Transactional, Interpersonal Dialogue, I Care System

Using Depicting Picture Series In Improving Students' Speaking Skill

Nur Ina Syam
English Education Departement,STKIP Muhammadiyah Bulukumba, Bulukumba, Sulawesi Selatan, Indonesia

Nur Ina Syam
GICICTEL1804091

Abstract

The objective of this research is to find out whether or not depicting picture series improve the students' speaking skill. This research employed pre-experiment with pre-test and post-test design. The population of this research was taken from the third semester of English Department students' of STKIP Muhammadiyah Bulukumba, which consists of two classes with 82 students. The research used purposive sampling to choose class as sample, taking 16 B class as sample. The number of sample consists of 37 students .There were two variables

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	used in this research: where independent variable and dependent variable. The independent variable is the use of depicting technique in teaching speaking, while the dependent variable is the students` speaking skill. The data collected through writing test in the pre-test and post-test. The result of the data analysis indicated that there was a significant improvement toward the students" speaking skill after applying Depicting Technique. It can be concluded that Depicting Technique is effective to improve the Students" speaking skill at the fourth semester of English Department Students of STKIP Muhammadiyah Bulukumba. Keyword: depicting picture series, speaking, skill
Rahinatu Hassan **GICICTEL1804092**	**The Use of ICT in Teaching Science Education** **Rahinatu Hassan** **Department of Science and Technical Education, Faculty of Education, Yusuf Maitama Sule University, Kano, Nigeria** **Abstract** **It is a known fact that the use of information and communication technologies (ICT) in science teaching can enhance teaching learning process. Fundamentally, ICT has changed the practices and procedures of nearly all forms of endeavour either within business or governance. Science education is not left out,this is because it is an activity based practice which is traditionally associated with real life practice. However, the effectiveness of ICT in teaching science education is yet to be fully harnessed considering the fact that rapid developments in digital media and information have made a great possibility, yet there remains a considerable gap between the ICT effectiveness and the realities of the classroom. This paper highlights a review regarding the use of ICTs in science education and further explores ways of how best ICT can be used to enhance an effective teaching in science education.** **Keywords: ICT, Teaching and Science Education**
Jafar Asgari Arani **GICICTEL1804093**	**A New Blended Model as Skype-Based Approach in Advancing Academic English Writing** **Jafar Asgari Arani** **Department of English Language, Faculty of Medicine, Kashan University of Medical Sciences, Kashan, Iran** **Abstract** **Background: Web media like Skype, Twitter, WhatsApp, and SMS not only make it viable to deliver, receive and share educational information, but to simplify communication with other people in various skills such as writing, link sharing, and voice or video files. There are three areas addressed to direct the plan and implementation of this survey as main objectives:** **the faculty members' feelings and impression on applying Skype site as a media to teaching and learning academic writing process, the weak and strong points of the Skype site application during the teaching and learning academic writing, and the faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables: year of teaching, past experience with Skype, and their specialization.** **Method &Material: The sample consisted of 70 faculty members of Kashan University of Medical sciences, all having problems writing English well by using selective sampling. The study was a descriptive quantitative-qualitative research which a general survey model was used in. The survey questionnaires consist of 30 statements, which were devised in five categories based on Premise Base and Conducive Assumptions to clarify the Skype-based educational utilities**

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and application. The interview item was also applied to explore if the participants affirmed the media-based approach augments their learning of academic English writing process or not.

Finding: Results related faculty members' perceptions toward using Skype site as a supporting tool for course delivery based on selected variables: their specialization, year of teaching, and past experience with Skype explored that there were no statistically significant differences at ($α = 0.05$) in the use of Skype units due to faculty members majors. There are statistically significant differences at ($α = 0.05$) in the use of Skype units due to the year of teaching variable, in favors of, the third and fourth year faculty members. The result also, revealed that there are statistically significant differences at ($α = 0.05$) in the use of Skype units due to the past experience with Skype variable, in favors of faculty members with no Skype use experience. Also, the calculated mean and Standard Deviations in six areas each having five statements arranged from the highest to the lowest ranking indicate the participants' impressions to Skype-based blended model in teaching academic writing.

Conclusion: Skype media as an educational media is a beneficial medium to be applied to deliver academic writing materials and support learning. Faculty members not having enough time to participate in classes feel comfortable with the use of the Skype-based methodology in academic writing. They participating in the course expressed their acceptance of this media in learning academic writing. Skype-based teaching could become a very effective educational medium for learning academic English writing.

Keywords: Blended Learning; Skype Media; Academic Writing; Faculty Members

Isah Mohammed Patizhiko **GICICTEL1804094**	**Development Of An Instrument For Evaluating Practical Tasks In Automobile Technology For Self Employment** **Isah Mohammed Patizhiko** **Depatment of automobile technology, Federal College of Eucation(Technical) Gusau, Zamfara State, Nigeria** **Abstract** This study is an instrumentation research, which is aimed at developing an instrument for evaluating students' practical tasks/ projects in automobile technology education at National Technical Certificate. (NTC) and Advanced National Technical Certificate (ANTC) at Technical College levels. Major tasks and sub-operations, observable skills and competences as well as weighted values and scales were stated in the instrument. Other areas of usage and recommendations such as the achievement of standardization and harmonization of practical tasks were highlighted and concluded that accurate and reasonable practical tasks could be achieved through the use of this instrument.which give graduates of this pprogramme an opportunity for self-employment. Keywords: Self-reliant, Skills in Automobile Technology, evaluation.
Fatima Ibrahim **GICICTEL1804096**	**Science Education as a Tool towards Sustainable Development in Nigeria: Problems and Prospects** **Fatima Ibrahim** **Science and Technical Education/Faculty of Education, Yusuf Maitama Sule University, Kano, Nigeria** **Abstract** Sustainable development goals can be achieved through science education. The world today is changing into scientific World, as a result the need for science

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	education is very paramount for developing countries like Nigeria. This paper examined how science education can be used to attain sustainable development, challenges of science education in Nigeria and roles of science teachers in the sustainable development of science education in Nigeria. This paper suggested among others the awareness of students to the science world, the role of government in encouraging science teachers and students through sponsorships and scholarships, as well as qualitative and affordable science institutions should be made available. Keywords: Science, Science Education, Sustainable Development
Ping Wang **GICICTEL1804099**	**To What Extent CBI Enhances Students' Classroom Engagement with 'Authentic' Literature in English: A case study from China** **Ping Wang** **College of Foreign Languages, Jiaxing University, Jiaxing University, China** **Abstract** The present study as its title indicates is an evaluative study of the effectiveness of CBI on its potentials with regard to student classroom engagement with authentic literature. To achieve the aim, mixed methods were employed in this research. Given the research context, 200 subjects (aged 18-22 years) were chosen, who were readily available in five intact 2nd year CBI classes of the five majors. The overall conclusion is drawn that CBI in the tier-2 university EFL context is an effective way to enhance the learners' engagement with authentic texts.
Dieu-Ngoc Nguyen **GICICTEL1804100**	**Utilizing Vocabulary Portfolios to Promote Autonomous Learning among non-English majors** **Dieu-Ngoc Nguyen** **Fundamental Faculty, Posts and Telecommunications Institute of Technology, Hanoi, Vietnam** **Abstract** The study was conducted to evaluate the effectiveness of vocabulary portfolio in enhancing learner autonomy among non-English majors by finding answers to the three following questions: (1) what challenges students faced when completing their individual portfolio projects; (2) what challenges lecturers faced when implementing a portfolio project; and (3) to what extent portfolios could be used to promote autonomous learning. Sixty-three students in a Vietnam technical university were required to complete their vocabulary portfolios on a weekly basis. The data collection tools included a pre-course questionnaire, a post-course self-evaluation, and field notes based on students' feedback and lecturer's observations and reflection throughout the project. The pre-course questionnaire consisting of seven closed-ended questions investigated the students' habits of exposing themselves to English outside of the classroom, their perceived difficulties and ways to deal with them. Due to the lack of students' experience in developing portfolios and limited awareness of autonomous learning, the lecturer gradually empowered them to get involved in the decision-making process and take responsibility for their studies. At the completion of the portfolios, the self-evaluation forms were distributed to examine students' perceptions of portfolio and autonomous learning. Although students themselves did not see significant improvements in their critical thinking and reflective skills, this project equipped them with knowledge of autonomous learning and enabled them to practice it. Some suggestions were given to both students and teachers for improving the effectiveness of portfolio to promote learner autonomy in Asian context.

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	Keywords: learner autonomy, autonomous learning, non-English majors, vocabulary portfolio, portfolio
Mahmud Yusuf **GICICTEL1804103**	**Islamic Education In Nigeria And The National Unity: New Trends And Development On Islamic Education In The Mainstream Formal Education** **Mahmud Yusuf** **Department of Education, Faculty of Education,Sule Lamido University, Kafin Hausa, Jigawa State, Kafin Hausa, Jigawa State, Nigeria** **Abstract** **This paper portrays the publicity of Islamic Education in the formal education in Nigeria. Most of the conventional universities and colleges, particularly education departments or programmes do offer a course of 'Islamic Education' amongst their courses, as elective for any student, whether Muslim or non-Muslim in order to know more about the truism of Islam and its education. This brings to the public the knowledge of the religion of Islam and its education that explains objectives, historiography and organization of the Islamic school system; the role of Islamic school graduates in staffing the administration; the impact of the culture of Muslims and education on non-Muslims and contemporary world; Colonialism and its effects on Islamic education in the school curriculum; new trends and development in Islamic Education; integrated Islamiyya and Tahhafiz schools. As an academic discipline, Islamic Education helps in publicising its role and relevance to the modern world. Islamic Education justifies itself particularly to the non-Muslims about what is Islam; its literary and other trends of knowledge. By reviewing the available sources, the paper found that Islamic schools have been part of formal education in the country and therefore, examines issues and challenges of Islamic education in the contemporary Nigeria**
Kshama Agarwal **GICICTEL1804107**	**Fostering Social Responsibility In Higher Education In India** **Mamta Jain** **Department of EAFM, University Of Rajasthan, Jaipur, India** **Kshama Agarwal** **Department of EAFM, University Of Rajasthan, Jaipur, India** **Abstract** **Despite India's economic growth, the country continues to witness poverty, marginalization and deprivation. New forms of social exclusion, urban poverty, environmental degradation, conflict and violence have also emerged in the past decade. Ensuring inclusive development, democratic governance and sustainable growth require new knowledge, enhanced human competencies and new institutional capabilities in the country. It was expected that education would contribute solutions to these problems to some extent. However, in spite of enhanced investment on expenditure, leading to increased enrolment, these issues remain largely unattended. The role of institutions of higher education in societal development seems to be the potential missing link.** **In the face of growing isolation of HEIs from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conducting socially relevant research and education and fostering social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. An Alliance for Community engagement, an independent association of practitioners, academics and community leaders would be created to support its implementation.**

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The paper is descriptive in nature and based on secondary data and discusses the importance of social contribution of university by addressing the development concern of a nation and focuses the areas of CSR practices in higher education. Paper further describes some insights of practical action point of social outreach and identifies the challenges facing social responsibility in higher education. The paper concludes that fostering social responsibility in higher education needs to be placed as an important pillar of the future directions. To survive in a highly competitive scenario the higher education institutions and universities are in need of strong corporate strategies. By improving engagements with the community, institutions of higher education can reinforce the values of social responsibility amongst the youth. Partnerships with communities and civil society need to be encouraged to realize this potential.

Keywords: Higher education institutions (HEIs), fostering social responsibility, sustainable growth, societal development, community engagement.

Fostering Social Responsibility In Higher Education In India

Mamta Jain
Department of EAFM, University Of Rajasthan, Jaipur , India

Kshama Agarwal
Department of EAFM, University Of Rajasthan, Jaipur , India

**Mamta Jain
GICICTEL1804108**

Abstract

Despite India's economic growth, the country continues to witness poverty, marginalization and deprivation. New forms of social exclusion, urban poverty, environmental degradation, conflict and violence have also emerged in the past decade. Ensuring inclusive development, democratic governance and sustainable growth require new knowledge, enhanced human competencies and new institutional capabilities in the country. It was expected that education would contribute solutions to these problems to some extent. However, in spite of enhanced investment on expenditure, leading to increased enrolment, these issues remain largely unattended. The role of institutions of higher education in societal development seems to be the potential missing link.

In the face of growing isolation of HEIs from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conducting socially relevant research and education and fostering social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. An Alliance for Community engagement, an independent association of practitioners, academics and community leaders would be created to support its implementation.

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	Keywords: Higher education institutions (HEIs), fostering social responsibility, sustainable growth, societal development, community engagement.
Chinyere Ngurukwem GICICTEL1804110	**Programme Planning In Adult And Community Development Education: Adapting The Pert And Cpm Network Models** **Chinyere C. Ngurukwem** **Department Of Adult & Non-Formal Education, Federal College Of Education, Obudu, In Affiliation With University Of Calabar, Calabar, Cross River State, Nigeria** **Emmanuel C. Ngurukwem** **Department Of Business Education, Federal College Of Education, Obudu, In Affiliation With University Of Calabar, Calabar, Cross River State, Nigeria** **Abstract** **Programme planning is a central theme in Adult and Community development education. This paper discusses programme planning in Adult and Community Development Education focusing on adapting Project Evaluation and Review Technique (PERT) and Critical Path Method (CPM) for programme planning, scheduling and controlling in Adult and Community development education. PERT and CPM are two closely related management sciences techniques for project planning, scheduling and control. The paper noted that the diversity of settings that calls for programmes in Adult and Community Development education does not lend itself to one best approach to programme planning and administration. The disparity necessitates awareness of different programming models, among which are PERT and CPM network models. It is a multidisciplinary approach that holds a lot of benefits for programme planning in Adult education. Apart from being a means of identifying and managing uncertainties, the network modeling reality, provides opportunities for tracking programme implementation. The approach will bring to bear on programme planning and administration in Adult and Community Development Education the same analytical, systematic and disciplined approach to project management in the management sciences. Its methodology is expected to improve programme implementation, monitoring and delivery.**
Maedeh Hosseinpoor GICICTEL1804111	**Exploring Perceived Assessment Literacy among Iranian In-Service and pre-Service** **English Language Teachers** **Mahnaz Mostafaei Alaei** **Assistant Professor, Allameh Tabataba'i University, Tehran, Iran** **Maedeh Hosseinpoor** **MA Graduated student, Allameh Tabataba'i University, Tehran, Iran** **Hasneh Gorjipour** **MA Graduated student, Allameh Tabataba'i University, Tehran, Iran** **Abstract** **Previous studies investigated language assessment literacy (LAL) from different stakeholders' points of view including language teachers' Perceived Assessment Training Needs (PATN) (Fulcher, 2012). While the population of language teachers is not homogeneous and subgroups of language teachers might have disagreements regarding their PATN, previous studies have not investigated the disagreements among the subgroups. Since in the context of Iran, teachers receive training before they get into classes for instruction, the present study is**

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	set out to understand how pre service and in service language teachers are different in terms of their PATN. The data was collected from 50 pre service and 50 in service male and female language teachers through administering an online survey. The age interval of pre service and in service teachers was 18-28 and 20-37, respectively. Quantitative analysis of the data revealed that there are significant differences between the two groups in terms of their perceived assessment training needs. It was concluded that while pre service teachers are more concerned with theoretical aspects of assessment and principles of assessment, in service teachers feel more knowledge and skill based needs including performance assessment and alternative assessment practice. Implications for efficient assessment training courses are discussed in detail. With an emphasis on globalization and multicultural awareness, it is believed that investment in language learning and teaching will be valued in future. More educational institutions will seek ways to help language learners develop their abilities to communicate with the speakers of other languages. Since there are different perceptions regarding language teaching between different groups of Instructors, they will use various approaches to accommodate different learning styles and help individual students to reach their potential. Hence by getting a better conception of how teachers perceive assessment training needs, we will be able to control language learning environment more efficiently. Keywords: assessment literacy, assessment training needs, in service teachers
Emmanuel C. Ngurukwem GICICTEL1804112	**Programme Planning In Adult And Community Development Education: Adapting The Pert And Cpm Network Models** **Chinyere C. Ngurukwem** **Department Of Adult & Non-Formal Education, Federal College Of Education, Obudu, In Affiliation With University Of Calabar, Calabar, Cross River State, Nigeria** **Emmanuel C. Ngurukwem** **Department Of Business Education, Federal College Of Education, Obudu, In Affiliation With University Of Calabar, Calabar, Cross River State, Nigeria** **Abstract** **Programme planning is a central theme in Adult and Community development education. This paper discusses programme planning in Adult and Community Development Education focusing on adapting Project Evaluation and Review Technique (PERT) and Critical Path Method (CPM) for programme planning, scheduling and controlling in Adult and Community development education. PERT and CPM are two closely related management sciences techniques for project planning, scheduling and control. The paper noted that the diversity of settings that calls for programmes in Adult and Community Development education does not lend itself to one best approach to programme planning and administration. The disparity necessitates awareness of different programming models, among which are PERT and CPM network models. It is a multidisciplinary approach that holds a lot of benefits for programme planning in Adult education. Apart from being a means of identifying and managing uncertainties, the network modeling reality, provides opportunities for tracking programme implementation. The approach will bring to bear on programme planning and administration in Adult and Community Development Education the same analytical, systematic and disciplined approach to project management in the management sciences. Its methodology is expected to improve programme implementation, monitoring and delivery.**

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Dr. Khalid Hamednalla Albadawi **GICICTEL1804114**	**The Oral Error Correction** **Dr. Khalid Hamednalla Albadawi** **Taif University. College of Arts and Education (Turabah Branch). Saudi Arabia** **Abstract** This study focuses on the oral error correction techniques applied by teachers when a student commits errors during oral activities whether speaking or reading. It also examined whether teachers' ways of error correction affected students' participation in oral activities. An observation was utilized for the data collection. Findings showed that students were affected positively or negatively by the teacher's error corrections. They also draw the attention for importance of the scientific ways of correcting errors. This study concludes with the idea that English teacher should get involved in such self-observation studies in order to realize their current practices in the classroom. The data yielded a number of interesting findings which showed that there were differences and similarities between male and female teachers in the ways of correcting students' oral errors. At the end of this thesis, recommendations and suggestions were given.
Aloh Nneamaka Irene **GICICTEL1804115**	**Adopting The Strategic Management Processes For The Implementation Of The Education Goals In Ebonyi State** **Aloh, Nneamaka Irene** **Department Of Primary Education, Ebonyi State College Of Education, Ikwo** **Robert-Onu, Charity** **Department Of Primary Education, Ebonyi State College Of Education, Ikwo** **Abstract** This work is entitled, 'Adopting the Strategic Management Processes for the implementation of the Education goals in Ebonyi State.' The objectives of the study are to: Determine to what extent the in-house training of the principal officers in the education sector brings about effective teaching and learning in Ebonyi State, find out to what extent the adoption of good communication link helps the Head-Teachers in Ebonyi State to implement the goals of the education sector in the state, investigate to what extent the evaluation of staff performance by the principal officers promotes effective and efficient service delivery in the education sector in Ebonyi State. The theory adopted in this study is the Scientific Management Theory by Frederick Wilson Taylor (1856 and 1917). Descriptive survey design was used in this study. The following are some of the findings in this research: In-house training of principal officers in the education sector enables effective teaching and learning in Ebonyi State, adoption of communication link helps the principal officers in the education sector to effectively implement the education goals in Ebonyi State; evaluation of staff performance by the principal officers in the education sector promotes effective and efficient service delivery in schools in Ebonyi State. The researchers recommended as follows: There should be regular in-house training of principal officers in the education sector to enable the staff deliver on the teaching and learning goal of education in Ebonyi State; there should be holistic adoption of communication link by the principal officers in education for effective implementation of education goals in Ebonyi State; there should be the evaluation of staff performance by the principal officers in education sector in order to promote effective and efficient service delivery in the education sector in Ebonyi State. Keywords: Adopting, Strategic Management Processes, implementation, Education goals.

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Bernadine Ngozi Ike GICICTEL1804118	**Committees And The Management Of The Polytechnics In Nigeria (A Case Study Of Akanu Ibiam Federal Polytechnic, Unwana, Ebonyi State, Nigeria)**
	Mrs. Ike B.N **Administrative officer II, Akanu Ibiam Federal Polytechnic, Unwana** **ABSTRACT** **The Polytechnics in Nigeria were established by the Federal Polytechnic Act No. 33, 1979 to provide full-time courses in Technology, applied sciences, management and other fields of study and to make provisions for general administration of such polytechnics. The Polytechnics play a vital role in the educational, scientific and technological progress in Nigeria. They were established to train and produce the technical man-power necessary for the execution of the Nations development plans, goals and strategies. The Polytechnics are under the purview of the National Board for Technical Education. This Board, the NBTE, established by law (National Board for Technical Education Act of 9 January, 1977) approves the setting up of each polytechnic, regulates the courses and also sets the minimum standards on admission, teaching and infrastructure. In the polytechnic system, the Rector is the Chief Executive officer charged with both administrative and academic functions while the Academic Board is the formal authority under the polytechnic regulations to make academic policy. However, to achieve meaningful decision and in compliance with the rules and regulations guiding the system, Committees are created. This paper examines the role of Committees in the Management of the Polytechnic system in Nigeria with special emphasis on Akanu Ibiam Federal Polytechnic, Unwana, Ebonyi state, Nigeria. It will also ascertain the attitude of members of the committee towards the assigned duties, and also make appropriate recommendations to promote the effectiveness of the system as a whole.** **Keywords: Federal, Polytechnic, Act, committee, Management, system, National, Board, Technical, Education.**
Benedict Ikechukwu Eze GICICTEL1804119	**Sustainable Development Goals In Nigeria And The Role Of Social Workers** **Benedict Ikechukwu Eze** **(Senior Assistant Registrar)** **Akanu Ibiam Federal Polytechnic, Unwana, Ebonyi State, Nigeria** **Abstract** **Sustainable development, according to Brundtland Report on World Development, 1987 is defined as "development that meets the needs of the present without compromising the ability of the future generations to meet their needs." Rather than predicting greater environmental decay and hardship in a world of ever diminishing resources, the Report foresees the possibility of a new era of economic growth. In view of the above, the United Nations Member States, which Nigeria is one of them, on 25th September, 2015 adopted the sustainable development which includes a set of Seventeen (17) Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice and tackle climate change as its 2030 Agenda. The Sustainable Development Goals (SDG), otherwise known as the global goals was built on the millennium development goals (MDG). This paper, however, adopted documentary sources of information in the course of the research. It discussed the concept of sustainable development, including the sustainable development goals and the scope and the impact on Nigerians. It also discussed the role of social workers in the actualization of these goals. It also discussed the challenges in achieving the goals and proffers possible recommendations in overcoming the challenges.**

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	Keywords: Social, Work, Sustainable, Development, Goals, Environment, Poverty, Inequality, Injustice, Climate, and Change.
 Zetriuslita **GICICTEL1804121**	**Mathematical Communication Ability and Curiosity Attitude Through Problem Based Learning and Cognitive Conflict Strategy Based on Academic Level : A Study on Number of Theory Course** **Zetriuslita** **Riau Islamic University, Pekanbaru, Riau, Indonesia** **Wahyudin** **Indonesian Education University, Bandung, Indonesia** **Jarnawi** **Indonesian Education University, Bandung, Indonesia** **Abstract** **The aim of this research is to examine the achievement and improvement of students' Mathematical Communication Ability (MCA) and Curiosity Attitude (CA) through Problem-Based Learning Model and Cognitive Conflict Strategy (PBLCCS) and Explicit Direct Instruction (EDI). Adopting a quasi-experimental mixed method with pretest-posttest control group design and sequential explanatory strategy, the study population consists of undergraduate students of Mathematics Education Study Program at a private Islamic University in Riau of Sumatra Indonesia, academic year 2015/2016 in course subject of Number Theory. Quantitative data were collected from essay tests, questionnaires and interview sheets whereas observation sheets were used to generate qualitative data. The findings show that there is (1) no difference in Mathematical Communication Ability (MCA) between students tought by Problem-Based Learning and Cognitive Conflict Strategy (PBLCCS) and Explicit Direct Instruction (EDI) based on academic levels (high, medium, low); (2) no difference in Mathematical Curiosity Attitude (CA) between those who have been taught by PBLCCS and EDI based on academic levels (high, medium, low) despite students' mistakes in mathematical communication; (3) PBLCCS has not been able to improve students' curiosity in learning mathematics; (4) Worksheet cannot optimally improve students' MCA and CA.** **Keywords: mathematical communication, mathematical curiosity, problem-based learning, cognitive conflict strategy, constructivsm**
Seri Hartati **GICICTEL1804123**	**Usage of Instant Messaging by Colleges Employees in Riau Province** **Seri Hartati** **Faculty of social and political science, Universitas Abdurrab, Pekanbaru** **Widdya Rahmalina** **Faculty of enggineering, Universitas Abdurrab, Pekanbaru** **Abstract** **Instant Messaging or often abbreviated as IM has become one of the common communication tools used for personal interests and corporate needs. Survey results in Indonesia According to eMarketer reports, instant messaging users in Indonesia in 2014 was 37.6 million users, increased in 2015 as much as 52.9 million users, 2016 as many as 62.6 million users and predicted to continue to increase in 2017 (72, 5 million users), 2018 (81.7 million) and 2019 as many as 91.6 million users. This shows an increasing use of IM continuously . Although some research suggests that the use of IM may interfere work activity, but in recent years research has increased IM use in the world of work. Utilization of**

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	IM usage by employees in college affects their performance in daily activities. Therefore the use of IM requires proper management in order to maximize its benefits. With this IM technology allows the sharing of information can be implemented quickly, precisely and accurately, so that will improve the effectiveness of employee performance. The development of communications technology will impact the emergence of various types of activities based on technology, all of which are based on electronic. Through this research is expected to contribute the use of IM, so that the college can provide more specific management services for employees, hopefully could support the creation of e-management, e-education as the power of smart city in Riau Province.
Tung Vu GICICTEL1804124	**Cultural awareness as a critical window into English Teaching Education in the context of Vietnam** **Tung Vu** **College of Education Teaching English as Second Language, Concordia University Chicago, Ho Chi Minh, Vietnam** **Abstract** **In association with African American English, this study uploads the honorary values of African cultural heritage that was marginalized among ethnic minority groups. As opposed to Standard English, African speakers were viewed as deficient and felt into multitudinous discrimination. Critically relating this phenomenon with Vietnamese ELT context, this paper argues that despite multi-level efforts and year-long implementation of National Foreign Languages Project 2020, the particular quality education of foreign languages as the key goal of MOET has not been reachable. Teacher-centered approaches and one-size-fits-all solutions are viewed as primary triggers to such failures; however it is claimed that an excessive stress on standardization without any concerns to deploy students' cultural belonging as the input of curriculum might be rooted reasons. Reflected against the current context of English as lingua franca (ELF) attached to its NNES's increasing requisite for the globalized interaction, the paper aims to draw attention to the significance of cultural awareness in English-language education and to propose an approach to teacher development which supports the integration of cultural aspects in English teaching. To achieve these above aims, 30 questionnaires were administered and 06 semi-structured interviews to English-majored lecturers in HCM city to uncover limitations of their existing ELT methods, from which getting them engaged in Bennett's DMIS (Developmental Model of Intercultural Sensitivity) (Bennett, 2004) as the underpinning theoretical framework. To specify, this model allows them to change their mindset about English teaching and take more innovative steps towards "interculturalising" their teaching practicums. The findings suggested teaching language as instead of and culture and revealed the significance of cultural awareness into English language education in Vietnam. It is also noted that the arguments and findings in the paper are reinforced by the universal call for equity and inclusion in education set in UNESCO's Sustainable Goal 4.7.** **Keywords: African American English, Vietnamese ELT, Intercultural Sensitivity, Teacher Education, Equity and Inclusion;**
Tung Vu GICICTEL1804124	**Cultural awareness as a critical window into English Teaching Education in the context of Vietnam** **Tung Vu** **College of Education Teaching English as Second Language, Concordia University Chicago, Ho Chi Minh, Vietnam**

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Abstract

In association with African American English, this study uploads the honorary values of African cultural heritage that was marginalized among ethnic minority groups. As opposed to Standard English, African speakers were viewed as deficient and felt into multitudinous discrimination. Critically relating this phenomenon with Vietnamese ELT context, this paper argues that despite multi-level efforts and year-long implementation of National Foreign Languages Project 2020, the particular quality education of foreign languages as the key goal of MOET has not been reachable. Teacher-centered approaches and one-size-fits-all solutions are viewed as primary triggers to such failures; however it is claimed that an excessive stress on standardization without any concerns to deploy students' cultural belonging as the input of curriculum might be rooted reasons. Reflected against the current context of English as lingua franca (ELF) attached to its NNES's increasing requisite for the globalized interaction, the paper aims to draw attention to the significance of cultural awareness in English-language education and to propose an approach to teacher development which supports the integration of cultural aspects in English teaching. To achieve these above aims, 30 questionnaires were administered and 06 semi-structured interviews to English-majored lecturers in HCM city to uncover limitations of their existing ELT methods, from which getting them engaged in Bennett's DMIS (Developmental Model of Intercultural Sensitivity) (Bennett, 2004) as the underpinning theoretical framework. To specify, this model allows them to change their mindset about English teaching and take more innovative steps towards "interculturalising" their teaching practicums. The findings suggested teaching language as instead of and culture and revealed the significance of cultural awareness into English language education in Vietnam. It is also noted that the arguments and findings in the paper are reinforced by the universal call for equity and inclusion in education set in UNESCO's Sustainable Goal 4.7.

Keywords: African American English, Vietnamese ELT, Intercultural Sensitivity, Teacher Education, Equity and Inclusion;

Badges as an Instrument of Student Motivation and an Alternative to Grade System in Modern Education

Tatyana Chernova
Foreign Languages Department, Novosibirsk State University, Novosibirsk, Russia

Tatyana Chernova
GICICTEL1804125

Abstract

Progress and technology development, with no doubt, affects all spheres of life dramatically, therefore education is influenced as well. Statistics like PISA show that the most successful students like Finland and Estonia are involved in education systems, which excluded marks and grades from their curriculum. But how can we appraise students and illustrate their progress to keep their motivation? Gamified approach can be one of the solutions. Gamification is known as a way to 'edutainment' but while only plating games in class is questionable, badges and achievements as marks work well in the world of constant stress students suffer because of exam and test grades. Old-school system of A-F (or 1-5 or 1-10) points as marks is based on literally comparing a student to some given ideal student and if he fits the requirement. On the contrary, badges for each student achievement make every student equal, encourages them to be more active in and outside the class, helps teacher to mark works objectively. Students who get marks for tests are less motivated to do the new test than those, who got (or didn't get) the badge), as an example.

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Doreen D. Domingo **GICICTEL1804127**	**Graduates' Assessment On Mmsus Services, Practices And Programs** **Doreen D. Domingo** **Mariano Marcos State University, City of Batac, Ilocos Norte, Philippines** **Arceli C. Salvador** **Mariano Marcos State University, City of Batac, Ilocos Norte, Philippines** **Veronica S.Macadangdang** **Mariano Marcos State University, City of Batac, Ilocos Norte, Philippines** **Saturnina F. Nisperos** **Mariano Marcos State University, City of Batac, Ilocos Norte, Philippines** **Abstract** **Mariano Marcos State University (MMSU) with its 4-fold function : instruction, research, extension and production provided its graduates basic foundation for employment and profession for global competitiveness.** **Its Graduate Tracer Study (GTS) Program with its Web-Based GTS or eGTS was developed in retooling curricular offerings, academic services and programs. Hence, this study was conceptualize to assess the level of satisfaction/importance of the various services, practices and programs of the institution.** **Graduates three to five years prior to survey distribution were utilized as they are ideal targets for questions about academic quality, as their professional and educational attainments are more likely to have resulted from their undergraduate experiences.** **Results show that the graduates were very satisfied on the institution's services in terms of enrolment), (3.80) accounting (3.67), library (3.85), laboratories (3.85), counselling (3.91), faculty consultation (3.98), and thesis advising (3.80).** **Likewise, very satisfied on the institution's programs such as community involvement (3.93), field trips (3.49), student publications (3.77), student organizations (3.93), sports development (3.86), career placement (3.87), culture and arts (3.88) and tutorials (3.65). Moreover, graduates were moderately satisfied on the instructional practices of faculty. Field of study/course, thesis topics, grades in college, reputation of the university, competencies learned in college, previous work experience, personality, OJT experience, and relatedness to employer are all equally assessed as moderately important for employment.** **With these findings, administrators can determine institutional priorities, like improvement in the institution's engagement in specific program or activities on campus. Graduates' reflections can provide insights to administrators to understand the factors that significantly contributed to their employment and for the enhancement of curricular offerings.** **Keywords: services, instructional practices, programs, assessment**
  Parvez Ahmed Pirzado **GICICTEL1804128**	**Teaching Human Rights in Pakistani Schools: What are the potential barriers?** **Parvez Ahmed Pirzado** **University of Technology Sydney, Australia** **Abstract** **Pakistan ranks at the lowest end of human development in the world. As per the Human Development Index 2015, Pakistan has been placed at 147th position. The overall situation of human development in Pakistan is unsatisfactory. Although, Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens, but the recent**

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reports of Human Rights Watch, Amnesty International, Bureau of Democracy, Human Rights and Labour and Human Rights Commission of Pakistan, state the overall human rights situation in Pakistan as alarming.

As part of my Masters research, I conducted a small scale on "Teaching of Human Rights in Pakistani Schools". I would like to expand the findings of my research through doctoral studies. I would like to share my proposed research for PhD with the conference audience to generate discussion and receive feedback on the topic. Based on learning, I will improve research methodology before the data collection planned in August 2018.

The paper aims to present the human rights situation in Pakistan, human rights concepts in Pakistani curriculum and the need for research on the topic. The paper will also present the proposed research methodology for the doctoral studies, recommend a case for the need for human rights education in Pakistan and advocate the importance of teaching human rights at school level. The paper will raise questions for audience on proposed effective and contextualize model for the Human Rights Education for Pakistan, based on best practices in other areas of world, especially in Asia.

Assessing Factors Influencing Career Decision Choice Among Pre-Degree Students In Sule Lamido University Kafin-Hausa Jigawa State Nigeria

Salisu Yunusa
Department Of Education, Faculty Of Education, Sule Lamido University, Nigeria

Salisu Yunusa
GICICTEL1804129

Abstract
This study will investigated the factors influencing Career choice Decision among pree degree student in Sule lamido university Kafin Hausa which parental influence, socio- economic status, interest, ability, Age, Career information, Peers, and Teachers plays a great role in influencing career decision choice of an individual. To guide the study, six research questions four null hypotheses are formulated. Ex-post facto research design will be adopted for the study. The study will be carried out in Sule lamido university Kafin Hausa Jigawa State Nigeria. The population for the study consists of science and non-science students (IJMB students) with population of 800 students. The sample size for the study will stood at 260 students from the area of study. A structured questionnaire titled Career Choice Decision Questionnaire (CCDQ)' will be used for data collection. The research questions will be analyzed using descriptive statistics such as Mean and Standard Deviation while the hypotheses will be tested at 0.05 level of significant using independent T-test.

Yanwei NIE
GICICTEL1804130

Teacher-led Peer Review in EFL Writing: Cultivating Self-corrective Writers

Yanwei NIE
Shantou University, Shantou, China

ABSTRACT
Writing is a recursive process instead of a one-off activity, which involves brainstorming, planning, drafting and revising. The revision process brings about lots of learning gains to EFL learners because it is the stage when they get the writing problems identified and improve the draft with insightful comments several times. Substantial research has found that peer review benefits EFL learners to a great extent, such as receiving more feedback, being aware of the audience, and developing self-assessment skills. However, there are still many problems in the teaching practice. EFL learners may not be able to identify all the mistakes or they overemphasize the surface-level errors instead of the content and organizational problems. Some of them have a strong preference for

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the teacher's feedback, distrusting the accuracy and validity of peer review. Some advanced students feel they benefit little, claiming that they cannot receive constructive feedback from others.

This current research aimed to investigate the effectiveness of teacher-led peer review in EFL writing. With the teacher's initial feedback on the first draft, the students corrected the mistakes and exchanged papers for peer review. The peer review served to check whether mistakes were corrected appropriately and to provide more feedback based on the rubric. Research data were collected from the writing assignments' scores and the questionnaire among 44 students at a key Chinese university. The research reveals that teacher-led peer review can create a student-centered writing classroom with proper guidance and cultivate them to be self-corrective writers, which helps them make great process in EFL writing.

Keywords: Peer Review, EFL Writing, Teacher-led, Self-corrective Writers

Effects of Advanced Organisers on Performance in Conservation Concepts among Secondary Biology Students in Jahun Education Zone, Jigawa, Nigeria

Auwal Kassim ABUBAKAR
Department of Science Education, Sule Lamido University, Kafin Hausa, Nigeria

Auwal Kassim ABUBAKAR GICICTEL1804131

Abstract

The study investigated effects of advanced organizers on the performance in conservation concepts among secondary Biology students in Jahun, Jigawa State, Nigeria. One hundred and thirty seven (137) students were randomly selected from eleven (11) senior secondary schools that constituted the sample for the study from a total population of one thousand two hundred and twenty five (1225) SSII students in Jahun zone. The study adopted the pretest, post test and post-post test quasi experimental and control group design. The students in experimental group were taught using lecture method enriched with advanced organizers while those in control group were taught using lecture method for the period of six weeks. The topic taught was conservation of Natural Resources from senior secondary school curriculum. The instrument used for data collection was Conservation Concept Performance Test (CCPT) with reliability coefficient of 0.89. Two Research questions and two Null Hypotheses were formulated and tested using independent t-Test at 0.05 level of significance. Pictorial and textual advanced organizers were developed and used for the study. The major findings from the study include: obtaining a significant difference between the mean academic performance scores of students taught conservation concepts with advanced organizers and those taught without advanced organizers in favour of the former. Another finding is that there is no significant difference between the mean academic performance scores of male and female students taught conservation concepts with advanced organizer . Based on the findings it was recommended that advanced organizers should be used by biology teachers to teach in senior Secondary Schools among others

Keywords: Advanced Organizers, Consevation, Natural Resources.

Sani Jafar GICICTEL1804132

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

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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.

Articulating the Foundations of Philippine K to 12 Curriculum: Learner-Centeredness

Jaesser G. Rivera
Deped Lipa City Lipa City, Batangas, Philippines

Jaesser G. Rivera
GICICTEL1804135

Abstract
This article is focused on an in-depth assessment of the K to 12 curriculum of the Philippine Educational system. It aimed to identify the misalignment of the teaching pedagogies as mandated by RA 10533 in the sound idea of the widely spreading concept of learner centeredness. This article is premised on the assumption that many Filipinos, including Filipino teachers are complacent on the implementation of the K to 12 curriculum not noticing the deviation of foundations to the constitutional aim of learner-centeredness. Furthermore, in an attempt to analyze the K to12 curriculum, this article comprehensively looks into the foundations and connection to learner-centeredness to provide articulation in the new curriculum. Qualitative-Content Analysis is the instrument of research to achieve the objectives of the study. There is no other participant in this study aside from the researcher in order to minimize subjectivity in the description of the content and to prevent further interwoven interpretation in the analysis. Through descriptive analysis, this article takes into account the official statements of the education department in the enumeration of fluctuations. A topical analysis across RA 10533 descriptor was qualitatively presented through MSWord. This paper reveals the strong need for the articulation in the curriculum, which calls for an in-depth review of content of curriculum.
Keywords: Education, Learning Styles, Strategies and Outcomes, descriptive design, Philippines

Sibel Ersel Kaymakamoglu
GICICTEL1804136

Teachers' Pedagogical Conceptualizations And Technology Use In Teaching And Learning

Sibel Ersel Kaymakamoglu
Department of English Language Teaching, Faculty of Education, European University of Lefke, Lefke, Northern Cyprus

Abstract

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This study investigated the relationship between teachers' pedagogical beliefs and their educational uses of technology for learning and teaching purposes. For this purpose, five experienced teachers who voluntarily participated in this investigation were purposively selected. In order to explore the phenomena under investigation qualitative means of investigation were employed. In order to understand the link between the teachers' pedagogical beliefs and their educational uses of technology, if any, the participant teachers were interviewed. The findings of the study revealed that the participant teachers pedagogical conceptualizations and their technology integration into teaching and learning process were closely related to : (1) the educational context they function in, (2) their sense of technological efficacy, (3) their willingness and motivation to integrate technology for educational activities, (4) professional development.
Keywords: Teachers' pedagogical beliefs, technology integration, educational context, technological efficacy.

Rimi Saleh Bagudu **GICICTEL1804137**	**Polysemy of the Preposition of in ICE Nigeria** **Rimi Saleh Bagudu** **Bauchi State University Gadau** **Abstract** This paper discovers the use of the preposition of in Nigerian English. It pays special attention to English spoken by educated adult Nigerians as preserved in the International Corpus of English Nigerian component (ICE-Nig). The use of the preposition has shown to differ distinctly from its use in other varieties of English. The study uses a corpus driven methodology. A sum of 699 concordance lines were retrieved from the ICE-Nig, analysed and compared with the data collected from the British component of the International Corpus of English (ICE-GB). The Corpus was analysed using SPSS into 13 categories of the polysemic meanings of the preposition of. The 13 categories used were brought about by comparing the 19 categories of The Cambridge Advanced Learners Dictionary Categorizations (2008) and The 10 categories of Downing & Locke's (1992). The results show that Nigerian English uses a higher amount of the preposition of at establishing process relationship than at any other category. Furthermore, the process relationship is excessively higher in Academic Technology than any other sub-file. In comparison, British English uses a higher amount of the preposition at establishing attributive relationship. Keywords: Categorizations, Corpus linguistics, ICE-Nig, ICE-GB, Nigerian English, Polysemy
You-Rong Chen **GICICTEL1804138**	**The Influence of Infusing a Creative Problem-Solving Process into an Engineering Course on College Students' Creativity disposition and Creative Performance** **Chen, H.-L** **Institute of Digital Learning and Education, National Taiwan University of Science and Technology, Sec. 4, Keelung Rd., Da'an Dist., Taipei City 106, Taiwan (R.O.C.)** **Chen, Y.-R.** **Institute of Digital Learning and Education, National Taiwan University of Science and Technology, Sec. 4, Keelung Rd., Da'an Dist., Taipei City 106, Taiwan (R.O.C.)** **ABSTRACT** Practicing engineers are always faced to solve kinds of problems in workplaces, but they are usually considered stubborn and unchangeable. Therefore, we

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suppose some academic sides should be adapted to prepare young engineering students for the swift changing of the world. This study investigates the effects of infusing a creative problem-solving(CPS) process into an engineering course in an university in Taiwan, exploring the relationship between students' creativity and their creative performance through six CPS stages and devoted to cultivate the ability of dealing with problems and foster creativity of engineering students. The study used a pretest-posttest application and a semi-experimental design. It involved 49 participants, of which were 43 males and 6 females. This present study used a 6-stage CPS process which comprised a series of creative teaching strategies in an Industry 4.0 project-based learning course led by three professors. The contents of this course included, for instance, Internet of Things, Big Data, Click-and-Mortar and so on. Questionnaire from 5C ability Scale was used to evaluate creative disposition and a drawing assessment designed by Professor Hong was carried out to evaluate creativity. Data were analyzed with the SPSS version 15.0 (1) by using the paired t-test to prove there were significant differences before and after the experiment; (2) Pearson's correlations test was used for inter-scale relations.

Keywords: Engineering, Creative Problem-Solving, Creative Teaching Strategies, Industry 4.0

Utilizing Multiple Intelligences in EFL Courses

Rebecca Ann Brinkley
School of Cross-Cultural Studies, Sugiyama Jogakuen University, Nagoya, Japan

**Rebecca Ann Brinkley
GICICTEL1804139**

ABSTRACT
According to Howard Gardner, humans possess eight different forms of intelligences: linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal and naturalist. However, language learners are most often graded on assessments, which are based on linguistic intelligence, such as written reports and tests. These traditional forms of assessment prevent many learners from demonstrating their abilities. To cater to this diversity, educators need to provide a varied selection of assessments, which utilize multiple intelligences. In order to do this, educators need to understand the abilities of their students. A study was conducted at a university in Japan, which has seen an increase in the number of students entering an English language program who are not traditionally linguistically inclined. This presentation will discuss the results of a survey, which illustrates the intellectual diversity of English language students, and how their assessment preferences and those currently being employed by the university do not complement their abilities. The presentation will offer suggestions as to how to better accommodate the growing number of students who are not traditionally linguistically intelligent by incorporating Multiple Intelligence Theory (MIT) into their courses, in order to provide a more inclusive learning environment.
EFL, Multiple Intelligence Theory, Assessment, Inclusive Learning Environemt

**Nelly Choy
GICICTEL1804140**

"Let's talk sex" – Enhancing Sexuality Education for Asian Third Culture Youth in New Zealand

Nelly Choy
Faculty of Education, University of Auckland, New Zealand

Abstract
New Zealand is a multicultural nation that has become increasingly pluralistic in terms of ethnicity and religion. Research on Asian young people's sexual behaviour is scant even though the Asian population (12%) is the fastest

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growing ethnic group and is third largest after European (74%) and Maori (15%) and before Pacific peoples (7%). It is difficult to envisage the current sexuality education being effective and culturally relevant for Asian youth given it has been described as the 'one-size-fits-all approach and model'. It has also been recognized that there is a knowledge/practice gap and a mismatch between the interests of students and teachers in sexuality education (Allen, 2001; McKee, Watson and Dore, 2014). Aggleton and Campbell (2000) state that for sexuality education to be effective, it must meet the needs and interests of young people.

Secondary schools have the potential to improve youth sexual health and well-being because virtually all youth attend schools for years before they initiate sex. This study fills a gap in literature by examining the experiences and suggestions from 504 Asian young people aged 16 to 39 on how sexuality education can be enhanced to be relevant and effective for Asian third culture youth. Using a mixed method approach, data were collected from five focus groups and an online survey. Findings also focussed on gaining an in-depth understanding on how the Asian family and culture challenge third culture New Zealand Asian youth in their experience and understanding of sexuality education. This study argues that it is vital that sexuality education incorporates Asian young people's preferences and needs as well as various cultural factors in order to be effective and culturally relevant in improving their sexual health and well-being. It is hoped that findings from this study can inform policymakers and educators about how sexuality education can be effective and culturally relevant for Asian youth.

Ibrahim Amin Al-Qaryouti **GICICTEL1804141**	**Omani Mothers Acceptance of their Children with Disabilities** **Ibrahim Amin Al- Qaryouti** **Early Childhood College of Education, Sultan Qaboos U, Muscat, Oman** **Abstract** **The study aimed to investigate the acceptance level of mothers of their disabled children. The sample of the study consisted of 363 Omani mothers of disabled children enrolled in special education centers. The mothers acceptance of their disabled children a questionnaire consisting of (43) items was used. Results revealed no statistically significant differences in mothers', acceptance level of their disabled children in relation to the type of disability. It was also found that there are no significant differences in mother's acceptance level of their children with hearing impaired and mental disability. The results also showed that there are significant differences in mothers' acceptance level of their disabled children related to gender of visual impaired, in fevers of the males. Regarding CP disability, the results showed that there are significant differences in mother's acceptance of their CP disabled children, related to the age of the disabled** **Keywords: Acceptance, hearing impairment, visual impairment, Cerebral Palsy, Mental Retardation, Oman.**
Tanja McCandie **GICICTEL1804142**	**Fostering student and teacher autonomy is coordinated English programs** **Tanja McCandie** **Dept of Foreign Languages, Faculty of Foreign Studies, Meijo University, Nagoya, Japan** **Abstract** **Many native English speakers believe that their Asian students often seem unmotivated and rarely take an initiative when it comes to their learning (Holliday, 2005). Educators who teach within programs that offer little teacher autonomy are less motivated and have less job satisfaction than those who have**

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more teacher autonomy (Saragih, 2011). Lack of autonomy, for both students and teachers, can lead to frustration, lack of motivation and "burn-out". Sheerin (1989) believes that teachers play a large role in helping learners become more autonomous and Scharle and Szabo (2000) assert that creating more autonomy for students lessens their over-reliance on teachers and creates a stronger sense of student responsibility. Fostering teacher autonomy creates a stronger sense of teacher responsibility to students, elevates motivation and gives teachers a sense of ownership and work satisfaction (Pearson, 2005). This presentation will focus on how program coordinators can foster both teacher and student autonomy in highly coordinated university English programs. Emphasis with be placed on reading and communication curriculum.

Keywords: Teacher, Student, Autonomy

Parental Influence on the Decision for their Daughters' Enrollment in International Islamic University, Islamabad

Fouzia Ajmal
Assistant Professor, Department of Education, International Islamic University Islamabad Pakistan

Fouzia Ajmal
GICICTEL1804143

Abstract
This research study broadly focused on the education of female in Pakistan and then enrollment of these female students in International Islamic University, Islamabad Pakistan. The objective of the study was to identify the determinants which cause for parents decision to their daughters enrolment decision in the International Islamic University, Islamabad. Secondly to see the role of parents in choice of institutions, thirdly to see the dominance of norms and cultures values of society and finally to see the students arguments over their parents decision regarding enrollment in this university. Parents' influence their daughters to study in Islamic University due to good on campus facilities & wide range of faculties. They feel that their daughters are safe and secure in Islamic University. Separate and secure Hostel facility attracts parents from all over Pakistan to influence their daughters for admission in the IIU. The decision of enrolling their daughter's in IIU Parent's does take into account the future prospects. The wide range of faculties and latest training programs which are run in the university are planned according to the growing demands of the market.

Keywords: Female Education, Pakistan, Decision, choice of university

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"LISTEN, SEE, PRACTICE WITH 3 SENSES" TRIANGLE APPROACH

Tugba Ece
Bilnet Schools, Bilnet Schools, Istanbul, Turkey

Tugba Ece
GICICTEL1804145

Abstract
"Listen, see-imagine, practice with 3 senses" - This triangle is an essential in education when you learn some thing new that you never heard before. There should be a leader who leads them but who doesn't teach directly, doesn't giving direct commands.
In addition; curriculum depends on the countries and sometimes on the cities. So it should be changed according to the local needs and factors. My curriculum may not be able to be used in every country. I took my essential curriculum research according to Turkey standards and needs. Therefore, it can simply be modified according to the countries which will be implemented.
When the students learn a new subject, they immediately need to put it into practice to place the information into long-term memory by acting; seeing, touching, hearing, imagining, feeling. And the another important thing is that

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	they should wonder and enjoy. Because they don't know what will happen at the end and then they start to be excited to find out. And their wish to learn is getting to increase. Like non-fiction/fiction videos, real materials (bread, fruits etc.), lego bricks, wooden bricks, play, story telling corner which signifies the story etc. With those feelings, they find their own way, method to learn. And they don't feel the pressure of teacher who implies like "you must learn this". They feel the freedom to learn to learn bu they don't know it exactly about this process because they just want to do it! It is like playing a game in playstation. They just want to reach the final and see the conclusion by living, feeling. They should touch while learning even if the subject is abstract, then we need it to turn into concrete via lego bricks, wooden bricks, plastic materials to act. In education every way to learn is passing on acting. If we use the lessons in real life then we feel them in real life with real materials by practicing; acting. We cannot deceive them with fiction things. Thus, those all details ought to be well-written and instructed in curriculum for the teachers. Of course, those teachers must have been trained about the curriculum that they will use. Not all teachers can do this curriculum, this curriculum's teacher should have innate feelings: emotional, considerate, passionate, compassionate, having ability to put themselves imaginatively in another's place, foresighted, up to date about the educational innovations in the world, creative, visioner, imaginative. The teachers after the training should be assessed with the first assessment step via acting, chatting, testing with a pychological test, observing in their colleagues' relation for a while before they start to teach. The first assessment step is short-term after they start to teach. The second assessment step is long term lasting throughout a year. It is to observe them generally. This approach stimulates natural self-driven learning with innate 3 senses. It covers; research-based, content-based learning, Project-based learning, learning through creativity and communicative ability, hands-on experience, incentive learning by feeling of "wonder", student-driven, making use of innate feelings; "3 senses (see-hear-touch). They'll think and imagine what they have done all day. So let them free after school and let them imagine, let them live! In story telling time, students try to express what they have seen in the speechless animated videos. Those animated videos bring out "wonder" feeling and push them to imagine and then talk. So we revise literacy, phonics with those short animated films.
Thi Lam Thuong Bui **GICICTEL1804146**	**Action research: Using language games to help non-English majors reduce anxiety in English speaking lessons.** **Thi Lam Thuong Bui** **Fundamental Faculty, Posts and Telecommunications Institute of Technology** **Thi Bao Huong Dinh** **Post-Graduate Studies Department, Hanoi University** **Abstract** There is no doubt that English speaking is a critically important skill as someone is often judged by the ability to speak that language. While mastering speaking skill is the desire of almost English learners, there are numerous preventive factors provoking to them. Of these, anxiety is a big problem of concern. This action research was conducted in an EFL context to figure out the levels of anxiety that 30 second year non-English majors at a Vietnamese technical university were experiencing and if the use of language games was an effective solution to them. Observation was used as a tool to identify the problem as well as to observe students' attitudes towards the intervention. Quantitative data about students' levels of anxiety were then collected using the adapted 5-point

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Likert scale questionnaire developed by Horwitz, Horwitz and Scope (1986). An informal interview with 10 questionnaire's respondents at the end of action implementation was analyzed qualitatively to get learners' views of the games' effects on reducing anxiety. The findings revealed that most of the students suffered from anxiety and two thirds of them had high anxious level. The chosen games were found to be a positive solution to university students especially to those of low anxiety group. For future scope, another cycle of action will be conducted with some changes in the ways games are organized in class.

Key words: action research, speaking anxiety, language games, non-English majors.

Analysis of Metacognitive Skill of Undergraduate Students in Solving Math Problems

Faliqul Jannah Firdausi
Mathematics Education, School of Postgraduates, Universitas Pendidikan Indonesia, Jl Dr. Setiabudi No. 229 Kota Bandung, Indonesia

Faliqul Jannah Firdausi
GICICTEL1804147

Abstract
This study aimed to reveal metacognitive skill of undergraduate students in mathematics education major, in solving mathematics problems. Metacognitive skill prefer to procedural knowledge needed to control one's learning habits. This skill can help in planning several effective strategies and find the most efficient strategy to achieve the goal or make a right decision to solve the problems. To understand and analysis metacognitive skill in mathematics, this research used math test which was examined 22 undergraduate students in mathematics education major from an University in Bandung by followed interviews. The topics in the test were about trigonometry, triangle, and algebra. The other sources of the data are from essay and questionnaire of metacognitive skill. After that, the qualitative research method was used to analyse the data. The result shows that the majority approached the questions by some various strategies. About 85% participants could make plan to find solution by several attempts using various formulas. They performed identifying and formulating the problems, drawing triangle, putting forward several suspicions or temporary solutions and the strategies used, and then finding the solution and make conclusion about the most effective strategy to solve the problems.

Xin ZHANG
GICICTEL1804148

Exploring Effectiveness and Perceptions of Mobile-assisted Language Learning in improving Spoken English

Xin ZHANG
English Language Center, Shantou University, Shantou, China

Abstract
With widely adoption of mobile devices in teaching and learning, more and more studies focused on Mobile-assisted language learning (MALL). In addition, previous research indicates that MALL has considerable impact towards foreign language learning. Despite a large sum of researches have proved the strengths and effectiveness of MALL, little is known about students' perceptions toward mobile-assisted language learning, and effectiveness of using MALL in improving spoken English. In order to find out effectiveness of MALL and students' perceptions toward it, an experimental group will be employed to detect effectiveness of MALL in enhancing oral proficiency. Besides that, this study will adopt both quantitative (Pre-test and Post-test of students' oral performance by using IELTS Speaking Band Descriptors; Post-study questionnaire) and qualitative data (interviews). The results showed that positive attitude by students toward MALL. Through the understanding of

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students' beliefs and effectiveness of MALL, this study is expected to help students and teacher to raise the awareness of MALL. In addition, it indicates that smartphone can be adopted to foreign language teaching activities and can improve spoken English.

Keywords: Mobile-assisted language learning, Spoken English, College Students

Ana Rose C. Tubongbanua GICICTEL1804153	**Communication Accuracy, Fluency And Confidence: Towards A Functional Linguistic Program**

Ana Rose C. Tubongbanua, M.A.
English Department, Graduate School, St. Michael's College, Iligan City, Philippines

Edgar R. Eslit, Ph.D.

Abstract
Issues about Accuracy, Fluency and Confidence have been shown as very influential factors in communication; hence, educators need to be very receptive about these being one of the language learning and teaching challenges. Complacency has no place in this ever dynamic world. Such perspective led to the conceptualization of this study. Anchored on Social Constructionist theory, Speech codes theory and Speech Act theory, this study hoped to elucidate possible actions that will help remediate the recurring linguistic problems encountered by most high school students. Descriptive method was employed to identify the communication fluency, accuracy and confidence of the purposively selected 137 respondents. Instruments Used include: Accuracy Test, Fluency Test, and Confidence Test. The Frequency Count and Percent, Mean and Standard Deviation, Median, Mann-Whitney and Kruskal-Wallis Tests, t-test of Two Independent Sample Means and ANOVA were employed as Statistical Tools. Results showed that most of the respondents were in core level in terms of fluency; independent level in terms of accuracy and moderate Level in terms of terms of confidence. Notably, such findings were way below the expected outcome for high school students. Hence, to address this gap, a Functional Linguistic Program was put forward to address the recurring linguistic deficiency of the respondent.
Keywords: Accuracy, First Language Influence, Fluency, Functional Linguistic Program

Doris Jade S. Loma GICICTEL1804154	**First Language Influence On The Linguistic Competence: Development of An Instructional Module**

Doris Jade S. Loma
English Department, St. Michael's College, Iligan City, Philippines

Edgar R. Eslit

Abstract
Linguistic competence constitutes knowledge of language, but that knowledge is tacit and implicit especially among the second language learners. This means that students do not have conscious access to the principles and rules that govern the principles violated; be it in terms of speaking, writing, reading and listening. Such idea is akin to the current study. Hence, the purpose of this study was to find out the First Language Influence on the Linguistic Competence of the respondents. This was carried out among the one hundred sixty three (163) Grade 10 students of Acelo Badelles Sr. Memorial High School. The Linguistic Competence, Acculturation, and Cognitive Academic Language Proficiency theories served as the theoretical backbone. Both quantitative and qualitative

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methods were used. Using the purposive sampling procedure, data were collected via adopted survey questionnaire on First language influence and an IELTS-based test. Mean and Standard Deviation were observed. These were carried out further using the Spearman – Rho Correlation to measure the strength of association or correlation between the cited variables. Likewise, this test was used to measure the influence of the first language to the linguistic competence in relation to the sampling population as described by the correlation coefficients. Results revealed that the respondents' linguistic competence was slightly correlated to the influence of first language. To address the gap, an instructional module was proposed in order to improve the linguistic competence of the respondents.

Keywords: First Language Influence, Linguistic Competence, Instructional Module

Karen G. Viola-Bangelisan **GICICTEL1804155**	**Speaking And Listening Skills of Senior High School Students: Basis For Communication Enhancement Program** **Karen G. Viola-Bangelisan** **English Department, St. Michael's College, Iligan City, Philippines** **Abstract** Deficiency in speaking and listening is inevitable among the non-native speakers of the English language. While English proficiency is a desirable goal for all language learners, the current study has a different scenario of the issue. Anchored on Communicative Language Theory, Speech Acts Theory and The Behaviorist Theory, this study was geared towards determining the linguistic competence of the respondents in terms of their speaking and listening skills. The study was carried out among the fifty respondents. The descriptive correlational research method was employed. Data were collected using the IELTS-Based test. Further, this study utilized the frequency and percentage, mean, standard deviation, t-test and ANOVA. Results revealed that there was a notable statistical significance to the profile of the respondents in terms of sex and that the respondents' communicative competence was highly significant relative to their Grades in English. Furthermore, results revealed that the respondents' speaking and listening skills revealed a high significance which can be deduced that the respondents are not effective communicator. Hence, addressing this gap, a Communication Enhancement Program was proposed to address the speaking and listening needs of the respondents. **Keywords:** Communicative Competence, Communication Enhancement Program, English Proficiency, Listening, Speaking.
Jesel Mae N. Ventic **GICICTEL1804156**	**Reading Fluency, Comprehension, And Vocabulary Competence Of Senior High School Students: Basis For Reading Enhancement Program** **Jesel Mae N. Ventic** **English Department, St. Michael's College, Iligan City, Philippines** **Edgar R. Eslit** **Abstract** Concerns about English language learning and teaching are getting so pervasive. The embodiment of which, as most educators attest, is to intensify the English language teaching process per se. Anchored on the Schema Theory, Social Development Theory, and Affective Learning Theory, the current study dealt on measuring the reading fluency level, reading comprehension level, and vocabulary competence level of the respondents using the standard tools appropriate in a Descriptive-correlational type of research. Such circumstance

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is appropriate in this study. Using the Demographic Profile, Reading Fluency Test, Reading Comprehension Test, and Vocabulary Test as instruments in data gathering, the researcher purposively used the senior high school students of Iligan City National School of Fisheries (ICNSF) as respondents. To test the mean scores of all variables, the T-Test of two independent sample means and Analysis of Variance (ANOVA) were utilized. Salient results attest the veracity of the findings that: there were significant differences on the respondent's level of vocabulary competence, reading fluency, reading comprehension, and, that the reading fluency of the respondents befalls under frustrated level. Overall, the aforecited theories used in the study were amplified while gaps revealed in the study were finely addressed. Hence, as results and findings of the study disclosed, the researcher highly recommended the proposed Reading Enhancement Program, "Tara Na! Magbasa Ta!" to be utilized in order to address and enhance the reading fluency, comprehension and vocabulary competence of the senior high school students.

Keywords: Reading Comprehension, Reading Enhancement Program, Reading Fluency, Senior High School, Vocabulary Competence

Diana Ruth G. Caga-anan **GICICTEL1804157**	**Classroom Management Practices Of Hotel, Restaurant And Institution Management Instructors** **Diana Ruth G. Caga-anan** **Mindanao State University- Iligan Institute of Technology** **ABSTRACT** **Classroom management is a critical skill but the styles are constantly evolving. It is constantly under pressure particularly in the college education level due to diversity in student profiles, modes of delivery, and marketization of higher education. This study sought to analyze the extent of implementation of classroom management practices (CMPs) of the college instructors of the Hotel, Restaurant and Institution Management of a premier university in the Philippines. It was also determined if their length of teaching affects their classroom management style. A questionnaire with sixteen "evidenced-based" CMPs grouped into five critical features of classroom management, adopted from the literature search of Simonsen, et. al (2008), was administered to 4 instructor-respondents and to their 88 students. Weighted mean scores of each of the CMPs revealed that there were differences between the instructors' self-scores and their students' ratings on their implementation of CMPs. The critical feature of classroom management "actively engage students in observable ways" got the highest mean score, corresponding to "always" from the instructors' self-rating and "frequently" from their students' ratings. However, "use a continuum of strategies to respond to inappropriate behaviors" got the lowest scores from both the instructors and their students corresponding only to "occasionally". Analysis of variance showed that the only CMP affected by the length of teaching is the practice of "prompting students to respond". Based on the findings, some recommendations for the instructors to improve on the critical feature where they scored low are discussed and suggestions are included for future research.** **Keywords: classroom management, critical features of classroom management, instructors, CMPs**
Placide Poba-Nzaou **GICICTEL1804158**	**A Quasi-Experiment of the Effect of an IT Course on non-Information Systems undergraduate Students' Competencies** **Placide POBA-NZAOU** **University of Quebec in Montreal, Montreal, QC, Canada**

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Sylvestre UWIZEYEMUNGU
University of Quebec in Trois-Rivières, Trois-Rivière, QC, Canada

Alina STAMATE
University of Quebec in Montreal, Montreal, QC, Canada

Abstract
INTRODUCTION
There is a growing interest on Information Technology (IT) competencies held by non-IS (information systems) professionals because IT competencies held by business professionals such as human resource (HR) professionals is one of the prerequisites for generating IT business value. However, HR professionals tend to lag behind with regards to IT competencies (Poba-Nzaou, Uwizeyemungu, & Clarke, 2018; Poba-Nzaou, Uwizeyemungu, & Stamate, 2016) and few business schools offer IT courses to HR undergraduate students (Hoell, Oravec, Hoell, & Greenhalgh, 2012). The last authors found that only 10% of the Association to Advance Collegiate Schools of Business (AACSB) accredited schools in the USA (47 colleges out of 469) offered a course dedicated to human resource information systems (HRIS). This finding is unexpected since the Guidebook and Templates for Undergraduate and Graduate Programs published by The Society for Human Resource Management (SHRM) and endorsed by AACSB explicitly recognizes Human Resource Information Systems as one of the recommended content areas of HR curriculum (SHRM, 2013).
This research investigates the effect of an e-HRM (electronic human resource management) course on IT competencies held by senior undergraduate HRM students.
Keywords: Electronic Human resource Management (e-HRM), Teaching, Information Technology (IT) competencies, Human Resource, quasi-experiment

Froilan D. Escalante GICICTEL1804159	**Reading Attitude, Oral Fluency And Comprehension Towards A Comprehensive Reading Program** **Froilan D. Escalante, M.A.** **English Department/Graduate School, St. Michael's College, Iligan City, Philippines** **Melchora B. Lector, Ph.D.** **Abstract** **At the start of school year 2017-2018, all students of Iligan City National High School underwent reading test to identify their reading performance level using the Philippine Informal Reading Inventory (PHIL IRI). Results revealed that still a number of grade 10 students were identified as at Frustration level. With this, the researcher was eager to identify factors affecting student's reading performance. The researcher utilized 313 students from 1,431 students in Grade 10 level with 30 sections. The Stratified Random Sampling, Slovin's formula, and Fish-bowl method were used to get the corresponding respondents from each section. The data gathering instruments were questionnaire to establish the student's profile, and a Reading Attitude Questionnaire (RATQ) adopted from Bola Margaret Tunde –Awe to identify respondents' reading attitude. As revealed on the statistical results, respondents' profile specifically on its gender, socio-economic status and previous grade in English showed highly significant relationship to their reading attitude while respondents' ethnicity and language used at home showed no significant relationship. Regarding respondents' profile and its relation with their oral fluency and comprehension, the respondents' gender, ethnicity and language used at home showed no significant effect while**

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socio-economic status and previous grade in English showed significant effect to their oral reading fluency and comprehension. "My Reading Buddy" was created as a reading intervention program to improve the oral fluency and comprehension of the students and stressing out the identified factors that showed significant effect to their reading performance.

Keywords: comprehensive reading program, language learning, oral fluency, reading attitude, reading comprehension,

Chialing Chang **GICICTEL1804162**	**A Teaching Research of Core Competencies Assessment in the Primary International Education Class** **Chialing Chang (張嘉玲)** **Department of International and Comparative Education, National Chi-Nan University, Taiwan** **ABSTRACT** According to the White Paper on International Education by Ministry of Education of Taiwan, the 21st century is an era of globalization. As far as English teachers are concerned, teachers should not only teach in the English language but also train their international perspectives so that Taiwanese students can communicate with foreign people in the future and enhance the competitiveness of the country as a whole. Nearly 8,000 miles away, a time difference of six hours, Taiwan, and Ukrainians from the letter to video, from shows to interactive exchanges. In the third year of video communication, we chose "lunch" to share the joy of food. On the vegetarian day of the school, the children of "Taiwan" learned to introduce the school's nutrition lunch to the children of "Ukrainian" and also introduced Taiwan's food culture. Students learn to experience the international education culture in their daily life, combine English education, learn how to open the global chatter from the diet, become an international little angel, share the lunch of Taiwan to the other side of the horizon, and use Ukrainian children to have a diet culture through Skype. Communication, through cultural interaction and exchange, improve general aesthetic quality. In this study, students are taught through the lessons of Information and Communication Technology (ICT), reading, health education and English to learn how to introduce Taiwan's local food to international students. Students attempt to learn international education in English and develop their global awareness. After the conduct of the following lessons, students are tested and investigated how much they have acquired, and finally, the reflection will also be discussed to improve one's teaching for the future. Keywords: Core Competencies, Assessment, Interdisciplinary, international education, English teaching
Marilou Volante-Tragulmeesuk **GICICTEL1804163**	**The Effects of Foreign Teacher's Partial Use of Student's Mother Tongue in English as a Foreign Language Classroom** **Marilou Volante-Tragulmeesuk** **MA-TEFL, Vongchavalitkul University, Nakhon Ratchasima** **Abstract** The three major aims of this study were to 1) find out Thai students' perceptions on their foreign teachers' partial use of the student's mother tongue in English class, 2) investigate the effects on student's language learning when foreign teacher's partial use of student's mother tongue was incorporated in English class, and 3) search for the Thai student's needs of foreign teachers' partial use of the student's mother tongue in English as a foreign language classroom. This research was conducted at Vongchavalitkul University, Nakhon

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Ratchasima in the 2nd semester of academic year 2016, from November 2016 to February 2017. The samples comprised of 260 students: 215 females and 45 males. The researcher employed descriptive methodology. Google form was used in collecting data for easier tabulation and interpretation of the study. Percentage, mean and standard deviation were applied for data analysis.

The findings were as follows:

1)   The majority of the students (82.69%) agreed that their foreign teachers should use the students' mother tongue (in this case, Thai) partially in their English class because of their very poor English foundation.

2)   The foreign teacher's partial use of Thai helped the students 1) comprehend better when the foreign teachers were giving instructions (=4.53, sd=.59); 2) It helped them understand the difficult concept better (= 4.48, sd=.69); 3) It helped those who completely do not understand English at all comprehend what is being taught in the English class (= 3.29, sd= 1.07).

3)   The students demanded their foreign teacher's partial use of Thai 1) to build rapport with the students (=4.49, sd=.58), 2) to give instructions
(=4.45, sd=.64), and 3) to explain the difficult vocabulary in contexts (=4.42, sd=.65) .

Keywords: Foreign teachers, student's mother tongue

Organizational Characteristics of Dissertation Introductions in Composition and TESOL

Hlaviso A. Motlhaka
University of Venda, Department of English, University Road, Thohoyandou, 0950 South Africa

Hlaviso A. Motlhaka
GICICTEL1804167

Abstract
Genre theory indicates differences of specific genres across disciplines, appropriate to the context and social climate of that discipline. This study focused on the organizational characteristics of dissertation introductions in the fields of composition and TESOL. Using Swales' (1990) move analysis, twenty dissertations (ten of each discipline) were analyzed for organizational components. The results show that the dissertation introductions in the field of composition and TESOL do not typically follow Swales' moves, but rather, introductions in composition have a tendency to emphasize and return to reviewing previous research, while TESOL introductions seem to not follow any standard organizational pattern. These results indicate a need for additional doctoral student training in dissertation writing and dissertation advisor awareness of such writing needs.

Keywords: composition, TESOL, dissertation, genre theory, Swales' moves analysis

Xiuping Jia
GICICTEL1804168

Online Support for Engaged Self-Learning

Xiuping Jia
School of Engineering and Information Technology, The University of New South Wales at Canberra, ACT 2600, Australia

Abstract
Traditionally, the only way to learn for a student in university was to go to lecture rooms, follow teachers writing on the blackboard and do the note–taking. Photocopy was a luxury, not to say, personal computers, Internet, printers and scanners. With the fast development of computer technology, students nowadays can access Internet all the time and from many locations, obtaining information online or downloading materials. This opens an opportunity for a new approach of teaching and learning which is expected to be

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a good counterpart to faceto- face teaching in the classroom. Online courses are offered widely to accommodate individual students' schedules. However, how to use this new technology properly and effectively becomes a new issue for educators and students. As a facilitator, we face the new challenges in providing online support toward engaged self-learning. Online learning can be bored, if it is overwhelmed with all the reading materials. Students may have a bad time management to leave the study to the last minutes when an assessment task is due. Online learning can be lonely if many students are passive and silence without participating class forum or discussions. These are the new issues to address. How to engage students and promote active learning is a challenging task. In this paper, we analysis the advantages and disadvantages of online learning. The webpage design and the practice applied in recent years by the colleagues in my school will be presented and discussed, such as providing videos, introducing self-checking questions, quizzes and ongoing assessments. The lessons learned will be shared as well.

Keywords: Online course, webpage design, assessment, self-learning

MATLAB Supported Learning and Students' Conceptual Understanding of Functions of Two Variables: Experiences from Wolkite University

Eyasu Gemech
PhD Candidate at Addis Ababa University, Addis Ababa, Ethiopia

Kassa Michael
Addis Ababa University, Chairman of Science and Mathematics education department, Addis Ababa, Ethiopia

Mulugeta Atnafu
Addis Ababa University, Associate Professor at Science and Mathematics education department, Addis Ababa, Ethiopia

Eyasu Gemechu
GICICTEL1804172

Abstract

A non-equivalent groups quasi-experiment research was conducted at Wolkite University to investigate MATLAB supported learning and students' conceptual understanding in learning Applied Mathematics II using four different comparative instructional approaches: MATLAB supported traditional lecture method, MATLAB supported collaborative method, only collaborative method and only traditional lecture method. Four intact classes of Mechanical engineering groups 1 and 2, Garment engineering and Textile engineering students were randomly selected out of eight departments. The first three departments were considered as treatment groups and the fourth one "Textile engineering" was assigned as a comparison group. The departments had 30, 29, 35 and 32 students respectively. The results of the study show that there is significant mean difference on students' conceptual understanding between groups of students learning through MATLAB supported collaborative method and the other learning approaches. Students who learnt through MATLAB technology supported learning in combination with collaborative method were found to understand concepts of functions of two variables better than students learning through the other methods of learning. These, hence, are informative of the potential approaches universities would follow for a better students' understanding of concepts.

Keywords: MATLAB Supported Collaborative Method, MATLAB Supported Learning, Collaborative Method, Conceptual Understanding, Functions of Two Variables

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Parshuram S Niraula
GICICTEL1804173

Teachers- the only Saviour!

Parshuram S Niraula
Smart Minds, Lagankhel, Lalitpur, Kathmandu, Nepal

Abstract

Teachers are referred to as the agents of change; and they really are! They are the sculptors who shape the personality of an individual-his/her physical, mental, emotional, psychological and moral aspects. Teachers educate an individual to enable him to learn how to adjust in the society and his environment.

Man, with other creatures, has been inseparable part of the environment ever since his appearance on this earth. In the beginning, limited needs of primitive men did not disturb the harmony of nature since the amount and extent of damages to the environment were insignificant. But later, growth of human population and its various needs along with the scientific, commercial and technological advancements accelerated the pace of environmental degradation. Today many words used in our daily lives force us to ponder on our activities. Some of these are global warming, climate change, ozone depletion, garbage, pollution, poaching, habitat loss, dwindling forests, urbanisation, desertification, species loss, acid rain, degradation, development, war, terrorism, famine, etc. Although many of these words sound very big, alarming and complex, their roots are simple, embedded and closely linked in our daily activities. However, it is hard to believe. We might blame a big industry or an oil mine for polluting our environment, but definitely fail to recognise how much we depend on them and demand their products.

Presently, the world is referred to as a 'global village' due to advancement in communication facilities with almost all parts of the world digitally connected. The environment and its allied problems do not recognise any political boundary created by the humans. For instance, the smoke emitted by factories thousands of miles away reaches here within hours. The black snowfall in Kashmir soon after the Iraq-Kuwait war is a living example. Similarly, if anyone living downstream consumes polluted water from rivers flowing through a certain city becomes sick and ultimately arrives to the same city for treatment. In the process, he is likely to transfer the disease to the 'very polluter' in the very city. However, we fail to connect these relationships. Thus, the environmental issues are of local, regional, national and international nature. All the nations, whether small of big, rich or poor, share the same problems, and at different levels.

The old age customs and traditions that actually saved our natural resources in the past are no longer observed the way it used to be. The traditional dress, rituals, traditions, food, and anything original and traditional are losing their importance in the name of 'modernisation'. Thus, there is a marked deterioration in our environment, culture and our attitudes towards the very environment that has been supporting our lives. In the name of development, urbanisation, modernisation and technological advancements, our rich values are almost neglected and forgotten. As such, it is high time that we should teach individuals to always live up with our rich culture and tradition. All these problems and issues bring to our mind a question the whole world is asking-Is there a way that humans can live with nature without destroying it? After realising that they themselves are at the verge of extermination today, humans are desperately looking for solutions! Considering the present scenario and if we are to compromise with the environment to escape the predicted environmental catastrophes, the only answer and hope to all these questions is 'Education'. It has been remarked, "The most important task, if we are to save the World, is to educate". Education should take the children into the depth of things, but not

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merely passing the academic exams. It should be transformative rather than transmissive! Teachers need to change the perception of teaching-transferring the mere contents of textbooks for memorization and exams, but move forward for better understanding of the world through a holistic approach.

Environmental Education and Education for Sustainable Development (EE/ESD) is multidisciplinary and holistic in nature. The Tbilisi Conference in 1977, the declarations of the Earth Summit at Rio de Janeiro in Brazil (June 1992) and other global summits and conferences, including the latest global agenda of Sustainable Development Goals (SDGs) needs to be woven into all our teaching learning activities with a 'thinking globally and acting locally' concept if we are to dream a sustainable future. It is a matter of fact that anyone who misses EE/ESD today will be a blind individual tomorrow in thought and actions. Therefore, it is imperative that everybody gets a chance of understanding the interdisciplinary nature EE/ESD and its application in our daily lives.

The new millennium has already begun bringing with it innumerable issues. The only ray of hope, as discussed at length, is EE/ESD, which has become very significant and indispensable, not only for the benefit of mankind, but for all the biotic and abiotic components of this planet-for today, tomorrow and the millions of millenniums to come. We certainly need to change the individual's viewpoint through our mutual commitment to give our only common home, a renewed and fresh outlook. We as teachers need to unite to make this beautiful planet ecologically, politically and spiritually secure place to inhabit. In other words, the challenge is ahead of us-the future of this planet rests on our hands! We all certainly are the saviours, aren't we? A fifth century Chinese poet Kuan-Tzu has said, 'If you plan for one year, plant rice, if you plan for ten, plant trees, if you plan for 100 years, educate mankind'- and this is where we are!

Fehime Aslan **GICICTEL1804175**	**Teaching Pragmatic Competence in Prep School Classes through Task Based Activities** **Assist. Prof. Rıdvan Tunçel** **Ins. Onur Aslan** **Ins. Fehime Aslan** **Anadolu University Faculty of Education Department of ELT, Turkey** **Abstract** **No matter how much a sentence is grammatically flawless, it cannot be a complete utterance in all aspects unless it also fulfils the requirements of being contextually appropriate. Although previously being somewhat ignored, pragmatic competence (PC) has been gaining importance over the past several decades as one of the hot topics in the field of ELT to find ways to teach language effectively. While native speakers are able to fully grasp the language only by being exposed to it in its very naturalistic environment, non-native speakers can only acquire the language to a certain degree mostly focusing on structure, which is the case in Turkey. However, in today's teaching understanding, rather than a more student-centered focus on form, teacher centered focus on formS takes the stage. For this reason, it is becoming a must to ensure that non-natives are given the opportunities in their language learning situations through considering the invaluable contribution of PC. Thus, the teaching of PC and especially focusing on functions such as requesting, complaining, thanking and hundreds of others comes forefront with the mission to provide learners with activities to raise pragmatic awareness. With this motivation, this study aims to offer some awareness-raising course book supplementations within the scope of Task-Based Language Teaching to EFL**

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university students in Prep Classes. In other words, Turkey and other extended circle countries are all places where learners need to be supported by real-life activities through games, group works, simulations and many others. In an attempt to improve prep learners' communicative skills, current course-book was supported by tasks course-book materials were either improved or completely altered with the new ones. After carrying out supplementary activities in 32 hours throughout four weeks, findings, collected via Discourse Completion Test, reveal that there was a significant improvement in students' attaining the communicative goals for some specifically selected functions of the study.

Keywords: Pragmatic Competence, EFL, TBLT, Functions

The Higher Order Thinking Skills Of Students On Visayan Poems

Armand James A. Vallejo
University of Mindanao – Tagum College, Tagum City, Philippines

Armand James A. Vallejo
GICICTEL1804176

Abstract
This explanatory sequential research dissected the higher order thinking skills of English major students. This project focuses on the identification and understanding of the students' weakness in analyzing, comprehending, and understanding the Visayan poems. The researcher crafted the researcher-made test and identified the level of the higher order thinking skills of the students. Both generation and explanation skills of the students were found to be on satisfactory levels while selection skill is considered as the major problem in which students had a difficulty in answering the test on Visayan poems. Using this finding, the researcher conducted a semi-structured interview for further investigation. In the interview, it was found that students have difficulty in answering the test questions. This difficulty specifically includes: distinguishing the open-ended type of test such as uncertainty in identifying the meaning per stanza like ability in categorizing the connotative meaning; recognizing the denotative meaning; identifying the meaning of the symbols; understanding of the implication of the poem; identifying the meaning thru figurative language; translating the Visayan words and phrases; using inappropriate used of words or diction. It is therefore, recommended that extensive review of the curriculum is much needed to address the emerging problem.
Keywords: Higher order thinking skills, sex, poem, Visayan, Philippines

From Daily Conversation Language Setting To Drama In Teaching Speaking For First Year Students

Tran Thi Minh Phuong
Faculty of Foreign Languages., Ha Noi Pedagogical University 2,Vietnam

Tran Thi Minh Phuong
GICICTEL1804179

Abstract
There is a fact that students are losing interests in learning and their speaking skill is lower than expected. One reason explained for this phenomenon is that students don't understand the goal of speaking lesson and benefits of what they learn in class, therefore they lack focus and interest for learning. There is a need to change students' learning attitude to English and a call for new approach of learning to enhance their language skill. Understand this necessity, the researcher proposes a new approach of teaching which transforms daily communication language settings into drama to create practical, realistic and interesting activities for students and raise their learning interest, develop their critical thinking and enhance their speaking skill. Through the course designed by teacher in this project, students learn English completely by group work and play drama roles with common topics that happen in real life. This new method

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of teaching will bring new atmosphere for learning speaking. Through the situations provided by lecturer, students use their creativity, critical thinking and cooperation to act situations which can happen in real life. This end up creating funny situations, enhance their responsibility for their study, and raise students speaking skill through vocabulary, grammar, voice, tone and intonation which students use in drama.

Keywords: daily communication, drama, speaking

Statistical Analysis of Post-High School Students Achievement in Mathematics

Yarhands Dissou Arthur
Department of Interdisciplinary Studies, College of Technology Education, University of Education, Winneba-Kumasi Campus. . P.O. Box 1277 Kumasi

Samuel Asiedu -Addo
Department of Mathematics Education, Faculty of Science Education, University of Education, Winneba

Yarhands Dissou Arthur
GICICTEL1804180

Abstract
Globally, mathematics has been the spine of science and technology education; however, many students in Africa have low affinity for the subject which affects their achievement in mathematics. The current study predicts the students' mathematics learning achievements using students' mathematics learning motivation, total quality of teaching mathematics and peer assisted mathematics learning. The questionnaire based survey randomly selected 372 post-high school students to respond to structured questionnaire instrument. Using the quantitative approach to research, the data collected was analysed using correlation and regression analytical techniques. The results suggested that students' mathematics learning achievement is adequately predicted by students' mathematics learning motivation, peer assisted mathematics learning and total quality teaching mathematics($R2 =0.664$, Adjusted $R2=0.661$). The study concluded that poor performance in mathematics is as a result of lack of motivation in learning mathematics, poor quality of teaching mathematics and lack of peer assisted mathematics learning. Government and educational leadership employing qualify and competent mathematics teacher will increase total quality of teaching mathematics for improved achievements.

Yu CAO
GICICTEL1804191

Progress and Performance Index Prediction Among Public Schools in Massachusetts State

Yu CAO
Blair Academy, Blairstown, New Jersey, USA

Abstract
Aim: This study aimed to build a predictive model for progress and performance index using artificial neural network and compare its performance with conventional regression method, linear regression.
Method: A public data was used in this study. All the records were randomly assigned into 2 groups: training sample (50%) and testing sample (50%). Two models were built using training sample: artificial neural network and linear regression. Mean squared errors (MSE) were calculated and compared between both models. A cross validation was conducted using a loop for the neural network and the cv.glm() function in the boot package for the linear model. A package called "neuralnet" in R was used to conduct neural network analysis.
Results: The random sample size is 759 in the test sample and 760 in training sample, a total of 1519 records. The average Progress and Performance Index area was 73 in the testing sample and 72 in the training sample.

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According to the linear regression, % students who were economically disadvantaged, average class size, average salary, full time employee count, and in district expenditures were significant predictors for Progress and Performance Index. According to the neural network analysis, the most important predictors were % of students who were economically disadvantaged, % of Hispanic students, average in-district expenditures per pupil, number of students.

For testing sample, the MSE was 193 the linear regression and 183 for the artificial neural network. Artificial neural network performed better clearly. Cross validation is another very important step of building predictive models. In cross validation, the average MSE for the neural network (384) is higher than the one of the linear model (197) although there seems to be a certain degree of variation in the MSEs of the cross validation.

Conclusions: In this study, we built a predictive model for progress and performance index using neural network and compared its performance with a more popular approach, linear regression. Artificial neural network performed better than linear regression in predicting of progress and performance index.

Gamified Instruction and its Effect to Student Motivation and Achievement in Science

Analyn N. Tolentino
De La Salle University, Manila

Lydia S. Roleda
De La Salle University, Manila

Maricar A. Prudente
De La Salle University, Manila

Analyn Tolentino
GICICTEL1804194

Abstract
This is a two-phase study which employed a mixed-method sequential explanatory design to explore the effects of a gamified instruction to the motivation and achievement of high school students in Science. The Science Motivation Questionnaire II was utilized to determine if gamification causes a significant increase in student motivation in Science. On the other hand, the mean normalized gains for all the pretests-posttests administration were carefully analyzed to find out if the technique causes a significant increase in student achievement in Science. Feedback from students, teacher-implementer and external observers were collected and analyzed for every phase. Both the quantitative and qualitative data collected substantiate the conclusion that gamified instruction brought about a significant increase in both student motivation and achievement in Science. It is recommended that gamified instruction be tried out in more Science classrooms with utmost caution so as to prevent students from developing wrong attitude towards assessment and towards Science as well. Future researchers may also dig deeper into the identification of the specific element of gamification that contributes to the increase of student motivation and achievement the most.

Xue Wu
GICICTEL1804202

Later-life learning in China: policy and practice

Xue Wu
Department of International Education and Lifelong Learning, Faculty of Education and Human Development, The Education University of Hong Kong, Hong Kong

Abstract

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	China's ageing population is growing at an extraordinary speed. During the past two decades, the central government has implemented series of policies and engagements for older adults, including long-term care, re-employment and lifelong learning. Later-life learning, as a relative new concept in China, is acknowledged as a dispensable part of lifelong learning, and a critical component of active ageing. Since the first University of the Aged (UA) was set up by the Red Cross in Shandong for retired cadres in 1983, within a few decades, the number of UAs has increased to over 54,000 at the end of 2016, with some 7.1 million older adult enrolments. The paper focuses on the development of policy and practical issues related to later-life learning. It gives a brief introduction of the vital societal changes, and offers a review on prominent achievements of the UAs, which is regarded as an essential context and infrastructure of later-life learning. It also in depth examines the relevant ageing strategies adopted by central government, as the fundamental guidelines for the practice of later-life learning. After investigating the flourishing later-life learning activities provided by the government, universities, and other NGO agencies, it finally explores a new direction of "ageing in place" in later-life learning policy and practice, namely community-based later-life learning. Keywords: Ageing Population, Later-life Learning, China, Policy, University of the Aged
Olivia Hibaya GICICTEL1804204	**The Implementation of the 11th Grade Senior High School Program Technology, Vocational and Livelihood Track (TVL): An Action Plan** **Olivia Hibaya** **Department of Education, Laguna State Polytechnic University, Philippines** **Abstract** This action research assessed the extent of the implementation of the 11th Grade Senior High School Program in Technology Vocational and Livelihood Track for school year 2016-2017 of Biňan City Laguna. The findings of the study were the bases for Proposed Improvements/Action Plan. This study utilized the descriptive-evaluative type of research in gathering the responses employing the quantitative and qualitative approaches. The research participants of the study were the SHS teachers and SHS students. The implementation of the SHS program in TVL had mixed response ratings. Fair on the Infrastructure and Learning facilities; Very Good on Instruction and Curriculum and Poor on Admission and Retention. The infrastructure has certain positive degree of association with the academic performance. By supplementing the lack of infrastructure, facility and learning environment, it would have higher significant impact on the performance of the students. The Instruction has certain positive degree of association with the academic performance. Good teaching is equal to good learning. In spite of the lacking facilities and no admission and retention policy, the teachers were able to provide a resourceful mechanism of delivering the lessons in a meaningful way. Keywords – TVL Track, Action Plan, Implementation of Senior High School Program, Senior High School.
 Phuong Bui Hue	**The Impacts Of Picture Description On Efl Students' Coherence In Speaking** **Bui Hue Phuong** **MA student of Can Tho University, Vietnam** **Teacher of English in An Khanh high school, Can Tho, Viet Nam** **ABSTRACT** **Research on teaching English with pictures has indicated that picture- cued technique has positive impacts not only on learners' language performance but**

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GICICTEL1804205	also learners' attitude towards language learning. Based on the background of previous studies and theories, the researcher hypothesizes that the implementation of picture description could help participants improve their coherence in speaking English as well as make them have positive attitudes towards the use of picture description in speaking classes. The study aimed at examining the extent to which picture description helps participants enhance their coherence in speaking and to find out participants' attitudes towards the implementation of picture description in English speaking sessions. Participants were 39 grade- 10 students at a high school in Mekong Delta, Vietnam. Four instruments, a pre- test, a post test, a post – questionnaire and interview, were used to collect the data for this study. The results indicated that the use of picture description had positive impacts on enhancing participants' coherence in speaking and participants had positive attitudes towards the implementation of picture description in English speaking sessions. Hopefully, the study will be shedding a light for ELT teachers in helping students to enhance their speaking skill by using picture description in speaking sessions. Key words: impact, picture description, coherence in speaking, attitudes
David Liang Pei **GICICTEL1804208**	**A pre limin ary search of Spanish te aching mode based on optional course** **David Liang Pei** **Management College, Xiamen University Tan Kah Kee College, XiaMen, FuJian, P.R.China** **Abstract** **More and more universities offer various types of optional courses in foreign language, including Spanish entry-level courses, The time period of course is short (normally one to two semesters).with the uneven quality of the students, how to make the students reach the quality in a short period of time , and how to increase the learning interest and confidence to study further are the most important problems to solve in teaching.** **Keywords: optional course; entry-level; learning interest and confidence; teaching mode**
Christine Lyzandra Andrade **GICICTEL1804209**	**Barkada in Escuela: Strengthening of Friendship as a Mediation to Absenteeism** **Christine Lyzandra O. Andrade** **Lorma, Lorma Colleges Senior High School, La Union, Philippines** **Pauline A. Awingan** **Lorma, Lorma Colleges Senior High School, La Union, Philippines** **Ivan Gregory C. Aquino** **Lorma, Lorma Colleges Senior High School, La Union, Philippines** **Kimalin B. Satud** **Abstract** **Absenteeism of the students has always been a problem of teachers and school personnel. This paved way for the realization on what caused them to get numerous absences. The aim of this study is to identify the leading cause of absenteeism among the Grade 10 students of San Juan National High School considering their initial attendance and the current practices of advisers. The researchers used questionnaires to collect data from 141 students chosen through stratified sampling. The results showed that hanging out with friends is the leading cause of absenteeism followed by sickness and family problems. Peer issues is the most common cause of absences among the students yet there are no**

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	specific practices or programs offered for this. Traditional responses are used such as calling the parents of the child, conferences, and home visitations. The guidance office also makes efforts in resolving their personal problems. The problem is that the roots of absenteeism could not be put to an end with these existing practices. As a recommendation, the researchers formulated an action plan which includes different activities to strengthen the relationships between the students. This will serve as a guide in implementing practices that could help the students not only in their attendance but in their lives as well. **Keywords: Education; Absenteeism; Action Research; Philippines**
Jarongsak Pumnuan GICICTEL1804211	**Conference Management Model on Research from Routine in Thai Education System: A Case Study of the Conference on Research for Thai Education System (CRTES)** **Jarongsak Pumnuan** **Faculty Senate, King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok, Thailand** **Abstract** Research on development or problem solving is needed in the Thai education system from early childhood to higher education. This is to upgrade basic education to be higher efficiency. It is a preparation of good raw material for the production of qualified graduates to meet the needs of graduate users. The faculty senate of King Mongkut's Institute of Technology Ladkrabang (KMITL) recognizes the importance of quality development in Thai education research. Then a conference is required to present topics regarding routine to research (R2R) and classroom research (CAR) as "Conference on Research for Thai Education System (CRTES)". It provides the collaborative presentations on both research in secondary and higher educations. Keynote speaker from qualified lecturers on R2R and CAR, those who have already published their research and have been used to solve problems or develop their work were invited, as well as exhibition dealing with the R2R Thailand was held in CRTES. There were 250 participants attending the first and second conferences of CRTES (2016 and 2007, respectively) and 59.6% of them were the lecturers, 39.2% were supporters. Whereas, 24.7% were presenters and 75.3% were meeting participants. The satisfaction levels in first and second conferences were high (4.13) and very high (4.54), respectively. Development of appropriate conference models for target groups and covering the whole Thai education system is necessary. CRTES is a meeting that suits the current Thai education system. **Keywords: routine to research, classroom research, faculty senate, King Mongkut's Institute of Technology Ladkrabang (KMITL)**
Niroshinie RDC GICICTEL1804212	**Validate a spatial aptitude test for adolescents: Application of Items Response Theory** **Niroshinie RDC** **Lecturer, Department of Educational Psychology, Faculty of Education, University of Colombo, Colombo, Sri Lanka** **Abstract** An appropriate methodology to identify aptitude of adolescents has not been found so far in Sri Lanka. Therefore, the main objective of this research is to fulfil above requirement by constructing and validating a test to measure differential aptitude of late adolescence. Thus, the intention of the differential aptitude test was to help adolescents to identify their aptitude to select subjects, courses, training programmes or career path. After reviewing of the literature

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the test was confined into six main differential aptitudes; Verbal, Numerical, Abstract, Spatial, Basic mechanical and Spelling and Language aptitude. This abstract presents the validation of the sub scale of spatial aptitude.

Items were constructed according to attest blueprint. Few items were discarded and refined according to the comments of the subject experts. Sample of the study was Sinhala medium grade 11 students in Western province. Data was collected from 1AB, 1C and type 2 schools using stratified random sampling method. The first pilot test (n=30) was to identify the defects of the items and vague instruction. The second (n=120) was to identify any defects in items further and calculate facility indexes to arrange the items according to difficulty level. The intention of the third pilot (n=712) was to validate items. In validating items, conquest software was used which based on Item Response Theory (IRT). In selecting more suitable items, item fit statistics, difficulty index, point biserial correlation value, average ability measure, item characteristics curve and distractor curves of each item were considered. The final test of spatial aptitude was consisted of 20 items. This was administered (N=1050) to construct norms; assess reliability and validity. Test retest method (n=160) was used to assess the reliability(r=.94). Calculated Croanbach α of spatial scale is .83.The factor analysis was done to confirm the construct validity of the test. By considering all these particulars, it was justified that the test of spatial aptitude having appropriate reliability, validity and practicability. Therefore the test can be used to identify spatial aptitude of adolescents.

Keywords: Spatial Aptitude, Validate, Item Response Theory

Curriculum Development In English Language Teaching In Tunas Unggul Junior High School Bandung Indonesia

Aip Syaepul Uyun
Department of English Education, Faculty of Educational Sciences, Syarif Hidayatulloh State Islamic University of Jakarta, Indonesia

Aip Syaepul Uyun
GICICTEL1804216

Abstract

This research intends to explore on how the school design the curriculum as well as its implementation in relation to English speaking instruction and its implication to the student's English development.

The research was conducted at Tunas Unggul Junior High School Bandung Indonesia. It used qualitative descriptive method and focused on contemporary phenomenon within a real context existing at the institution environment. The data was collected through interview, questionnaire, observation and document analysis.

From the research, it was found that teaching speaking has played significant rule at the school and has become one of the school priorities to be taught. It is done to pursue the school vision to create young generation with highly intelligence and having global thinking perspective. The school was motivated to design and develop its curriculum using combination curriculum between national and institutional curriculum. The concept used in this combination curriculum is actually mostly the same as the general concept of Indonesian national curriculum, yet the school with its own uniqueness develops it appropriately to its own view and ideology toward the education and fits to the students' need. This combination curriculum has deliberately creates English strategies for developing students speaking both in class and out the class. The teaching strategies used have been widely influenced by communication and students center strategies. This measure taken by the school, has given much beneficial impact to all parties, teacher, students, as well as school stakeholder for their English develop significantly. Therefore, in teaching speaking, it is important for everyone particularly educator to develop their curriculum and

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	teaching strategies which meets to the students need. Keywords: curriculum, development, ELT
Yogaranee Sakthivel **GICICTEL1804217**	**Views of Prospective Teachers on Teaching Differently abled Students placed in Regular Classrooms** **Ms. Yogaranee Sakthivel** **Senior Lecturer, Department of Educational Psychology, Faculty of Education, University of Colombo, Sri Lanka** **Abstract** As a teacher preparatory institution, the Faculty of Education, University of Colombo offers Bachelor of Education Honours degree program with the intention to produce general education teachers equipped with required knowledge, skills and relevant attitudes to be able to teach in schools. The curricular contents of this program are designed in a manner to attain this goal by giving special reference to teaching differently abled students placed alongside abled peers in regular classrooms. There were success stories in practicing inclusion by these regular teachers in Sri Lankan government schools. However, in recent times, inclusive practices have become a challenge to these teachers due to substantial increase in number of special needs students in the mainstream. It has been reported that the pre-service teachers often feel teaching students with disabilities in the inclusion setting is a far greater task than initially anticipated. This resulted in unfavorable beliefs about inclusive education. Hence, this study sought to explore the views of prospective teachers on teaching differently abled students in regular classes. Responses of 50 students selected from both the first and the final year were descriptively analyzed by mixed approach. Key findings revealed that the views of first year students seemed more likely to be favorable toward inclusive environment than that of final year students who had ten weeks of lived experiences in teaching. The implications are that the first year students may be more receptive to integrating differently abled students in the general education setting than the final year students whose views might have been changed after the real teaching experience that they have gained by practicum. Further, the implications for the preparedness of the pre-service teachers were also considered. Keywords: Inclusive Education, general education teachers, Bachelor of Education, pre-service and regular classrooms.
B. R. Shanthi **GICICTEL1804219**	**Digital Skill Initiatives Of A Developing Country: A Case Study From India** **B. R. Shanthi** **Doctoral research scholar, Dept.of educational technology, Bharathidasan university, Trichy-620023** **Abstract** "Without willing and E-Matured teachers, students cannot benefit from the educational opportunities afforded by technology" - UNESCO, 2016 With the formal adoption of the 2030 Agenda for Sustainable Development at the United Nations General Assembly in September 2015, Member States are asked to abide by the Education 2030 Framework for Action that underscores the central role of teachers in achieving Quality Education through ICT.The Government of India has come up with the National Curriculum framework for Teacher Education (NCFTE) 2009, which mainly emphasised on the Technology introduction. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free

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and Compulsory Education Act, 2009. The topic of Digital Culture in Teacher Education is an area of growing national and international concern. However, a thorough search for any previous research in this vital area throws light on the Research Gap . Over the last two decades,Considerable time and money have been invested in integration and use of technology at all levels of education in general and Teacher Education in particular and a number of large reforms have swept through the Indian education system . Twenty first century Teachers and Teacher Educators need the technical, pedagogical and content skills to use information and communication technologies (ICT) to create meaningful learning experiences for their students. The present paper delineates on the vision of Digital India, where every Teacher and every Learner are digitally empowered as Digital Contributors to help the country to transform into a knowledge driven economy and also discusses the Digital Initiatives in Education of a Developing Country like India, as a Case Study.

Key words : Digital Culture, E-Maturity, Quality Education

New ICT Competency and Technology Enhanced Learning Practices of the Distance Teacher Trainees

Dr.R.Karpaga Kumaravel
Dean, School Of Education & Behavioral Sciences Professor & Head
Department Of Education, Central University Of Tamil Nadu
Thiruvarur-610005 India

Dr.R.Karpaga Kumaravel
GICICTEL1804221

Abstract

Today, ICT in Distance and Open Education encompasses a great range of rapidly evolving technologies such as Web 2.0 and Web 3.0. While the technologies per se are an important factor, the social milieus in which these technologies are implemented are equally important. UNESCO's World Communication and Information Report has brought out how the New ICTs differ in several important dimensions from older technologies, including the integration of multiple media, interactivity, flexibility of use, and connectivity. Understanding these differences will provide the needed competency for the 21st century Distance Teacher Educators and Teacher Trainees .A competency is more than just knowledge and skills. It involves the ability to meet complex demands by drawing and mobilizing psychological resources in a particular context. (OECD 2005) . In this context, the present study has been taken up to find out the ICT and Technology Enhanced Learning Practices (TELP) of the B.Ed Trainees studying in distance education with the following objectives:

☐ To assess the level of ICT Competency of the distance teacher trainees

☐ To assess the level of Technology Enhanced Learning Practices of the distance teacher trainees

☐ To find out the significance of difference if any between the ICT competency scores of the distance teacher trainees, sub-grouped on the basis of certain selected variables.

☐ To find out the significance of difference if any between the Technology Enhanced Learning Practices (TELP) scores of the distance teacher trainees, sub-grouped on the basis of certain selected variables.

☐ To offer suggestions and recommendations for the enhancement of ICT Competency and Best Practices in Technology Enhanced Learning.

As many as 623 distance teacher trainees of five state universities in India were selected as sample. The findings and implications are presented along with recommendations for Policy Making and Implementation.

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Umme Habiba **GICICTEL1804222**	**Parents influence on children via toys: an exploratory study of Pakistani parents** **Umme Habiba** **Department of Management Sciences, IQRA University, Islamabad Campus, Islamabad, Pakistan** **Abstract** **The purpose of this study is to explore the factors affecting the toy purchase decision of parents and influence of toys on child behaviour. This research is based on parents and children's, between the ages of 2 and 5. Qualitative methodology was adopted and in-depth interviews were conducted applying the purposive and snowball sampling. Interviews were audio recorded in order to reduce the expected error and to minimize the communication gap. The study demonstrates the variations for buying purposes of toys.** **The study results found that number of parents recognized the education and learning purpose as the top most reason for buying a toy. However, emotional factors, cost factors and mood of a child also play a significant role for several parents in making purchase decision. Additionally, Happiness, pleasure and entertainment are some other major reasons which parents generally consider while purchasing a toy for their kids.** **Keywords: Child development, Education & Learning, toys, parents, purchase decision, play.**
Andrew Gold **GICICTEL1804068**	**Incorporating emotional intelligence into the classroom to improve student learning outcomes** **Dr. Andrew Gold** **Associate Professor, Saint Leo University, St. Leo, Florida** **Dr. Charles Hale** **Professor, Saint Leo University, St. Leo, Florida** **Abstract** **College faculty members should continually strive to improve student learning and performance. Although the concept of emotional intelligence has been around for over 20 years (see Goleman, 1995), it has recently been gaining increased attention. In a limited number of studies, emotional intelligence has been shown to have a positive impact on job performance (O'Boyle, Humphry, Pollack, Hawver, and Story, 2011; Ali, Garner, and Magadley, 2012; Shooshtarian, Ameli, and Aminilari, 2013). The question is does that translate into an academic setting, i.e. will emotional intelligence have the same relationship to student performance. There have been a limited number of articles that examine the relationship between EI and student performance, but those have been mostly limited to the medical sciences: dental, nursing, medical, and occupational therapy students (e.g. Austin, Evans, Magnus, and O'Hanlon, 2007; Beauvais, Brady, O'Shea, Griffin, and Quinn, 2011; Fernandez, Salamonson, and Griffiths, 2012). This study aims to explore the relationship between EI and business school student performance. Data will be collected at a large, Division II private school from both undergraduate business majors and graduate business majors (e.g. MBA and DBA). Analysis will be conducted to determine if there is a relationship between emotional intelligence and performance and if there is a difference in that relationship between undergraduate and graduate students. Specific techniques for implementing EI into the classroom will also be suggested.** **Keywords: Emotional intelligence, student performance**
Marie-Claude Toriida	**Fostering independent learning amongst English for Academic Purposes**

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GICICTEL1804076	**students through exploration of digital tools**
	Marie-Claude Toriida **EAP Instructor, University of Calgary in Qatar** **Abdul Rhman Hamdeh** **Bachelor of Nursing student, University of Calgary in Qatar** **Fatema Conchita Chiuco** **Bachelor of Nursing student, University of Calgary in Qatar** **Rabeena Abdul Latif** **Bachelor of Nursing student, University of Calgary in Qatar** **Abstract** **This presentation describes an ongoing research project investigating the use of digital tools by university students in Qatar. The study also explores the effectiveness of having students inform each other of the usefulness of self-selected digital tools for English language learning. Research Objectives: The research questions guiding this study are: What are the online practices of tertiary education students in an English for Academic Purposes program in Qatar? How are EAP students' independent learning practices influenced by participating in a course that requires them to use digital tools to develop their English skills? Methodology: This study employed a quasi-experimental, mixed methods approach. The use of a control group and multiple measurement instances allowed testing for significant effects of the pedagogical treatment between groups (treatment versus control differences) and across time (pre- versus post-treatment results versus one-semester post-treatment). Data was collected through the administration of quantitative questionnaires and focus group interviews. As part of their coursework, students in the treatment group were asked to set individual language goals, seek out and trial a digital tool, and report on their experiences. Reports focused on the benefits and limitations of their selected tool and how it contributed to their goal. Students then read each other's reports. Findings: The preliminary results and analysis described in this presentation will include a comparison of the quantitative data of control and treatment groups at pre- and post-treatment. Qualitative data of the first focused group interviews is also presented. Future Scope: While the vast majority of Qatar's population are internet users, little is known regarding its use as an educational tool. Understanding how language learners in this context use digital tools, and how digital tools could appropriately be used to improve language skills would be of great importance for students and educators in the region.**
WONG, Po May Daphne **GICICTEL1804083**	**The Orientation towards Corporate Social Responsibilities: A study of non-business students in Hong Kong** **WONG, Po May Daphne** **Lecturer, Division of Business, Hong Kong Community College, The Hong Kong Polytechnic University** **Abstract** **Corporate social responsibility (CSR) is not only a fad, but can also be turned into a competitive advantage of businesses. Senior management's orientation towards the relative importance of the various CSR directly affects the way limited resources will be used to their accomplishment. Aupperle (1982) designed an ipsative measurement scale (E-CSRO) that measured how a person**

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	attaches relative importance of the four CSR orientations (CSRO) as proposed by Carroll (1979,1991), namely: Economic, Legal, Ethical and Discretionary or Philanthropy. As future senior management may come from different professional disciplines, the purpose of this study was to test the psychometric properties of a Chinese version of Aupperle's scale (C-CSRO) among 827 samples comprised of non-business students from the Language and Communication, Social Sciences, Science and Technology streams. Samples were split into two halves. Sample One (N-383) was subjected to Exploratory Factor Analysis (EFA) and Sample two (N=444) was subjected to Confirmatory Factor Analysis (CFA). Test results rendered high item reliability (.915 - .783); EFA findings confirmed a four factor structure as originally proposed by E-CSRO; and CFA after allowing two pairs of residuals with high modification indices to correlate, showed reasonably adequate fit between the proposed factor structure and the empirical data. Ranking of mean scores on the four CSRO reflected students' perception on the relative importance of the four CSR dimension and their descending order of importance were Legal, Economic, Ethical and Discretionary; between groups differences on the four CSRO in relation to demographic attributes were further discussed. Future lines of research can extend to cross group comparison with business students and further improvement of the E-CSRO measurement scale. Keywords: corporate social responsibilities, orientation, measurement scale
Dr. Mamta Jain **GICICTEL1804086**	**Fostering Social Responsibility In Higher Education In India** **Dr. Mamta Jain** **Associate Professor, Department of EAFM, University Of Rajasthan, Jaipur, Rajasthan, India** **Dr .Kshama Agarwal** **Former Head & Professor, Department of EAFM, University Of Rajasthan, Jaipur, Rajasthan, India** **ABSTRACT** **Despite India's economic growth, the country continues to witness poverty, marginalization and deprivation. New forms of social exclusion, urban poverty, environmental degradation, conflict and violence have also emerged in the past decade. Ensuring inclusive development, democratic governance and sustainable growth require new knowledge, enhanced human competencies and new institutional capabilities in the country. It was expected that education would contribute solutions to these problems to some extent. However, in spite of enhanced investment on expenditure, leading to increased enrolment, these issues remain largely unattended. The role of institutions of higher education in societal development seems to be the potential missing link.** **In the face of growing isolation of HEIs from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conducting socially relevant research and education and fostering social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. An Alliance for Community engagement, an independent association of practitioners, academics and community leaders would be created to support its implementation.** **The paper is descriptive in nature and based on secondary data and discusses the importance of social contribution of university by addressing the development concern of a nation and focuses the areas of CSR practices in higher education. Paper further describes some insights of practical action point of social outreach and identifies the challenges facing social responsibility in**

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higher education. The paper concludes that fostering social responsibility in higher education needs to be placed as an important pillar of the future directions. To survive in a highly competitive scenario the higher education institutions and universities are in need of strong corporate strategies. By improving engagements with the community, institutions of higher education can reinforce the values of social responsibility amongst the youth. Partnerships with communities and civil society need to be encouraged to realize this potential.

Keywords: Higher education institutions (HEIs), fostering social responsibility, sustainable growth, societal development, community engagement.

Students' Belief On Using Certain Learning Strategies To Improve Their Speaking Ability

Endang Kurniati
Graduate School-English Language Teaching-Universitas Negeri Malang, Malang, Indonesia, Lembaga Pengelola Dana Pendidikan (LPDP)

Bambang Yudi Cahyono
Graduate School-English Language Teaching-Universitas Negeri Malang

Endang Kurniati
GICICTEL1804089

Abstract
This study will investigate the relationship between the students' belief in using certain learning strategies and their speaking ability and figure out the learning strategies contribute to the improvement of the students speaking ability. Belief plays as a central construct in every discipline which deals with human behavior and learning. In teaching and learning process, beliefs will exert an indiscernible effect on forming effective teaching methods and will bring about the improvement of learners' language learning abilities (Horwitz, 1985). A review of literature indicated that individual students differ considerably in using learning strategies (Altan, 2003; O'Malley & Chamot, 1990; Oxford, 1992, 1993; Oxford & Cohen, 1992; Wenden & Rubin, 1987). Thus, it is hypothesized that there is a strong correlation between the students' belief in learning strategies and their speaking ability. This quantitative research uses path analysis, a statistical technique primarily used to examine the comparative strength of direct and indirect relationship among variables. The intended rationale to use path analysis is that the researcher could explicitly examine how the chosen variable relates to one another and thus also develop the causal hypothesis about the sequential process influencing a particular student's outcome (Lleras, 2005). To collect the data, the researcher will utilize three kinds of instruments; interview, questionnaire, and the students' speaking proficiency score. About 150 students of intensive English language program in a private university in Indonesia are going to be involved. The students are studying in second semester and have been joining the English program for about six months. The study will be conducted during February until March 2018. The existence of relationship between the students' belief on learning speaking and their speaking ability becomes the focus of this study.
Keywords: belief, learning strategy, speaking ability

Induction of Moral Wisdom and Its Recent Development in the Teaching Pedagogy

Rajan Jayabalan
Asst. Prof & Head, PG Depatament of Social Work, DRBCCC Hindu College, Chennai, South India

Rajan Jayabalan
GICICTEL1804095

Abstract

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	In the era of Millennium, how the pedagogy of teaching has evolved? Do we teach the wisdom of moral values and tolerance? If 'yes' why the gun shootings at Orlando and Texas has gone on rampage in America. The citizens of the modern world exhibit more intolerance rather adhering to temperance and tolerance. In this light, with an in-depth introspection, we need to analyse - especially the teaching fraternity: What is the pedagogy for Peace building and Moral Wisdom? . In recent times has that been inducted and consciously taught in the teaching standards? If considerable importance had been given in framing the educational course structure in coherence with building peace and humanity, then the culture of terrorism, in Syria, Kashmir and Israel- Palestine and hatred upon neighbouring nations; such as India – Pakistan, North Korea- South Korea wouldn't have taken its course. **Keywords: Peace Building, Moral Leadership, Value-based Teaching.**
Hong Ren **GICICTEL1804097**	**Translation as an Irreplaceable Approach in Foreign Language Teaching and Learning** **Ren Hong** **1012 College of Foreign Language, Nanjing University of Aeronautics and Astronautics** **29 Jiangjun Avenue, Jiangning Campus, Nanjing 211106** **P. R. China** **ABSTRACT** **Since the late nineteeth-century Reform Movement, monolingual methodology has been one of the cardinal principles in the foreign language teaching classroom. There was a general concensus that translation should be avoided as far as possible. However, the value of transltion as an approach to foreign language teaching and learning is being rediscoved in addition to its effectiveness in explaining new words and grammar points, while the defective aspect of the communicative language teaching methods begin to manifest itself. On the basis the empirical study, the author finds that due to the lack of comparison between L1 and L2, monolingual methodology tends to cause the defective communicative competence characterized by the ineptitude of converting source langue information into target language such as the generalized way in description of their own culture, producing unconventional logic texture and so on. The thesis tries to explore the factors and the psychological mechanisms that may lead to the defective communicative competence, and holds that unbalanced input and absence of translation as the means of teahcing and learning are two main causes; governed by the natural inclination 'to focus on content, not on form', L2 learners tend to resort to the strategy of avoidance when they are unable to understand or describe their own world in target language. The role of translation as an irreplaceable approach in foreign language teaching and learning is also explored in detail in the thesis. Its merits mainly lie in that translation into and out of the foreign language requires accurate understanding of the target langue and oblighs L2 learners to make cross-culture comparsion in which process the strategy of avoidance will be excluded; translation can also involve foreign language teaching in a broader social framwork which will eventually promote the L2 leaners' communicative competence.** **Keywords: TESOL; translation**
Prof. Dr. Melek Kalkan **GICICTEL1804098**	**The Relationship between Academic Perfectionism and Academic Satisfaction** **Prof. Dr. Melek Kalkan** **Department of Educational Sciences, Faculty of Education, Ondokuz Mayis**

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University, Samsun, Turkey

Prof. Dr. Ayhan Demir

Abstract
The aim of this research is to examine the relation between academic perfections and academic satisfaction of university students. Participants were included of 217 (134 female and 83 male) undergraduate students from different departments of in the university and sample is selected according to convenience sampling method. Academic Perfectionism Scale and Academic Satisfaction Scale were used to collect the data. Pearson correlation and linear regression analysis was used to explain the research questions.
Results indicated that academic perfectionism predicted academic satisfaction negatively. In addition negative and meaningful relationship was found between the sub-dimensions (self-doubt, comparison and idealization) of Academic Perfectionism Scale and academic satisfaction. Findings of this study revealed that academic perfectionism was playing a significant role in academic satisfaction. Results were discussed regarding to the relevant literature.
Keywords: Academic perfectionism, academic satisfaction

A New Era for Liberal Arts?

Matthew R. Malcolm, B.Th, M.Ed, Ph.D
Dean, Faculty of Liberal Arts, Universitas Pelita Harapan, Jakarta Indonesia

Matthew R. Malcolm
GICICTEL1804102

Abstract
In this paper I explore the changes and possibilities for liberal arts education in what has been called the 'Asian Century.' The paper represents conceptual research, in that it attempts to offer interpretative and speculative commentary on the state of liberal arts at this time, from the perspective of the Dean of a Faculty of Liberal Arts in an East Asian University. At the same time, the paper draws on empirical research, including recently published research by the author on the nature of liberal arts in South-East Asia.
Following a survey of this and other relevant literature, the paper proposes that liberal arts faces certain changes at this point of time, which may present opportunities for reinvigoration of the educational approach. These include: the pressures toward economic or utilitarian motivations for education; the evolving places of science and humanities in a general education curriculum; and the controversial place of religion and theology in liberal arts education.
While each of these issues presents challenges, it is possible to regard this period of contestation as providing an opportunity for this classic educational approach to find fresh relevance.
Keywords: Liberal Arts; Asian Higher Education

Jun Jia
GICICTEL1804104

A Comparative Study of Grammatical Metaphors in Chinese and English Scientific Texts

Jun Jia
Department of English, College of Foreign Languages, Nanjing University of Aeronautics and Astronautics, Nanjing, P. R. China

Abstract
This article, from the perspective of the Systemic Functional Linguistics (SFL) , examines and compares grammatical metaphors in Chinese and English scientific texts with the purpose of finding out similarities and differences in the use of GM and its functions. Although Grammatical Metaphor has been declared to occur across languages since its first definition by Halliday (1985),

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the examination of its use in Chinese science text has failed to receive due attention even from scholars of Chinese. This study aims to contribute to the study of this area by illustrating its universality in Chinese and its power in interpreting the relationship between world and language with its referring, expanding, condensing and discursive functions.

An Empirical Study on Avoidance of Prepositions in English Writings by Chinese College Students

Jing Wu
College of Foreign Languages, Nanjing University of Aeronautics and Astronautics Jiangning Campus, Nanjing, Jiangsu Province, P. R. China

Jing Wu
GICICTEL1804105

Abstract
The present paper reports on a study on the English writings by Chinese English learners of different proficiency levels in an attempt to reveal the avoidance of prepositions as well as the factors resulting in such avoidance. A picture composition and a questionnaire are employed as the instruments of the study. The results demonstrate that college students with a low-intermediate English proficiency level tend to avoid using English prepositions in their writing while those with a intermediate-high proficiency English level do not seem to avoid prepositions. Low English proficiency seems to be the main cause of the avoidance. L2 complexity, L1 and L2 differences and psychological factors also contribute to the avoidance of prepositions in the English writings by Chinese English learners.
Keywords: avoidance; prepositions; English writings

Teaching Literature in EFL Classroom

Xiaoling Wang
College of Foreign Languages, Nanjing University of Aeronautics and Astronautics, Nanjing, Jiangsu Province, China

Xiaoling Wang
GICICTEL1804106

Abstract
Literature has been a subject of study in many countries, especially in university classrooms as a second language. This paper is to take several units of literature reading as examples in Integrated English Course for University English major students in China to illustrate the advantages of literature as reading materials and look at some of the issues and ways in which literature can be exploited in the classroom.
Keywords: literature, learning, language, culture, empathy, humanity

Ronald S. Decano
GICICTEL1804109

"Needs Assessment of Academic Communities of Panabo City Division: Input to a Sustainable Community Extension Programs of the Institute of Education"

Ronald S. Decano, PhD
Institute of Education, Davao del Norte State College, Davao del Norte, Philippines

Prof. Jean D. Centina

Prof. Ann Cherry C. Cereno

Prof. John Rae V. Duran

Prof. Evelyn J. Lumaday

Prof. Ma. Kristine A. Patarata

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Abstract

The basic education system of the Philippines is in transition and it is now adapting the international standard of K to 12 years of basic education. The transition poses problems especially on the part of the secondary school teachers. This led the researchers to delve on the academic needs and issues of the secondary school teachers in Panabo City through needs analysis. The goals of the study were to identify the issues and challenges of the secondary teachers and devise an institutionalized extension programs that cater the academic needs of the school community. The study was anchored on the community development theory of Allison Tan that focuses and mitigates on the needs and issues of the oppressed people of the community. The researchers employed both the quantitative and qualitative design; and applied these designs to 12 public and 9 private secondary schools in Panabo City. The researchers utilized survey questionnaires and focus group discussion in collecting relevant data. The findings revealed that most secondary teachers were male ranging 25 years old and below; most of them were in fixed term contract or probationary; finished on their bachelor degrees; and had served for a year. Furthermore, they had found out that the most concern of the participants was to attend a relevant seminar-workshop on the development of instructional materials. The researchers recommended that the Institute of Education should establish an extension program that will address the prominent needs of the teachers through i.Teach Community Extension Program (Integrated, Training, Education, Analysis, Communication, and Homemaking).

An Investigation Of Local Wisdom To Support Adult Literacy Program

Bayu Adi Laksono
Department of Nonformal Education, Universitas Negeri Malang, Malang, Indonesia
Lembaga Pengelola Dana Pendidikan (LPDP)

Bayu Adi Laksono
GICICTEL1804113

Abstract
This research is aimed at investigating the function of local wisdom as a supporting element to the implementation of the adult literacy program in Jember regency, East Java, Indonesia. Indonesia government have an adult literacy program to reduce the level of illiteracy, it called functional literacy. The level of illiteracy of Jember regency is statistically high and the people adhere strongly to the existed local wisdom. The study used a qualitative approach. The data was collected by using interview, observation, and documentation. From the research finding it was found that there were 14 local wisdoms that can be explored from Jember Regency. Local Wisdoms were used to teaching and learning material and facilitate learning trigger. There were 7 local wisdoms can be used as the teaching and learning material. The other 7 local wisdoms were used to facilitate learning trigger. The indicator of the local wisdom uses for supporting the learning process of functional literacy program is under the principle of the design principle and local context.
Keywords: literacy, local wisdom, Adult Education

Rajesh Mehra
GICICTEL1804116

Reconfigurable Cost Effective & Speed Efficient Cascaded Integrator Comb Interpolator

Rajesh Mehra
Associate Professor, Department of Electronics & Communication Engineering
National Institute of Technical Teachers' Training & Research, Sector-26, Chandigarh, India

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Abstract

In this paper an efficient multiplier based approach is presented to implement Cascaded Integrator Comb (CIC) interpolator for Software Defined Radios. This technique substitutes multiply-and-accumulate (MAC) operations with look up table (LUT) accesses. CIC Interpolator is implemented by taking optimal advantage of embedded LUTs of target FPGA device. This method is useful to enhance the system performance in terms of speed and area. It is an efficient method used to design and implement CIC interpolator because the use of embedded LUTs not only increases the speed but also saves the resources on the target device. The proposed fully pipelined CIC interpolator is designed with Matlab, simulated with Xilinx AccelDSP, synthesized with Xilinx Synthesis Tool (XST), and implemented on Spartan 3E and Virtex-II pro based target FPGA device and achieved an estimated frequency of 218.3 MHz and 276.6 MHz by consuming very less resources on target devices to provide cost effective solution for wireless communication applications.
Keywords: MAC, DALUT, XST, FPGA, ASIC.

Role of Globalized approach for SUSTAINABILITY DEVELOPMENT in Human Life

Srishtee Chaudhary
Lecturer, Electroncis & Comm. Engg, Govt. Polytechnic College for Girls, Patiala, Punjab, India

Rajesh Mehra
Head, Electroncis & Comm. Engg., NITTTR, Chandigarh, India

Abstract

Sustainable development is a complex, interdisciplinary and multidimensional issue dealing with various aspects of environment and social, considering the future of the planet. In this paper sustainability development is presented with its goals to be achieved with respect to planet's future and limitations encountered for the same. The globally changing scenario leading to over utilization of resources and its effect on environment is discussed with respect to some examples. The limitations regarding current world scenario is discussed and various ideas are proposed for sustainable development. Also latest examples for sustained environment resources are being observed. The concept of organic electronics for sustainable eco-friendly world is conferred.
Keywords: Sustainable development, sustainability goals, sustainability ideas, Organic Electronics.

Individualization of E-Learning Toolsets Based on Personality Analytics

Freimut Bodendorf
Institute of Information Systems, University of Erlangen-Nuremberg, Nuremberg, Germany

Abstract

Today there is a large variety of tools, platforms, and media at hand to support distance education, especially by using various communication and collaboration systems for e-learning (see first figure). The "best" set of tools for the personal e-learning style of a student depends strongly on the learner's personality. Here, the correlation between personality traits of a user and preferred learning tools in an e-learning scenario is investigated. For discovering the individual personality traits the Big Five approach is applied, comprising five dimensions to measure personality (see second figure). The research is based on "big data" of tool usage in an e-learning environment at university. Data of e-learning

Freimut Bodendorf
GICICTEL1804117

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practice has been gathered from around 1000 students participating in a course in the field of information systems. The participants worked on a collaborative and online-based scenario. Learning tasks were assigned to around 200 teams, each comprising five students. Data analysis focuses on discovering personality traits on the one hand and learning behavior on the other hand. The results of this research show that personality traits, particularly in case of e-learning, have a significant influence on the individual preference of learning tools. This finding helps to offer students individual learning environments and gives guidelines for the operational e-learning process.

Keywords: Learning Analytics, Personalized Learning Environments, Big Five, E-Learning Tools

Eunice Tang **GICICTEL1804122**	**Exploring e-pedagogy in online teachers' craft knowledge development** **Eunice Tang** **Department of Curriculum And Instruction Faculty Of Education, The Chinese University of Hong Kong, Hong Kong** **Abstract** An online network site has been created to host teaching videos in Hong Kong classrooms. The teaching videos are accompanied with lesson plans, instructional materials, reflective questions and further readings to develop critical awareness of teaching in the local context, and to realize the craft knowledge development in "teach to learn & learn to teach". The online network site is made available to all undergraduate and postgraduate students from the English Language, Chinese Language and Mathematics programmes at the Faculty of Education, The Chinese University of Hong Kong. The teaching videos are characterised by 3 pedagogical features. Some are edited short clips with time markers to capture the major concepts and to provide a micro-view of a teaching method. Some have extensive tagging with time markers to show a macro-view of how the concepts are applied in a coherent full lesson. Some have adopted a blended approach and serve as input of knowledge for a flipped classroom. Focus group interviews were conducted to solicit views from teacher educators and student users on the design, content and effectiveness of the network site to consolidate the development of teaching videos in teacher education in the future.
Ms. Yuanyue He **GICICTEL1804126**	**Intercultural Knowledge and Vocabulary Building through Assisted Repeated Reading** **Ms. Yuanyue He** **Instructor, English Language Center, Shantou University, Guang Dong, China** **Abstract** Assisted repeated reading has been recognized as an effective approach to improving reading comprehension and fluency in teaching English as the second language settings by some previous researches. However, few concerns have been raised on how this approach can contribute to students' intercultural knowledge building and vocabulary gains at tertiary level. This case study attempts to investigate the effect of assisted repeated reading on students' intercultural knowledge building and new words studying in a Chinese university. A 5-week assisted repeated reading practice was conducted in three elementary-level English learning classrooms. A total of 70 students were required to read and listen to 10 audio-based short stories (revised version of classical literature, personal narratives and social anecdotes from different countries). Moreover, some post-reading activities also encouraged the students to think critically about some certain topics through brainstorming and group

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discussions. The results based on students' regular self-reflections, classroom observation, personal interviews indicate that assisted repeated reading can be conducive to learners' intercultural knowledge and vocabulary building. The paper also discusses the implications for promoting this reading approach in other language-level classrooms and some concerns about developing reading materials and how to assess students' reading comprehension level and active vocabulary input.

Keywords: Assisted Repeated Reading; Intercultural Knowledge; Vocabulary Building

Impact of Perceived Stress on General Health: A Study on Engineering Students

Sresha Yadav
Assistant Professor, Faculty of Communication Skills, IIIT-NR, Chhattisgarh, India

Vinit Ghosh
Research Scholar, Department of Humanities and Social Science, IIT Guwahati, India
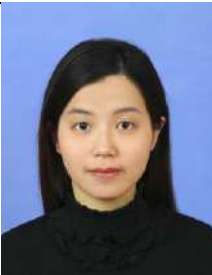
Ishwar Kumar
Assistant Professor, Faculty of Management, EDII, Ahmedabad, India.

Sresha Yadav
GICICTEL1804133

Abstract
In today's competitive world, individuals have to undergo varied stressful situations right from their adolescence to old age. Students who are pursuing their higher education cannot keep themselves away from the inevitable and inescapable wrath of anxiety and stress, resultant from the demands of the present education system. Thus, the present research aims to examine the relationships between perceived stress and general health of engineering students. The Perceived Stress Scale (PSS; Cohen et al., 1988), and the General Health Questionnaire (GHQ; Goldberg, 1981) was administered on 110 engineering students from two reputed engineering institutions in India, one in Bangalore and the other in Raipur, aged 18 to 22 years.

Analyses of data were performed using Pearson correlation coefficient to identify relationships between perceived stress and general health. General health consists of two factors: sense of accomplishment (SOA) and botheration-free existence (BFE). Results showed that both SOA and BFE are negatively correlated with stress. As perceived stress increases, student's sense of accomplishment (i.e. their zeal to make an impact) decreases, but this relationship was found to be non-significant. Again, stress was negatively correlated with BFE and this time a significant relationship was found, i.e. as stress increases it induces worry and botheration in students. Further, this means that in these institutions, students' perceived stress induces negative health conditions in them. However, students who can adopt better coping mechanism would have better general health state.

Keywords: Perceived stress, coping strategy, general health.

Understanding teachers' agency in using rubrics as a mediating tool in teaching EFL college writing

Peisha Wu
English Language Center, Shantou University, China

Abstract
The rubric is widely regarded as a useful tool in writing assessment in such aspects as norming and clarifying writing requirements. Still, there is critique of

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Peisha Wu **GICICTEL1804134**	rubrics in the areas of exactness and objectivity. Regarding the double-edged effects, this study attempts to shed light on EFL college teachers' agency in using rubrics as a mediating tool in the teaching of writing: how teachers facilitate learning with the rubric and overcome its constraints. The investigation is focused not on the rubric for its own sake, but on the interaction between the rubric as the mediating tool and the teacher as the mediating agent to enhance teaching and learning of college writing.
Jeong-Nang Choi **GICICTEL1804149**	**Not Closing but Starting Point of Lives for Seniors: Action Research of a Welfare Center's Autobiography Class** **Jeong-Nang Choi** **Graduate School of Culture, Chonnam National University, Gwangju, South Korea** **Abstract** **Purpose: This study explores the benefits of arts and social capital networks for seniors generated during the arts program "Youth Autobiography School" (YAS).The program was held at a senior welfare center in South Korea with the motivation of enabling seniors to live more dignified lives. Method: Qualitative action research was employed. Findings: The program consisted of twelve classes, and five stages of eight outcomes were created: 1st stage-empathy; 2nd stage-trust; 3rd stage-fun and pleasure, intellectual growth, relationships; 4th stage-captivation, self-satisfaction; 5th stage-community engagement. Additionally, social capital networks were generated among participants. Conclusions: The study suggests that the benefits of arts, and social capital networks, which appeared for senior participants, can alleviate their increasing isolation, and effectively build cohesive relationships not only between individuals but also spill over to affiliated communities.** **Keywords: senior participation, arts programs, benefits of arts, social capital, autobiography**
Srishtee Chaudhary **GICICTEL1804151**	**Role Of Globalized Approach For Sustainability Development In Human Life** **Srishtee Chaudhary** **Lecturer, Electroncis&Comm. Engg, Govt. Polytechnic College For Girls, Patiala, Punjab,India** **Rajesh Mehra** **Head, Electroncis&Comm. Engg.,Nitttr, Chandigarh, India** **Abstract** **Sustainable development is a complex, interdisciplinary and multidimensional issue dealing with various aspects of environment and social, considering the future of the planet. In this paper sustainability development is presented with its goals to be achieved with respect to planet's future and limitations encountered for the same. The globally changing scenario leading to over utilization of resources and its effect on environment is discussed with respect to some examples. The limitations regarding current world scenario is discussed and various ideas are proposed for sustainable development. Also latest examples for sustained environment resources are being observed. The concept of organic electronics for sustainable eco-friendly world is conferred.** **Keywords: Sustainable development, sustainability goals, sustainability ideas, Organic Electronics.**
Dr. Ghaida Alzahrani **GICICTEL1804171**	**The Effectiveness of Using Podcasting in Improving Listening and Speaking Skills of English Language**

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Alzahrani, Ghaida Ali S.
University of Najran

Abstract
This study aimed to identify the effectiveness of using podcasting in improving listening and speaking skills of English language. The quasi-experimental design was used to test the hypotheses. The study sample consisted of (90) female students at the first secondary grade: 30 students represented the first experimental group studied by using podcasting as an educational aid for teacher, another 30 students represented the second experimental group studied by completely depending on podcasting without a teacher, the other 30 students represented the control group studied through the traditional method. The researcher prepared a teacher manual guide, as well as a user guide for the student. Listening and speaking tests were constructed and both their validity and reliability were estimated. Results of the tests revealed the following: the first experimental group outperformed both the second experimental group and the control group in the mean scores of overall listening and speaking skills under study. Also, the results generally indicated that the second experimental group outperformed those in the control group at all listening skills separately and combined. In addition, they outperformed the others in the skill of (pronunciation) and at all speaking skills combined. Results also indicated that the experimental group equals the control group at the skills of (accuracy, fluency). On the light of study results, the researcher recommended the following: Holding training courses for English teachers involved in public education at the educational directorates of different regions under the supervision of qualified female trainers to familiarize them with the significance of podcasting in language learning, train them on its processing, and help them to implement it in their teaching practices.
Keywords: Podcast, speaking, listening.

Min-Hsun Chiang
GICICTEL1804174

Effects of Self and Peer Assessment on Learner Autonomy and Speaking Proficiency among Adult EFL Learners

Min-Hsun Chiang, Ph. D.
Department of Foreign Languages and Literature, College of Arts, Tunghai University, Taichung, Taiwan

Abstract
Many researchers agree the most successful learners are the ones who take responsibility for their own learning. The recognition of this fact calls for integrating some techniques into the curriculum to enhance the awareness of responsibility in the process of language learning. Prior studies on learner autonomy suggest that allowing students to assess their own learning and their peers' will help promote their awareness of responsibility as learners. Therefore, this study endeavors to investigate the impact of Voice Thread -mediated, self- and peer-assessment on enhancing speaking proficiency and cultivating learner autonomy. It also aims at exploring the students' attitude toward engaging in Voice Thread-mediated self-and peer-assessment. This study used a quasi-experimental, pretest- posttest design with 40 English-major freshmen from two Oral Training I classes at one university in central Taiwan. Two intact classes of students were randomly assigned to an experimental group (19 participants) and a control group (21 participants). Students' speaking proficiency was evaluated by following the TOFEL Independent Speaking Rubrics for both pre- and post-test. Students' level of learner autonomy was gauged in both pre- and post-test utilizing a multidimensional learner autonomy questionnaire. Self- and peer-assessment was carried out over a four-month period in 4 sessions. Two-way

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repeated measure ANOVAs were performed to examine differences between the pre- and posttest scores among the participants and between the classes. At the end of semester, an open-ended survey was administered to the participants in the experimental group to gather their views on Voice Thread-mediated, self-reflection/self-assessment/peer assessment and learner autonomy. The preliminary findings indicate that Voice Thread-mediated self- and peer-assessment contribute to the improvement of speaking proficiency for the experimental group. The students applauded the integration of such intervention in refining their spoken English. In practice, the findings from the current study provide language teachers with concrete and feasible techniques to guide their students through awareness-raising, self-reflection and self-/peer-assessment and arrive in autonomy-driven mode.

Keywords: self-assessment, peer-assessment, learner autonomy, speaking proficiency, metacognitive awareness

A Comparative Study On Thai And German Tvet Qa System

Rangsan Thepmondhri
Hua-Shih College of Education, National Dong Hwa University
No. 1, Sec. 2, Da Hsueh Rd., Shoufeng, Hualien 97410, Taiwan, R.O.C

Rangsan Thepmondhri
GICICTEL1804177

Abstract
The study was aimed at a comparison of Technical and Vocational Education and Training (TVET) Quality Assurance (QA) systems in Thailand and Germany for the purpose of the further developing the Thai TVET QA system. Interviews were conducted with purposeful sampling of people directly responsible for TVET QA policy development and TVET college people. German TVET QA system archival data and documents were studied. The two systems were closely compared and the differences identified. The most notable difference was that Thailand TVET combined vocational education and vocational training programs whereas, Germany separated the programs. Moreover, Germany also separated QA into separate assessments for each program. In contrast, Thailand used the same internal and external assessments for both vocational education and vocational training. The research also showed that there was less involvement and participation at all levels of the TVET QA system and implementation in Thailand comparing to Germany. TVET assessments in Thailand lacked a mechanism for bottom-up development. On the other hand, the German TVET QA system offered a mechanism by which all actors including educational inspectors, school staff, and industrial people participated in vocational education and vocational training and its development. Moreover, authorized Accreditation Agencies acting as expert bodies on different disciplines of vocational training were responsible for the assessment of vocational training in Germany. TVET consultancy services were also highly significant for quality development in Germany comparing to the use of TVET assessment in Thailand. These factors were the success of the German TVET QA system and could be emulated by the Thai TVET QA system.
Keyword: TVET, TVET QA System, TVET Assessment, Internal Assessment, External Assessment

Rowena Kalloo
GICICTEL1804189

Integrating indigenous knowledge into school science: perspectives from 3 innovative primary science projects in Trinidad and Tobago.

Rowena Kalloo
Lecturer, School of Education, University of the West Indies, St Augustine Trinidad and Tobago

Abstract

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	Scientific literacy has been defined as knowledge and understanding of scientific concepts and principles for personal decision making and participation in the civic, cultural, and economic life of a community. As such scientific literacy should be community-centred, place-based, and incorporate indigenous knowledge. Within a post-colonial context however, the reductionist nature of Western normative science seems in contradiction to Indigenous, context-based, ethically grounded epistemologies. Regardless of such opposing stances, learning school science is a constructivist process. Learning is therefore contingent on students' ability to master the "border crossings" between their Indigenous knowledge(IK) of the natural world and Western scientific interpretations. The questions which arise are therefore not which form of knowledge to teach, but, (i) how can indigenous knowledge be integrated into the normative science of schools? And (ii) what might be the most appropriate way to teach such culturally embedded science? This paper seeks to answer these questions through case study analysis of three place- based science projects which were implemented in primary schools in Trinidad between 2012-2017. Project 1 developed an environmental unit to teach concepts of conservation, adaptation and ecosystems through investigations of local birds in the school yard. Project 2 used inquiry approaches to investigate traditional ecological knowledge of the island's first people. Project 3 developed a series of contextually relevant games - Food Bingo, an ecosystem board game, and a food chain role play. The cases were subject to a theoretical framework which raised questions from epistemological, contextual and pedagogical viewpoints. The findings provide insights into the features of IK which are compatible with school science and the opportunities and challenges for facilitating a pedagogy which integrates school science with indigenous knowledge. Keywords: indigenous knowledge, science education, place-based learning, case study Conference strand: Science Education
Ayhan Demir **GICICTEL1804190**	**Satisfaction with life and perceived stress on university students** **Ayhan Demir** **Middle East Technical University** **Melek Kalkan** **Ondokuz Mayıs University** **Ayçin Demir** **Southampton University, Business School** **Abstract** University life itself produces many changes in an individual. Some of these include changes in residence, social relationships, additional financial burden, and career choices. All such changes involve demands on an individual for new behavioral and internal responses. Because of these demands, for adaptation to occur, some aspects of life changes are classified as stressful (Garg, 1992). The purpose of this study was to examine the relationships between satisfaction with life and perceived stress among university students. A total of 380 university students (female = 228 and male = 152) participated the study from different departments. The mean age of the participants was $M = 19.21$ (SD = 1.95), while the age of the participants ranged from 18 to 24 years. Satisfaction with Life Scale and The Perceived Stress Scale-10 item version were administered to participants. The results indicated that SWLS was negatively correlated ($r = -.41; p = 0.001$) with perceived stress

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Francisco Saez de Adana GICICTEL1804192	**Visual literacy in higher education to improve critical thinking skills**
	Guillermina Gavaldon-Hernandez **Lecturer at University of Alcala, Madrid, Spain** **Francisco Saez de Adana** **Lecturer at University of Alcala, Madrid, Spain** **Ana Gerboles-Sanchez** **Lecturer at University of Alcala, Madrid, Spain** **Abstract** **The persistent use of digital media by higher education students raises the question of how they understand and give meaning to the multimedia elements to which they are exposed through social networks, the Internet or smartphones. The world in which they have grown up could be considered as a paradox, since, despite being surrounded by multimedia elements, textual literacy has been given priority over multimodal literacy during its formal education. The Association of College and Research Libraries (ACRL) defines visual literacy as "the ability one person must have to interpret, evaluate, use, and create images and visual media". As visual literacy gains more importance in the digital age, there is a need to consider it as a necessary learning to be thought across the curriculum in higher education. The aim of this study was to analyse how first-year university students give meaning to pictures they were confronted with and how they compose stories from images using comic tools. The study was carried out in one of the public universities of Madrid region where 130 student teachers (121 women and 9 men) and three researcher-teachers participated. Three main activities were carried out alongside the semester thorugh wich the researcher-teachers could evaluete how students interpret images and how they communicate ideas with cartoons. Through the first activity they found that the majority of the students (n=78) focused on certain details that stand out from the images but did not analyze them as a whole. Teacher-researchers contrasted their observations, and the analysis of the students' production with the opinion students had about their visual literacy development. The results showed that the students were more optimistic than the evaluators as they considered that they had achieved a higher critical thinking development than the one pointed by the teacher-researchers. Through this study, we could verify that developing higher education student's visual literacy could help them to improve critical thinking processes and we propose a future line of research supported by neuroscience.** **Keywords: Visual Literacy, critical thinking, preservice teachers, comics**
Parvez Ahmed Pirzado GICICTEL1804193	**Teachers' understandings and practises in teaching human rights concepts in Pakistani Schools** **Parvez Ahmed Pirzado** **University of Technology Sydney (UTS), Australia** **ABSTRACT** **Education plays an important role in development of any country. Education is considered one of the major contributors for developing success at local, national and global levels. Human Rights Education (HRE) promotes awareness about human rights and a way of information sharing among students, parents and the community at large, to develop skills in people to understand and fight against violations of human rights. If children receive a good quality education, embedded with Human Rights concepts and principles, they can become**

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	responsible citizens and promote the human rights. Pakistan ranks at the lowest end of human development in the world. As per the Human Development Index 2017, Pakistan ranks at 147th position (out of 188 countries) and is close to the list of low human development countries. Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens. However, recent international and national reports portray the overall human rights situation in the country as inadequate. The teaching of Human Rights is not formally included in Pakistani curricula, and there is lack of research on the subject of Human Rights Education in Pakistan. This paper attempts to explore the place of human rights within the existing policy documents and school curriculum in Pakistan and barriers in teaching human rights concepts in primary schools of Pakistan. The paper will focus on the situation of human rights education with reference to the policy documents and existing curriculum of Social Studies and Islamic Studies subjects and the review of textbooks. The study seeks to identify the opportunities, constraints related to teaching of human rights concepts in schools, and possibilities of teaching human rights concepts in Pakistani schools. The paper will provide recommendations for improved practises of teaching human rights in schools. The study will also set out implications and will suggest further research required on the topic of human rights education in Pakistan. The study will also provide implications for policy makers and education practitioners and will set the ground for future research.
YU Weijie **GICICTEL1804225**	**Knowledge Management-Generation Process with Theory/History Module in Today's IHE - A Case Study: Theatre Appreciation** **YU Weijie** **Principal Lecturer, Nanyang Academy of Fine Arts, Singapore** **Abstract** **The effectiveness of module design and delivery process nowadays has been increasingly challenged by the accelerated advancement of technologies in this Information Age – the immediate access to online information in and out of classroom has questioned the function of today's education. Meanwhile, considerable efforts have also been taken in many IHL worldwide aiming to develop and emphasize skill-cultivation process, especially with practical modules, instead of the original agenda of knowledge transfer/acquisition in teaching. However, the cultivation of more relevant practical skills (other than analytical and critical reflective skills) with history/theory modules is still an interesting subject that needs to be further explored in education research.** **Theatre Appreciation (Contemporary Industry) is a supporting module in the curriculum of Diploma-in-Theatre at Nanyang Academy of Fine Arts delivered to the final-year students. It examines the contemporary theatre industry practice including the experimental phenomena and the main-stage scenes globally. Different from the classical world drama history/theory studies, which used to be led through by the published scripts and established textbooks, the literature about the contemporary theatre industry, though still appearing in a number of quality published scholarships, mostly, on the contrary, could only be found among the abundance of online information and informal writings with varying diversified conclusions and evaluations. Such has provided a unique opportunity for students to develop their skills of knowledge management – a process of online search for, source out, identify and scan the valid information to create the related knowledge framework. More significantly, it brings out a knowledge generation phase, a sphere reaching out to the tacit knowledge establishment about the contemporary theatre industry reality instead of the**

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explicit knowledge conventionally informed.

This paper case-studies the Theatre Appreciation module design and delivery fruition at NAFA in AY2017/2018 – a process of the exploration and development of students' practical skills from knowledge management towards knowledge generation.

(Key words: education research – skill-cultivation – knowledge generation)

Using Flipped Classroom Approach in the Instructional Design of Chinese Language Performance Task

Dr Yeo Leng Leng
School of Science and Technology

Dr Yeo Leng Leng
GICICTEL1804220

Abstract

In the school, Performance Task is used to assess students' ability in comprehending a given theme and expressing their ideas in their Mother Tongue Language. It is also to provide a platform for students to integrate their learning and skills and to encourage students to showcase their creativity. However, Performance Task in group-work makes it difficult to assess individual learning. Hence, a Flipped Classroom approach is used to explore its effectiveness for student learning and engagement for higher-order thinking skills.

This paper is an action research intended to improve the instructional design of a Chinese language Performance Task, so as to enable the students to master a deeper conceptual understanding. The Flipped Classroom approach will be used to allow students to watch online resources as homework and in-class activities will be carried out to clarify students' questions and encourage active learning.

The primary objective of this paper is to find out how flipped classrooms can be used for guiding students' performance task. The secondary objective is to explore the possibility of teacher's ability in providing one-to-one guidance through technology-integrated lessons. Data will be gathered from questionnaires and short interviews with the students. Teacher's reflective journal will also be used as data in the process of this action research. The purpose of the instructional design with Flipped Classroom approach is to empower the students to be self-directed learners.

Keywords: Chinese Language, Performance Task, Flipped Classroom Approach, Instructional Design, Self-directed Learners

Comparative study of public and private school teacher regarding their socio-economic problems in Punjab, Pakistan

Bilal Ahmed
International Islamic University, Islamabad, Pakistan. Department of Sociology. Pakistan.

Madiha Awan
Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi. Department of Anthropology. Pakistan

Bilal Ahmed
GICICTEL1804232

Abstract

Male private and public school' teachers had to face many socio-economic problems in Pakistan. They were facing problems such as low salaries, long working period, class stress and burden, issues with managements, transportation issues and security issues. Previous relevant literature found that public schools' teachers were getting good salaries and all other basic facilities which a teacher is required. On the other hand, male teachers in private and public schools were being exploited through many socio-economic ways. The

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Human Capital Theory (HCT) was chosen for this study to test the variables on assumption basis. The Human Capital Theory says investments in education can boost up the level of education. When male teachers of private and public schools were exploited deprived of basic facilities, they started not to take completely interest in teaching. For present study 150 male teachers of private and public schools were interviewed by using simple random sampling technique. The main objective of the study was to find out the socio-economic exploitations of male teachers in private and public schools. The respondents were asked about their monthly salaries, their relations with managements, working duration, salaries during summer vacations, transportation facilities, security and class burden and stress. Replying to all questions, the majority of the respondents replied they were facing such all problems at schools. The only objective of the study was to see the relationship between low salaries of private schools' teachers and its impact on children education. The chi square test found that low monthly salaries of male teachers of private and public schools was not only damaging the whole structure of schools but also destroying the future of students studying in those schools.

Keywords: Socio-economic, class stress, education, teacher's problems

Analysis of Library Use and Student Learning Outcome
- Latent Growth Curve Model

Lai-Fa Hung
Institutional Research Center, Chang Jung Christian University

Ching-Wen Wang
Institutional Research Center, Chang Jung Christian University

Abstract
Although there are some studies in library resource and assessment, the research that investigates the relation between student learning outcome and the factors of library use, such as time of entering library, library visit, use of study room, frequency of circulation, remains limited. Nowadays library are increasingly loaded with a wide variety of resources to support learners for academic success, research and teaching missions of institution. Several further questions in this context are necessary to explore. This study addresses whether students use these library resources well or not, whether the library resources contribute to student learning and success. This study collected a total of 1661 valid samples of students' four-year GPA from academic year 2013 to 2016. The variation of students' GPA were examined by using structural equation modeling, single latent trait, and autoregressive model. Next, latent growth curve model was used to estimate the growth trajectory of students' GPA. Finally, conditional latent growth model was used to analyze the influence of library use on the variation of students' GPA. The result from this study indicated that the model overall fit of latent trait autoregressive model was significant. It represented the existence of the students' GPA that had the modeling character of initial ability status and ability change status in the latent trait progress.

The latent growth curve model showed the linear relationship of students' GPA for eight semesters. The result indicated that students' GPA made progress followed by the increase of semester frequency. The average estimation of intercept factor and sloe factor were 76.924(p<.05) and 1.7(p<.05) respectively, that represented an increase development in the rate of growth change over time. For individual difference in a single individual's developmental trajectories over time, the mean of initial ability status had significant difference. For the rate of the growth change over time, the existence of

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significant individual difference represented the overall change trajectory of student GPA differed. In condition latent curve model, the results showed that learning achievement correlated positively with students library use such as frequency of using study room, library visit and renewal. It's noticeable that the growth change over time showed negative development trajectory when frequency of book borrowing increased. The result was different from the finding that book renewal frequency had the positive effect on the rate of GPA growth change over time. The possible reason could be that high renewal frequency reflected the deep degree of student course involvement. Therefore, that book borrowing frequency that was used to evaluate student leaning outcome in some studies seemed to need to be determined and discussed.

Keywords: Library use, structural equation modeling, single latent trait, and autoregressive model, learning outcome.

An Analysis of the Morality in Thai Supplementary Reading Book
The Happiness of Kati

Roselyn Changnarin
Department of Thai ,Faculty of Education, Thaksin University ,Songkhla, Thailand

Dr. Jarinya Thammachoto
Department of Thai ,Faculty of Humanity and Social Science, Thaksin University ,Songkhla, Thailand

Associate Professor Dr. Phonphan Khamkhunasai
Department of Thai ,Faculty of Humanity and Social Science Thaksin University ,Songkhla, Thailand

Roselyn Changnarin
GICICTEL1804228

Abstract
This qualitative research aims to study morality implicitly expressed in the supplementary reading in Thai learning area for lower secondary education level according to The Basic Education Core Curriculum B.E. 2551. The selective book is titled "The Happiness of Kati" by Ngarmpun Vejjajiva which snatched the Southeast Asian Writers Award for excellent novel in B.E. 2549. 8 moral characteristics; diligence, frugality, honesty, discipline, politeness, cleanliness, unity and generosity with reference to Ministry of Education are primarily employed for analysis. The findings indicate such 8 moral characteristics in "The Happiness of Kati". Cleanliness and generosity are the most frequent. Diligence, discipline, politeness, unity, honesty and frugality are the secondarily subsequent. These moral characteristics are in accordance with the National Education Act of B.E.2542 and the second amendment B.E. 2553, Chapter 1, Section 6. They represent successful outcomes if students successfully graduate in the Basic Education Core Curriculum B.E. 2551, No. 1 and the 12th National Economic and Social Development Plan (B.E. 2560 – 2564). This novel is consequently considered accountable for further development of moral education through reading competence and for lifelong guidance.

Keywords: morality, supplementary reading, The Happiness of Kati

Ms. Mirha Faisal
GICICTEL1804231

A Study Examining The Attitude Of Uae Vocational Institutes Graduating Students Towards Entrepreneurship

Ms. Maria Sumbul
Professor, Department Of Academics, Cromwell Uk International Education

Ms. Mirha Faisal
Professor, Department Of Academics, Cromwell Uk International Education

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Abstract

Entrepreneurship plays an important role in the economy's growth. Especially in the current time of recession, there is more need for entrepreneurs, who can not only establish themselves as leaders but also create more job opportunities for others. In this regard, to develop future business leaders and entrepreneurs, higher educational business institutes particularly vocational institutes serve as a medium for students to grasp theoretical knowledge along with its practical aspect through on-ground activities and work experience. The inclusion of industrial work experience provides more awareness and acquisition of analytical strategies that are required by the graduating students for setting their desired business (Israel-Regha, 2015). The vocational education and training system has an essential role to play in supporting this agenda by providing entrepreneurship training and business start-up support. This paper aims to examine the attitude of graduating students of UAE vocational institutes towards entrepreneurship after students have gained insights and motivation from entrepreneurial education and also assess its influencing factors such as expertise, level of knowledge of an enterprise, understanding business risk, entrepreneurial course and family history of entrepreneurship. This paper will also highlight the ratio of graduating student intending to start their own business concerning those who intend to bring entrepreneurial orientation to their family businesses. As the majority of Middle East population is expats and family businesses are considered to be very important in Middle Eastern economies, contributing 60% to GDP and employing over 80% of the workforce (Middle East Family Business Survey, 2016). The research data will be collected through structured questionnaire from final year students and fresh graduates of selected UAE Vocational / Business Studies Institutes By applying Multivariate regression analysis on the data collected from four vocational institutes across UAE; it is found that family experience has a significant impact on the positive attitude of graduates towards entrepreneurship. The surprising finding of this paper is that in spite of positive attitude of graduate towards entrepreneurship, their enterprise knowledge is low. Results are encouraging for future studies to compare the entrepreneurial attitude for different nationalities in private and public sector. As there is less support from institutions and industries for entrepreneurs to start their ventures, the findings of the research paper would be beneficial for the academic institutions and government to strategise initiatives for their easy access to training and financial aid. Moreover, to improve the entrepreneurial culture and develop networking environment within and inter institutes to promote collaborative learning, creativity and innovation for business startup. Also, based on influencing factors, institutes can widen the entrepreneurial study horizon and introduce focused courses of key areas like UAE government policies structure in entrepreneurship, Study to conduct UAE industry feasibility studies, business risk etc.

Keywords: Entrepreneurial Attitude, Entrepreneurial Knowledge, Enterprise family experience

Anne D'Arcy-Warmington **GICICTEL1804236**	**The clues found along the assessment path at the Foundation Stages of Mathematics and Statistics.** **Anne D'Arcy-Warmington** **Curtin College, Perth, Australia** **Abstract** **Recently, I have introduced the idea to students of a "just have a go" attitude with regards to learning during class. This is not a new idea, but rather a**

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turnaround in teaching style where students become more active during class so rather than ideas given by teachers to students' ideas are generated by both educators and students. Students are encouraged to produce ideas, guesses and strategies for solutions from the very first class. This requires careful planning from the first second that students arrive for their first class, introductions are important and a necessary component for constructing a friendly environment where the student feels safe to make a mistake. The mindset of students can be to say nothing as one cannot be incorrect but by saying nothing this can mask misconceptions which may generate future errors.

The first class has a variety of activities specially crafted so all students will find an activity that suits them at some point. These activities range from discussions between students on the same tables, writing solutions on the whiteboard as a group, selecting different strategies to solve problems and creating foldables. This style of learning in class echoes into the assessment was hints may be asked for if the student does not know how to start a question. The appropriate amount of marks is deducted from the total for that particular question and students are reassured that the lowest mark for a question is still zero and not a negative mark. This gives an opportunity for students to display some knowledge instead of a blank space as their answer. The test is untimed so speed of thought or writing does not become a factor in the final mark. Problems accounted is how to market the idea to students as it is the first time they have been given this chance and then how to get them to ask for help. In this talk, let us see if we can work together to find a solution that will help students find a mindset of the 'just have a go' feeling not just for mathematics but all aspects of life.

Keywords: Interactive learning, mindset shift, assessment

<u>LISTENERS</u>

Princess Catao **Department Of Teachers Education, Tagum College, University Of Mindanao, Tagum City, Philippines** **GICICTEL1804052**
James Andrawus **Department Of Mathematics, Faculty Of Science, Federal University, Dutse, Jigawa State, Nigeria** **GICICTEL1804054**
Nayaya Nura **Administration, Federal College of Education Technical, Gusau, Nigeria** **GICICTEL1804055**
Lawrence Malu **Teaching Artist Dept, York College, Jamaica, NY** **GICICTEL1804056**
James Andrawus **Department Of Mathematics, Faculty Of Science, Federal University, Dutse, Jigawa State, Nigeria** **GICICTEL1804058**
Arpan Chakrabarti **Assistant Teacher, Department Of Life Sciences, Paschim Gabberia High School, Paschim Gabberia, India** **GICICTEL1804062**
Moses Kongmi **Science of Education, Educational foundations, Piarist Fathers Province of Central Africa, Yaounde, Cameroon** **GICICTEL1804064**
Adebola Ajayi **Department of Food Technology, school of Pure and Applied Science, Federal Polytechnic, Ilaro, Ogun State, Nigeria, Ilaro, Nigeria**

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GICICTEL1804065
Olakunle Moses Makanjuola **Department of Food Technology, School Of Pure and Applied Science, Federal Polytheistic, Ilaro, Ogun State, Nigeria** **GICICTEL1804066**
Peipei Zhang **School Of Mechatronics Engineering, University of Electronic Science and Technology of China, China** **GICICTEL1804075**
Adnan Faisal **Dar-e-Arqam school Bahawalpur. Dar-e-Arqam School Pakistan, Bahawalpur Pakistan** **GICICTEL1804101**
Jimbio Claver **Applied Mathematics, Statistics and Computer Science, American University of Afghanistan, Afghanistan** **GICICTEL1804144**
Bernard Morais Joosa **Department of Languages, St. Joseph's Higher Secondary School, Trivandrum, India** **GICICTEL1804150**
Merly Barcelo **Specialist Teacher, Keys School Manila Inc., Mandaluyong City, Philippines** **GICICTEL1804152**
MD Palash Talulder **Department of Sociology, Govt BM University College, Barisal, Bangladesh, Dhaka, Bangladesh** **GICICTEL1804160**
Benjamin Mensah **National Association of Graduate Teachers, Ghana** **GICICTEL1804161**
Pooja Kamboj **Principal at Globe Heritage International School, Radaur, Indira Devi Educational Society, Yamunanagar, India** **GICICTEL1804165**
Md Mydul Islam **Management, Dhrubotara Youth Development Foundation, Dhaka, Bangladesh** **GICICTEL1804166**
Lucky Amaele **Department of Medicine, University of Abuja, Abuja, Nigeria** **GICICTEL1804170**
Hon. Ibrahim Oyugi Omondi **Chairman--Committee on Education, Information and Mombasa Vision 2035,Mombasa County Assembly, Mombasa, Kenya** **GICICTEL1804178**
Letilipa Mercy Mariam **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804181**
Elizabeth K Kalapata **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804182**
Mpopoyio Nicholas **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804183**
Jerias Leshoomo **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804184**
Fred Kanyiri Kiragu **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804185**

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Doris Seet Lenkirasi **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804186**
Maura Lekuram Lemoosa **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804187**
Lesoipa Shadrack Nakini **Chairperson Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804188**
Roseline Awuor Okal **Clerk Committee on Education, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804195**
Hon Roy Ochieng Samo **Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804196**
Hon Judith Atieno Ogaga **Chairperson Committee on Education, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804197**
Hon George Onyango Oloo **Speaker of the Assembly, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804198**
Hon Gard Okoth Olima **Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804199**
Hon Olwal Omondi George **Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya** **GICICTEL1804200**
Hon Beatrice Akinyi Odongo **Member Education Committee, county Assembly of Kisumu, Kisumu Kenya** **GICICTEL1804201**
Dr Nau'shil Kaur Randhawa **National University Health System, National University of Singapore, Singapore** **GICICTEL1804203**
Ayetan Sunday James **Department of Law, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria** **GICICTEL1804207**
Hadia Shaukat **Trainings Department, Beaconhouse School System, Lahore, Pakistan** **GICICTEL1804210**
Mohammad Palash Talukder **Department of Sociology, Govt BM College, Barisal, Bangladesh** **GICICTEL1804213**
Diki Arisandi **Department of Informatics Engineering, Universitas Abdurrab, Indonesia** **GICICTEL1804214**
Benedict Oshiokhamele Azebeokhai **Department of Religious Studies/School of Teacher Education and Liberal Studies, Saint Louis University, Baguio City, Philippines** **GICICTEL1804215**
Dr T.D. Sikhwari **Senior Educational Development Practitioner, Academic Development Unit, University of Venda,Centre for Higher Education Teaching and Learning (CHETL),South Africa** **GICICTEL1804169**
Abimbola Oluyemisi Adigun

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Coordinator, Edu-Zone Consult Ltd,Edu-Zone Consult Ltd, Abuja, Nigeria **GICICTEL1804206**
Dan Fulton **GICICTEL1804218**
Abu Bakar Assiddiq **English Department, Al Falah Assalam Primary School, Sidoarjo, Indonesia** **GICICTEL1804223**
Mubassam Ammar **Clinical Medicine, Guangxi University of Chinese Medicine, Nanning China** **GICICTEL1804224**
Adel Ben Brik **Department of English00, Civilization, Faculty of Arts and Human Sciences of Sfax, Sfax-Tunisia** **GICICTEL1804227**
Queen Anyaogu **Department of Corporate Communications, Faculty of Modern Language, University Putra Malaysia** **,Serdang, Malaysia** **GICICTEL1804230**
Mr Chris Lolmingani **Clerk Assistant, County Assembly of Samburu, Samburu, Kenya** **GICICTEL1804234**
Hon Christopher Lentukunye **Member County Assembly of Samburu, County Assembly of Samburu, Samburu, Kenya** **GICICTEL1804235**
Hon Evelyn Osongo (MCA) **Member Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa, Kenya** **GICICTEL1804237**
Hon Kizito Opeya (MCA) **Member Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa , Kenya** **GICICTEL1804238**
Hon Bernard Ogutu (MCA) **Member Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa, Kenya** **GICICTEL1804239**
Hon Moses Aran Oindi (MCA) **Member Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa, Kenya** **GICICTEL1804240**
Hon Milka Moraa Ngare (MCA) **Member Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa, Kenya** **GICICTEL1804241**
Hon Ibrahim Omondi (MCA) **Chairman Assembly Committee on Education, Information and MV2030,County Assembly of Mombasa,** **Mombasa, Kenya** **GICICTEL1804242**
Paul McEntee **School Principal, Our Lady's Primary School Craigieburn, Melbourne , Australia** **GICICTEL1804243**
Sylvia Birgen **Marketing, Eldoret Livelihoods Empowerment Program, Eldoret, Kenya** **GICICTEL1804229**
Letilipa Mercy Mariam **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya**

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GICICTEL1804181
Elizabeth K Kalapata **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly ,Samburu, Kenya** **GICICTEL1804182**
Mpopoyio Nicholas **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804183**
Jerias Leshoomo **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804184**
Fred Kanyiri Kiragu **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804185**
Doris Seet Lenkirasi **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804186**
Maura Lekuram Lemoosa **Member Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804187**
Lesoipa Shadrack Nakini **Chairperson Committee on Education, Youth Affairs and Sports, Samburu County Assembly, Samburu, Kenya** **GICICTEL1804188**
Makhanu Simon Nyongesa **MCA, Chair Education Committee, TransNzoia County Assembly, Samburu, Kenya** **GICICTEL1804233**

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