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**PLENARY SPEAKER**



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Abdullah Bin  
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**Influence Of Transformational Leadership Style And Readiness Towards  
Organizational Change Culture**

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**Abstract**

This research is conducted to identify the influence of transformational leadership communication style and cognitive readiness towards the work culture changes in the IPG. This research adopts survey method using full questionnaire survey method involving lecturers in 19 IPGs in the Peninsular Malaysia. The sample of this study consists of 421 lecturers from 2195 lecturers in the Peninsular Malaysia were selected through cluster and simplified random sampling. Correlation analysis shows that there is significant relationship among transformational leadership communication style, cognitive readiness and organizational work culture change. The findings of regression analysis shows that the intellectual stimulation and high expectation dimension are contributing factors that give impact on the cognitive readiness among IPG lecturers. While high expectation and intellectual stimulation dimension are contributing factors that give impact on the change in organizational work culture. On the contrary, vision expression dimension gives negative impact on the change in organizational work culture. Overall, cognitive readiness, high expectation and vision expression dimension are contributing factors that give impact on the cognitive readiness among IPG lecturers. Path analysis shows that cognitive readiness to changes gives impact on relationship between high expectation dimension and the change in organizational work culture. Thus, overall, high expectation dimension in transformational leadership communication style and cognitive readiness are contributing factors that give impact on the organizational work culture change in the IPG. The finding of this research shows the need for the IPG leadership and lecturers to optimize the practice of transformational leadership communication style in their daily management. The findings also show that cognitive readiness which include administrative support, changes, discrepancy, efficacy and personal valence need to be given emphasize in handling changes in the IPG work culture. It is hope that the findings of this research can be a platform for detail research in studying leadership communication and cognitive readiness issue in the framework of organizational culture change.

**Keywords:** Communication, transformational leadership style, cognitive readiness, organizational change



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**Syntactical Errors Analysis of Report Text Written by  
English Literature Students in University of Sumatera Utara**

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**Abstract**

This study aims at investigating and classifying the syntactical errors in the writings of report text made by 20 students of Department of English Literature of FIB-USU. Each of them assigned to write a topic-based report text with the length of the writing as 150 up to 250 words in count. This study engages with a qualitative descriptive approach. This study finds that the students make major syntactical errors within the use of article in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement. Based on the error analysis procedure applied, it is obtained that the most

	<p>predominant syntactical errors made by the students is the use of article which comprises of 125 errors (50.2%), followed by the use of subject-verb agreement with 117 errors (47%) and followed by the use of relative pronoun as the least error which comprises of 7 errors (2.8%). By seeing at these problematic areas, the researcher has suggested to take out pedagogical remediation to the students.</p> <p><b>Keywords:</b> report text writing, syntactical error, and error analysis approach.</p>
<p><b>Edgar R. Eslit</b>  <b>GICICTEL1705054</b></p>	<p style="text-align: center;"><b>An Investigation Into a Computer-aided Intimate Friendship between Filipino Students and their Foreign Friends: Towards an Emerging Cross-cultural Communication</b></p> <p style="text-align: center;"><b>Edgar R. Eslit</b>  <b>English department, College of Arts and Sciences, St. Michael's College, Iligan City, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Modern communication technology has enriched our perspectives on how people communicate and establish intimate online friendship across cultural boundaries. With the emergence of Computer-aided Communication (CAC), new concepts towards understanding the meaning of relationship maintenance, interdependence, commitment and relationship barriers in a Cross-cultural communication situation have emerged. Others may find the use of modern communication technology dynamic while others find it artificial. Because of this, issues and concerns relating to the parameters of its use and how it affects cross-cultural communication are opening all kinds challenging ideas for researchers all over the globe to explore. Hence, this current study ventured into investigating the Computer-aided intimate friendship between Filipino students and their foreign friends: Towards an emerging Cross-cultural communication. Cultural Dimension, Relational Maintenance, and CAC theories served as the primary theoretical backbones for this research. As this paper was qualitative in nature, methodologies used include in-depth interviews and focus group discussion (FGD) which was voluntarily participated in by Filipino college students and their intimate online foreign friends. Results showed that informants utilized practical relationship maintenance strategies, interdependence, commitment, and in breaking relationship barriers using CAC. Further, informants convincingly explicated seven (7) online interaction practices that magnified the conceptualization of the emerging cross-cultural communication pattern. These practices include: a) Openness in communication; b) Willingness to commit online friends; c) Benefiting from distance interaction; d) Strong Interdependence; e) Practical relationship maintenance strategies amidst relationship barriers; f) Active participation of social networks; and, g) Mutual support. Overall, the study brought the “techno-dyadic cross-cultural communication pattern” and “Computer-aided cross-cultural communication theory” to the fore.</p> <p><b>Keywords:</b> Computer-aided, Cross-cultural communication, Intimate online friendship, Culture, Language</p>
<p><b>Darin Claire L. Boncay;</b>  <b>Jhon Ren D.Lipata;</b>  <b>Louis Phillippe S.J. Diñozo;</b>  <b>Shaina Lyra B. Macatangay;</b>  <b>Rosarylle P. Punzalan</b></p>	<p style="text-align: center;"><b>Traditional and Scaffolding Strategy: A Comparative Study</b></p> <p style="text-align: center;"><b>Darin Claire L. Boncay</b>  <b>Bachelor in Secondary Education Major in Mathematics</b>  <b>Polytechnic University of the Philippines</b></p> <p style="text-align: center;"><b>Louis Phillippe S.J. Diñozo</b>  <b>Jhon Ren D. Lipata</b></p>

<p>GICICTEL1705056</p>	<p>Shaina Lyra B. Macatangay</p> <p>Rosarylle P. Punzalan</p> <p>Bachelor in Secondary Education Major in Mathematics Polytechnic University of the Philippines</p> <p>Daizylyn C. Palillo, M.S.M.E</p> <p><b>ABSTRACT</b></p> <p>The researchers aimed to find the comparativeness between the Traditional and Scaffolding Strategy in teaching Mathematics to Grade 9 Students of Quirino High School for school year 2016-2017. The study sought to answer the following questions: “Does scaffolding strategy help to promote higher understanding of Math to the Learners?” and “Is there any significant difference between Traditional/Lecture and Scaffolding Strategy on the performance of the students?” To achieve the purpose of the study, the descriptive method was use. The Study concluded that: the level of the performance in Traditional/Lecture Strategy Posttest was described as satisfactory which is also gave a satisfactory remarks’ in Scaffolding Strategy. The frequencies did not vary on the significant difference between the two teaching strategies. Instead, means were identified whether there is a significant difference or no significant difference. Since there was a slightly difference between the means, still the study showed that there was no significant difference between the two groups based on the computed p-value. Therefore the Traditional/Lecture and Scaffolding Strategy, were both essential in teaching Mathematics. Based on the findings; it is preferable that teachers be more flexible in both teaching strategies. Although there is no significant difference between their academic achievements, teachers should be mindful that both strategies are most suitable for the topic. Teachers should be knowledgeable of various teaching strategy to provide variations of styles that would be most appropriate to the lesson. Based on the conclusions presented, Teachers are encouraged to use Scaffolding Strategy or Lecture for the teaching instruction depending on which instruction is suited for the topic.</p> <p><b>Key Words:</b> Strategy, Scaffolding, Traditional Strategy, Scaffolding Strategy</p>
 <p>Sarani Ghosal GICICTEL1705057</p>	<p>Language learning through the short stories of Ruskin Bond and Ernest Hemingway</p> <p>Sarani Ghosal, Ph.D Asst. Professor of English Dept of Humanities and Sciences National Institute of Technology Goa, India</p> <p><b>Abstract</b></p> <p>The objective of my paper is to show how to teach English language through the short stories of Ruskin Bond at tertiary level. Teaching grammar does not seem to be interesting to the students, who are studying technology.</p> <p>My focus would be on the Indian perspectives. The subject entitled “Professional Communication” is a must-learn subject for all, who have enrolled for either B.Tech programme or Medicine.</p> <p>As a facilitator, I prefer to quote passages from the short stories of Ruskin Bond and I show the usage of articles, verb agreement and new words. The passage creates an impression in the mind of the stakeholders. Based on the impression received, they respond to it in their own ways, which is again related to their perception. The</p>

	<p>perception varies from individual to individual. The facilitator can give them different exercises as well. I define this method as “Impressionistic pedagogy”.</p> <p><b>Keywords: Pedagogy, Impressionistic method and Perception theory</b></p>
<p>Marie Cris U. Fabi GICICTEL1705058</p>	<p><b>The Use Of Filipino And English As A Medium Of Instruction In Teaching Mathematics: A Comparative Study</b></p> <p><b>Divina G. Cezar</b></p> <p><b>Erickson B. Cuares</b></p> <p><b>Jenny T. Divina</b></p> <p><b>Marie Cris U. Fabi</b> <b>Bachelor in Secondary Education major in Mathematics</b> <b>Polytechnic University of the Philippines</b></p> <p><b>Rhowel P. Nuñez</b></p> <p><b>Judelyn M. Ocampo</b></p> <p><b>Prof. Daizylyn C. Palillo</b></p> <p><b>ABSTRACT</b></p> <p>Mathematics educators have been exerting effort in striving ways to teach mathematics better. The majority of the students find mathematics hard because it demands more effort and understanding skills and harder when mathematics is being taught in the language they were not used to. To aid these difficulties, use of bilingual approach in teaching mathematics is mostly suggested.</p> <p>However, knowing the purpose of language is to communicate - to carry out ideas, thought, and feelings from one person to another so that they understood. The understanding and usage of the national language by the Filipinos will serve not only as a vehicle for achieving our goal of national identity and unity but also allow for the effective transmission of knowledge and information. (Philippine Constitution, Article XIV, Sec.6)</p> <p>This study aimed to know the comparison of the medium used in teaching Mathematics. And also, the study aimed to determine the significant level of the students through the results of the achievement test. The respondents were chosen from the heterogeneous section of the Grade VIII level of the school Camp General Emilio Aguinaldo High School. The instrument used was researcher-made questionnaire which examination was intended to measure and know the achievement level of the respondents. The instrument was administered by the researchers under the supervision of the respondents’ Math teachers since our data gathering was done during their Math subjects. Based on the findings, the overall mean of the respondents in terms of the results of the summative test, the control group which was the VIII-Caimito fell under the rating of satisfactory while the experimental group which was the VIII-Lanzones fell under the rating of fairly satisfactory. Since the computed P-value is 0.003, the null hypothesis is rejected. This implies that there is a significant difference between the achievement level of the control group and experimental group.</p>



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The effectiveness of oral health promotion project in a primary school, Yala province, Thailand

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**Abstract**

Globally, dental caries is one of the most prevalent diseases and more common in children living in rural areas. Good oral health practices started at earlier age lead to healthy gums and teeth later in life. Promotion and prevention are most importance for assisted the students to reduce the occurrence of dental caries.

**Objective:** The general objective of this study was to evaluate the effectiveness of oral health promotion project among 1st grade students in a primary school. The specific objectives were to assess 1) oral health attitudes among 1st grade students, 2) oral health knowledge and practices of their parents and teachers in a primary school, Yala province.

**Study Design:** A cross-sectional descriptive study was conducted in a primary school in Yala province. The samples include 150 of 1st grade students, 60 student's parents, and 6 teachers in its school. The instruments used in this study were 1) oral health self-care attitudes questionnaire of student and 2) oral health care knowledge of children among parents and teachers. Descriptive statistic was used by percentage, mean and standard deviation. Paired samples t-test were used to compare oral health knowledge among parents and teachers after the project had finished.

**Result:** The result of this study showed that the mean score of oral health attitudes among 1st grade students was fairly high ( $M= 2.54$   $S.D.=0.38$ ). There was no statistically significant difference in oral health knowledge among parents and teachers.

**Conclusion:** To improve oral health status need to improve knowledge, attitudes, and practices. The oral health stimulation by intervention should be done, especially in parents whose take care children.

**Keywords**

Oral health care,



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The Assessment Rubrics Development of Students and Graduates Soft Skills, Hard Skills and Competiveness Performance

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Noferdiman

Muhaimin

Yuliusman

**Abstract.**

This paper describes the process and the result of rubrics development of students and graduates soft skills, hard skills and competiveness (SHC) Assessment Universitas Jambi. Eight steps were applied in the rubrics development; they were literature

	<p>studies; defining and confirming constructs and sub-constructs; constructing indicators; defining face validity, confirming content validity, trying out, consistency testing and finalization. The rubrics were designed to measure students and graduate SHC performance. The 5 – 1 scale or highest to lowest score was used in the scoring system. The scoring was judged by referring to how the students and graduates meet the indicators of SHC and its sub-construct. The construct soft skill was classified into six sub-constructs communication skills. IT skills, Numeric Skills, Learning Skills, problem solving skills and working with others. Hard skill was not classified into sub-construct, while competitiveness classified into three sub constructs; entrepreneurship, lifelong learning and employability. The rubric had been completed and supposed to be used for students and graduates SHC performance at Universitas Jambi.</p> <p><b>Key Words:</b> SHC, Soft skills, hard skills, competitiveness, lifelong learning, employability, entrepreneurship, rubric assessment.</p>
<p><b>Lynne Nuttall</b> GICICTEL1705066</p>	<p style="text-align: center;"><b>Irlens Syndrome and Whānau Transformation.</b></p> <p style="text-align: center;"><b>Lynne Nuttall</b> Te Puna Matauranga, Te Wānanga o Aotearoa, Te Awamutu, New Zealand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research paper seeks to explore the reality of Irlens Syndrome, the vision of Te Wānanga o Aotearoa, and the praxis that prompted educational transformation for one whānau.</p> <p>Meares-Irlen Syndrome has been defined as the inability to see comfortably without distortion and discomfort (Kriss &amp; Evans, 2005). The ability to read and understand written text is fundamental to learning and participation in all communities and for individuals who struggle with basic literacy due to this syndrome the acquisition of reading skills is often insurmountable. Socialising the existence and impact of specific learning disabilities within educational institutions is one step towards removing barriers to education.</p> <p>Removing barriers to education has been at the forefront of Te Wānanga o Aotearoa (TWOA) revolutionary evolution as an education provider. TWOA is currently one of Aotearoa New Zealand largest tertiary education providers, guided by Māori principles and values. TWOA was founded to provide accessible education to students who for a range of reasons have been alienated by mainstream education.</p> <p>This research project explores the intersection of TWOA and Irlens Syndrome as it occurred through the experiences of one whānau using reflective practice to explore how the praxis of <i>Whānau transformation through education</i> occurred. The research explores the layers of transformation that occur when a specific leaning disability is acknowledged but does not define an educational journey and offers an accessible narrative to socialise the symptoms and challenges this syndrome presents to whānau transformation.</p>
<p><b>Amna Khaliq</b> GICICTEL1705067</p>	<p style="text-align: center;"><b>How Informal Networks of International Indian Students affect the Learning Culture of a Canadian Institution: Northern Lights College</b></p> <p style="text-align: center;"><b>AMNA KHALIQ</b> MBA, B.comm Hons., Canada Faculty of Business Management, Northern Lights College, British Columbia Canada.</p> <p style="text-align: center;"><b>Abstract</b></p>

How informal networks of International Indian students affect the learning culture of a Canadian institution: Northern Lights College is analyzed in depth in this project. Two main indicators of Indian students and a comparison of Canadian and Indian education system were explored in detail. The secondary data showed that the Canadian education encourages innovation, creativity, critical thinking, and provide more career options as compared to memorization, stress on high grades and fewer career choices in Indian education system. The primary data showed that Indian students are polite, persistent and hard working. My research has shown that being new to Canada, home sickness, weather, family and societal pressure, high expectations, work, culture, low motivation, becoming independent first time in life and tight financial budget were the main reasons for informal networks of international Indian students. The analysis showed that circumstances influence behavior. At the end, high societal pressure from India and better future expectations in Canada stood out to be the most important factors in shaping the current situation of informal networks of international Indian students in Dawson Creek, Northern Lights College. Indian students should know themselves, be open minded and should not stay in their comfort zone are the recommendations provided. Continual hard work, right mindset, easy culture transition and development programs should be used for international Indian students for their superior education attainment and better quality of life in Canada.

**Key Words:**

India, Canada, Northern Lights College, International Students, Family Pressure, Societal Pressure, Low Income, Homesick, High Expectations, Education, Innovation, Critical Thinking, Creativity



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**BMT Digital Learning Resource in Blended Learning Environment for Basic Movement Therapy Course: A Mixed-Method Approach**

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**Abstract**

The evolution of technologies and the development of new media design for educational purposes are expanding. This work aims to evaluate BMT Digital Learning for undergraduate physiotherapy students in blended learning approach. Based on instructors' and students' perceptions towards learning content design along with multimedia design guideline, BMT Digital Learning has been design and developed carefully aims to improve students' skill performance in basic movement therapy. This study employed mixed method approach to gather data from semi-structured interviews as design guideline for BMT Digital Learning application. A quantitative method using quasi-experimental design were used to evaluate students' score performance while descriptive statistic used to evaluate learning content design. A total of 103 students from the Universiti Kuala Lumpur, RCMP (Royal College Medical, Perak) was divided in two groups. The Control group received standard teaching sessions (N=51). The Treatment group received the same standard sessions but

	<p>additionally used BMT Digital Learning Resource application (N=52). Written test on basic movement therapy was done by students before and after the intervention. Statistically significant better scorings for the treatment group were found. The results strongly suggest that the use of BMT Digital Learning Resource application is suitable for practical procedure purposes.  <b>Keywords:</b> Blended learning, Physiotherapy, Educational technology, Mixed method, Multimedia design</p>
<p><b>Bithika Dasgupta Sarkar</b> GICICTEL1705071</p>	<p style="text-align: center;"><b>Remedial Teaching: a Challenge or Reward?</b></p> <p style="text-align: center;"><b>Bithika Dasgupta Sarkar</b> University professor, Magadh University</p> <p style="text-align: center;"><b>Abstract :</b></p> <p>To remedy means to cure a defect. Therefore, Remedial Teaching offers solution to improve the performance of the underachievers. It provides instructional correctness - a process of filling in the gaps in the process of learning, a process of removing distortions that have crept into students' learning. It is a type of instruction through which errors are corrected and repetition of earlier flaws is prevented. It is an instructional effort to upgrade underachievers by removing their performance errors.</p> <p>Remedial Teaching involves :</p> <ol style="list-style-type: none"> <li>1. Counselling ( individually or in small groups in a large class )</li> <li>2. Observing, diagnosing ,curing and evaluating performance,</li> <li>3. Working purposefully and intensively with the students,</li> <li>4. Acquiring requisite skills for dealing with learning problem disorders,</li> <li>5. Providing updated and adequate information to the learners.</li> </ol> <p>In this study, we will concentrate on the learners' performance in English as Second language ( ESL), particularly in language skills ( LSRW).</p> <p><b>KEY WORDS / PHRASES :</b>  <b>Diagnosing, counselling, evaluating performance</b></p>
<p><b>Peñafrancia V. Olayon</b> GICICTEL1705076</p>	<p style="text-align: center;"><b>Composing a Photo Essay using the Lens of Critical Visual Literacy</b></p> <p style="text-align: center;"><b>Peñafrancia V. Olayon</b> Ateneo de Naga University, Naga City, Philippines</p> <p style="text-align: center;"><b>Margarita F. Fajardo</b> Ateneo de Naga University, Naga City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The application of critical visual literacy in college language classes is not yet widely explored in the Philippines. This study, therefore, aims to fill the dearth of research in the critical learning of visual texts especially in the current context where the ubiquitousness of images is a global reality. Adopting Janks' (2013) redesign cycle, this research seeks to examine the integration of critical visual literacy in a tertiary English language classroom through the composition of a photo essay. Specifically, it will investigate college students' decisions in creating a photo essay guided by the social semiotic theory developed by Kress and Van Leeuwen (2006) and by using the lens of critical visual literacy. An example photo essay will be shown and students' construction, deconstruction, and reconstruction of it will be discussed. This study will open up further academic conversations on how images can be used together with words in improving language learning and providing opportunities for students to carefully examine power relations in society and convey equitable worldviews.</p>

<p><b>Jason Alvarez</b> GICICTEL1705077</p>	<p><b>Keywords: Critical Visual Literacy, Photo Essay, Language Learning</b></p> <p style="text-align: center;"><b>Performance of Pre-Service Teachers in their Field Study Courses and Practice Teaching</b> Jason Alvarez Department of Computer Education, College of Education, Rizal Technological University, Mandaluyong City, Metro Manila, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This study aims to assess the Performance of Pre-Service Teachers of Rizal Technological University – College of Education on their Field Study Courses and Practice Teaching in the laboratory high school and other cooperating high schools. This utilized the descriptive research design in which questionnaires were used to gather data. This was conducted with the help of 251 qualified respondents. The data were processed, analyzed and interpreted using the following statistical tools: frequency, percentage, means, Cronbach’s alpha and Pearson’s R. The study showed that the Pre-Service teachers have recorded a good academic performance in six field study courses, manifested a very good academic performance in Practice Teaching both in-campus and off-campus. The pre-service teachers have demonstrated a very high level of competencies in their field study courses. Further, it also found out that at .05 level of significance, there is no significant relationship between the respondents’ level of competencies and academic performance on field study courses. Same results was manifested between the respondents’ level of competencies on field study courses and their academic performance in practice teaching. However, the study have recorded a significant relationship between the academic performance of pre-service teachers on both Field Study Courses and Practice Teaching.</p> <p><b>Keywords: Experiential Learning, Field Study Courses, Teacher Education, Practice Teaching</b></p>
<div style="text-align: center;">  <p><b>Nurul Nisa Binti Omar</b> GICICTEL1705078</p> </div>	<p style="text-align: center;"><b>Empirical Study on the Effectiveness of Technology Application towards Students’ Good Feedback Practice</b></p> <p style="text-align: center;"><b>Nurul Nisa Binti Omar</b> KDU University College, Selangor, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Technology application in a classroom is widely used in assisting educators to perform more engaging and captivating activities with students. More recently, however, there are concerns towards students’ performance level and the quality of feedback gained from the usage of technology application approach in classroom assessment. In this article, the author will discuss the effectiveness of technology application as an assessment tool in classroom activities by studying the usage of Kahoot assessment tool. An empirical study was done in a classroom environment with a case study on 150 students. Results from this study will showcase a comparison study on students’ performance level in classroom assessment with and without technology application method. The contribution will deepen the understanding of the implication of technology application in assessment activities towards students’ good feedback practice.</p> <p><b>Keywords: good feedback practice, technology application, Kahoot assessment</b></p>
<p><b>Dr. Alok Mishra</b> GICICTEL1705081</p>	<p style="text-align: center;"><b>A Curriculum on Sustainable Software Engineering</b></p>

Dr. Alok Mishra

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Abstract

Current software engineering practices have significant effects on the environment. Examples include e-waste from computers made discarded due to software upgrades, and changes in the power demands of new versions of software. Sustainable software engineering aims to create reliable, long-lasting software that satisfy the needs of users while reducing environmental impacts. Sustainability is becoming a significant emerging area in Information Technology (IT)—as contribution of IT to safeguard our future, and as evolving market segment. IT's high productivity in combination with short life cycles and, on the other hand, growing resource problems of our planet, lead to a essence that software engineers take their share of responsibility for sustainability. Therefore, we need to include the concept of sustainability into the university curriculum of computer science, software engineering and information systems.

According to the World Commission on Environment and Development Sustainability, sustainability is defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs". The goal with sustainable software engineering is to create better software so future generations' opportunities should not be compromised. According to the SMART 2020 report, in 2007 the ICT sector was responsible for 2% of global carbon emissions. Additionally, the report estimates that the combined carbon footprint of PCs and monitors is expected to triple by 2020. While there is growing interest among software engineers regarding environmental sustainability, the relationship between software and sustainability is still a relatively minor concern, if it is thought of at all, for most users and developers. Our goal with this research is to raise awareness that similar software systems can have quite different levels of energy consumption, and therefore different environmental footprints, and that these and other environmental impacts are an important part of the software engineering field.

Sustainability, software engineering and green computing study in computing is not only critical and imminent for the long-term benefit of human beings, but also has the potential to attract more students to this area due to its indispensable significance for future. Over the past few years, sustainable software engineering and green computing has received an increasing amount of attention since it is considered as one of the critical factors for protecting the environment. In this paper, we propose a curriculum for sustainable software engineering with the expected learning outcomes and components. The course design is based on a multi-faceted approach that adopts different perspectives on sustainability and aims to increase students' awareness of the complex nature of sustainability while developing software development and deployment.

Keywords: Sustainability, Software Engineering, Curriculum, Green Computing, Software Engineers



Miftahul Huda  
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"The Use of Authentic Materials In Teaching English: Teachers' Perspective in EFL Classes"

Miftahul Huda

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Abstract

Teaching English in Indonesian schools are mostly still depend on the textbooks provided by the publishing companies and government agencies, Sometimes the

teachers are not satisfied with the text book. The idea of using authentic materials would be the alternative for teachers to design entire lessons with materials they create themselves. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento & Morley, 2001; Wilcox et al., 1999). This study attempted to investigate Indonesian EFL teachers' attitudes and beliefs regarding the use of authentic materials at State Islamic high school level in Indonesia according to communicative language principles. 6 English teachers took apart completed a survey questionnaire for the purpose of this study. The results indicate that English teachers have a positive attitude toward using authentic materials in the classroom. Most of the teachers (100%) prefer to use authentic materials, the analysis shows that (50%) of teachers concern about motivating the students in learning the language by using authentic materials, another 50% stated that they would use authentic materials in order to provide the students with the language used in real society. Recommendations for future study are provided.  
Index Terms: Authentic/Non-Authentic Materials; Authentic Learning; Communicative Approach.



Berna Timur  
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**Students' Perceptions Of Native And Non-Native English Speaking Teacher Effectiveness In English Language Teaching**

Berna Timur

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**Abstract**

Teaching abroad is one of the best ways for native speakers to work abroad, save Money and explore new culture. But what happens when you are not a native English speaker?

I have been teaching English for more than 17 years. A couple of years ago I decided to take a year off and work abroad as an English teacher. However it is almost impossible to find a job if you are a non-native English speaker. All the jobs I look at say that I need to be a native speaker of certain nations. Are native speakers really better teachers? I think at some point majority of people have a strong belief/prejudice that they are superior to non-natives. That's what most of the institutions, school or even kinder gardens think of.

Native speakers often have the advantage of linguistic confidence about their language in the classroom which non-natives sometimes lack. Non-natives on the other hand have many advantages that their native colleagues don't. In the first place they often had the same experience of learning English as their students are now having. So they can better anticipate students' problems, serve as a successful learning model or understand how the learners feel.

However in this study I would like to handle the matter in students' perspective and try to shed light on their prospects of native and non-native English speaking teachers' effectiveness in language teaching. Do they really prefer to learn it from native speakers rather than non-native teachers?

Although English is taught as a foreign language both in state and in private schools in Turkey, Turkish people have problems especially with speaking English. They believe that they cannot achieve their goals no matter how much effort they expend to learn English. Moreover, most students don't like English because they think they cannot learn it properly whatever they do.

Authorities try to find different ways to solve the problem and improve the quality of English education. They often change curriculum and take new programs from other

	<p>countries. Many institutions thought employing native teacher would be a good idea improves students' performance and motivation.  Hacettepe university is one of these universities which has employed 9 native English teachers mainly from the UK and the USA for the last four years.  The data were collected with a questionnaire distributed to 163 students from Hacettepe University, Department of Basic English.  I hoped to throw light on discrepancy between general belief and classroom realities. More specifically I aimed to find the answer of the following questions;</p> <ol style="list-style-type: none"> <li>1. What are the differences in teaching behaviour between native and non-native English teachers?</li> <li>2. What are students' perceptions toward native and non-native teachers in terms of; <ul style="list-style-type: none"> <li>- Teaching-learning process</li> <li>- Communication</li> <li>- Motivation</li> </ul> </li> <li>3. Is students' proficiency level of English a factor in their perceptions?</li> </ol>
<p style="text-align: center;"><b>Hacer Yilmaz</b>  <b>Bulguru</b>  <b>GICICTEL1705084</b></p>	<p style="text-align: center;"><b>LET'S GET IN TOUCH VIA WHATSAPP: A Study on University Students' Perceptions on Whatsapp in EFL Classes</b></p> <p style="text-align: center;"><b>Hacer Yilmaz Bulguru</b>  <b>Anadolu University, School of Foreign Languages, Department of Basic English</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Communication is a need and a must that is surrounded by many sources of technologies. Some, including computers, mobile phones, i-pads and i-pods are the inevitable parts of our new era. Social media technologies take part in EFL numerous different forms involving wikis, videos, podcasts, weblogs, Internet forums, social blogs etc. Such technologies adress many, especially teenagers by wallposting, blogging, video-sharing, picture- music sharing. Mobile phones applications offering various features aforementioned are a perfect resource to use in EFL classes. Launched in 2009, Whatsapp, is one of the app that is prevalent among a great deal of teenagers. Hence, it might have a remarkable role in teaching a foreign language to university students. This study attempts to research the role of Whatsapp on the attitudes and feelings of students towards learning English. To do this, various out of class tasks will be assigned to pre-intermediate level of preparatory school students of English at Anadolu University, School of Foreign Languages during four weeks. The data will be gathered through a Likert type questionnaire administered to participants in the study following the four-week study period.</p> <p><b>Key words: Technology, EFL, Whatsapp, Integration of Mobile Technologies</b>  This study is conducted with a number of 20 prep school students studying in the academic year 2016-2017.</p>
<p style="text-align: center;"><b>Ahmed Mudito</b>  <b>GICICTEL1705086</b></p>	<p style="text-align: center;"><b>Effect of Boko Haram insurgency on Access to education in North-east Nigeria</b></p> <p style="text-align: center;"><b>Ahmed Mudito</b>  <b>Jigawa State College of education Gumel</b></p> <p style="text-align: center;"><b>Bala Zakar</b>  <b>Jigawa State College of education Gumel</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study investigated effects of Boko Haram insurgency on access to education in North east Nigeria. Despite the universal declaration that every child in the world must</p>

	<p>have access to education, achievement in education especially higher education in the north east is very low. This is as a result of Boko Haram attacks in the region, targeting locations like schools, police stations and army barracks. This paper concentrates on the Boko Haram uprising as well as how it affects access to education in the north east. The study used documentary sources with a view to determine the effect of the uprising. Several recommendations such as making education free and compulsory in the region, supporting victims of the uprising, provision and equipping educational facilities at all internally displaced camps in the region and prosecuting perpetrators of such despicable acts are spelt out.</p> <p><b>Key words:</b> Boko Haram, Insurgency, Access to education, Illiteracy</p>
 <p style="text-align: center;"><b>Mutawalli Alhaji Sule</b> GICICTEL1705089</p>	<p style="text-align: center;"><b>An Assessment Of Ecowas Free Movement Protocol In Promoting Regional Development In West Africa</b></p> <p style="text-align: center;"><b>Mutawalli Alhaji Sule</b> Department of Social Development Mai Idriss Aloomaa Polytechnic Geidam, Yobe State Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Economic Community of West African State [ECOWAS] was formed in 1975 with the objectives of among others facilitating economic development, fostering relation and promoting peace among her members. In her efforts of achieving these objectives, several protocols among which the protocol on free movement of people was adopted aimed at removing all obstacles for the movement of people across the subcontinent. Although, success have been recorded in removing all kind of visa requirements through the introduction of one passport, less have been found to have achieved of its much expectations. Non harmonization of currency, poor political commitment and existence of multiples checkpoints hampered the success of the protocol. This study examined the success recorded and the challenges that hijacked the full implementation of the protocol.</p> <p><b>Key Words:</b> Ecowas, Free Movement, Success, Challenges</p>
<p><b>Isreal, Happiness C.</b> GICICTEL1705091</p>	<p style="text-align: center;"><b>Challenges Of Teacher Education In The 21st Century Nigeria</b></p> <p style="text-align: center;"><b>Isreal, Happiness C.</b> Department of Christian Religious Studies, Federal College Of Education, Obudu, Cross River State, Nigeria</p> <p style="text-align: center;"><b>Iwen, Emmanuel Terna</b> Department of Christian Religious Studies, Federal College Of Education, Obudu, Cross River State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is universally viewed as the vehicle that is capable of importing and exporting transformational behaviour, growth and sustainability of nation's wealth. It is a channel to articulate new ideas thoughts and futuristic aspirations of an individual and the nation at larger as a social institution, education had maintained her traditional responsibility until the age of global connections. Nigeria in particular has witnessed several educational reforms in order to achieve the best which started at pre-independence. By and large, progress was noticeable as expectant results were achieved. However, the growing trend of the global education which demand the use of science and technology and information communication technology (ICT) where the communication infrastructure like telephone, Tax, e-mail and computer networking have turned the world into a global village. This historical reality has placed Nigeria</p>

	<p>teacher education on the disadvantaged position. The paper therefore adopted the used of historical approach to argue out the contentious issues. Furthermore, the study observed with dismay that inconsistency in government policy formulation and haphazard implementation of such policies has sufficiently affected the quality of education delivery of Nigeria. The paper is of the opinion that regulatory bodies or agencies for the training of teachers in Nigeria should embark on aggressive reforms in order to redirect teacher education in Nigeria to meet up with global expectation. On the final note, education is the only valuable asset a nation can offer to her citizens. Therefore, Nigeria should not play politics with the future of her citizens educationally.</p>
<p><b>Semra SADIK KRUPKA GICICTEL1705092</b></p>	<p style="text-align: center;"><b>Investigating the educational beliefs of students participating in the pedagogical formation certificate program</b></p> <p style="text-align: center;"><b>Fatma SADIK</b> Cukurova University Faculty of Education, Adana, Turkey</p> <p style="text-align: center;"><b>Semra SADIK KRUPKA</b> Cukurova University, International Office, Adana, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Educational beliefs have often been a topic of research studies during recent years. The most important reason is that the teachers' beliefs affect their decisions and activities with regard to teaching. In addition to this, the number of studies dealing with the educators' views about education is very limited in Turkey. Based on the related literature, most of the studies were done with teachers and students enrolled at Faculties of Education. However, teacher education is performed in two ways. The first one is education at Faculties of Education. The second one is teacher education with Pedagogical Formation Programs for students who graduated from various faculties, especially Faculties of Science and Letters. The limited numbers of available studies with pre-service teachers who are participating in Pedagogical Formation Programs are mainly dealing with the pre-service teachers' attitudes towards teaching, their motivation, the reasons to choose teaching as a profession, and their views about self-efficacy. Since thousands of graduates register for Pedagogical Formation Programs to become teachers every year, it was essential to perform research investigating the beliefs of pre-service teachers participating in these programs about education. This descriptive survey model study was done at the Çukurova University. 466 students (305 female and 161 male) out of 2000 enrolled at the Pedagogical Formation Certificate program of the Faculty of Education voluntarily participated in the study. The data was collected through the Educational Belief Scale (EBS) developed by Yılmaz, Altinkurt &amp; Çokluk (2011) and analyzed by means of the Mann Whitney-U and the Kruskal Wallis tests. The results gained from the study showed that pre-service teachers highly believe in existential education and progressivism educational philosophy. The educational philosophy of fundamentalism was found to have the lowest level of believe. Participants with no teaching experience demonstrated to have high belief in Progressivism, while participants who are married with children demonstrated to favor the existentialist education philosophy. With regard to gender, male students highly favor a Perennialism philosophy; the same result was seen with regard to faculties for graduates of Faculties of Science and Letters as well as Faculties of Sports Sciences.</p> <p><b>Key words: Educational beliefs, educational philosophy, pre-service teachers</b></p>
<p><b>Elvinia R. Alivio GICICTEL1705093</b></p>	<p style="text-align: center;"><b>Teachers' Questions and the Reading Comprehension Performance of the Students: A Correlational Study</b></p>

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**Abstract**

This study investigated the influence of the teachers' questions on the performance of the Grade 9 students in reading comprehension. Specifically, it aimed to (1) identify the types of questions commonly asked by teachers in literature classes; (2) identify the reading comprehension level of the students based on Fraenkel's Taxonomy; (3) find out if there is a significant relationship between the questions asked by the teachers and the reading comprehension performance of the students. The study used descriptive-quantitative design and employed purposive sampling to identify the eight teacher-respondents and the 50% + 1 randomized sampling to identify the 268 student-respondents from the eight different high schools in Bongao, Tawi-Tawi, Philippines. This study utilized Fraenkel's Taxonomy of Questions to classify the teacher's questions. Moreover, the reading comprehension test questions were based on the said taxonomy and from the short story, *The Necklace* by Guy de Maupassant. The study was conducted for seven months during the Academic Year 2016-2017. The results show that: (1) Teachers common questions were under recall and descriptive. (2) The students were good in recall and open-ended questions. They performed fairly in the rest of the question levels. (3) There is no significant relationship between the questions asked by teachers and the reading performance of the students. The findings of this study therefore prove that the type of questions asked by teachers during the discussion in literature classes has no influence on the students' performance in reading comprehension test.

**Keywords:** Fraenkel's Taxonomy, Reading Comprehension, Questioning and Comprehension, Reading Comprehension Performance



Dr Shalini Yadav  
GICICTEL1705094

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

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**Abstract**

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

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



**Azadeh Amoozegar**  
GICICTEL1705095

**Levels Of Course Satisfaction Among Distance Learners In Malaysian Research Universities**

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Faculty of Educational Studies, Malaysia

**Shaffe Mohd Daud**  
Faculty of Educational Studies, Malaysia

**Rosnaini Mahmud**  
Faculty of Educational Studies, Malaysia

**Habibah Ab. Jalil**  
Faculty of Educational Studies, Malaysia

**Abstract**

Acknowledging that distance education has dramatically increased in the past 20 years, there is concern on satisfaction and quality of student performance, which cause dropping of distance learners from online courses. Such issues of dropping by distance learners indicate levels that worry online educators and faced the Malaysian distance learning institutions with the most challenging problems. In this case, course satisfaction is considered critical to the success and sustainability of learning institutions and particularly so for distance education organizations. Thus, in present study survey items was developed to discover to what degree the course satisfaction variable being examined in Malaysian Research Universities. The study adopted a descriptive survey method for data collection. The target population was 367 undergraduate distance learners in two research universities in Malaysia. Based on the results of EFA, all items related to course satisfaction were categorized into three-sub dimension named course content, course support, and course planning. According to subscale categories, the highest mean score belongs to course support (Mean=3.36). Overall, the finding revealed moderate course satisfaction levels among distance learners in Malaysian Research Universities. This study suggests that policy makers, instructional designers and higher education administrations consider the components of course satisfaction in the curriculum.

**Keywords:** Distance learners, Satisfaction, Online and Distance learning, EFA, Drop Out



**Dr Mukesh Yadav**  
GICICTEL1705096

**Teaching the Short Story: An Analysis**

**Dr Mukesh Yadav**  
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**Abstract**

Teaching short stories in English classes has been of great value to the students. The students find them not only interesting but also as one of the most satisfying of all literary forms. The conciseness of short story allows teacher to model concepts and theories immediately and cater them to practice in language learning. The present paper explores the ways to analyze the numerous literary elements ranging to protagonist, visualizing the setting, good leads, conflicts, point of view, vivid verbs, snapshots, similes and metaphors, sensory details, sensing tone and mood, concrete writing, reflective endings, the syntactic and stylistic features, lexis, grammar, figures of speech, context and cohesion which can be taught and discussed with the students.

	<p>The main objective of this paper is to present potpourri of activities and different approaches for both students and teachers that can impart new verve into the study and appreciation of the form. <b>Keywords: Short stories; Analysis; Theory and Practice; Syntactic; Stylistic</b></p>
<p><b>Jie Zhang</b> GICICTEL1705097</p>	<p style="text-align: center;"><b>Exploring the Effective Design of Project-based Learning</b></p> <p style="text-align: center;"><b>Jie Zhang</b> International Business School Suzhou, Xi'an Jiaotong-Liverpool University, Suzhou City, Jiangsu Province, China</p> <p style="text-align: center;"><b>Qing Ye</b> International Business School Suzhou, Xi'an Jiaotong-Liverpool University, Suzhou City, Jiangsu Province, China</p> <p style="text-align: center;"><b>Abstract</b> We designed and implemented Project-based Learning (PBL) in an undergraduate Corporate Finance module. Each week students had lecture to learn the basic theories (textbook knowledge) and lecturer showed them how to decide which models from textbook to use in different scenario; what data need to be collected, where to find the right data; how to use these data to work in models. Then students sat in groups to work with mini tasks during and after tutorials. All these mini tasks formed a big project, which was the assessment of this module. We carefully designed PBL to address the challenges of using group project such as student participation and free rider issues. Students' performance and feedback indicates that our PBL design effectively enhanced their learning by 1) developing their critical thinking, problem solving, and collaboration skills; 2) applying textbook knowledge to practice; 3) reflecting on learning and the quality of their work. <b>Keywords: Project-based Learning; Active Learning; Assessment Design</b></p>
<p><b>Qing Ye</b> GICICTEL1705098</p>	<p style="text-align: center;"><b>Design, Implementation, And Effectiveness Of Flipped Classroom And Debate</b></p> <p style="text-align: center;"><b>Qing Ye</b> International Business School Suzhou, Xi'an Jiaotong-Liverpool University, Suzhou City, Jiangsu Province, China</p> <p style="text-align: center;"><b>Jie Zhang</b> International Business School Suzhou, Xi'an Jiaotong-Liverpool University, Suzhou City, Jiangsu Province, China</p> <p style="text-align: center;"><b>Abstract</b> We adopted two innovative teaching methods in a post-graduate module (Money and Banking): flipped classroom and debate. We find significant evidence that these innovative teaching methods are effective in improving student performance as reflected in exam marks. In addition, we adopt surveys to investigate students' perception of these two new teaching methods. The results indicate that students have great consensus in terms of the benefits of these approaches suggested in literature. In addition, based on the experience we gained in teaching this module and the students' feedback, we provide some suggestions in terms of how to best apply the flipped classroom and debate methods in teaching.</p>
<p><b>Muhammad Japar</b> GICICTEL1705101</p>	<p style="text-align: center;"><b>Jurisprudential Inquiry as an Alternative Learning Model for Citizenship Education Subjects at Senior High School</b></p>

	<p style="text-align: center;"><b>Muhammad Japar</b> Universitas Negeri Jakarta</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study explores the learning model of civic education for Senior High School students. The purpose of Civic education in Senior High School is preparing to be smart and good citizen. In fact, learning program by teacher isn't enough to make student active. To make student active in civic education learning, the idea is application Jurisprudential Inquiry as a model. This qualitative case study draws on interview from eight students and a teacher in Senior High School. The research shows that Jurisprudential inquiry model can be used as an alternative model for civic education as it is effective, efficient and attractive.</p> <p><b>Key word:</b> learning model, civic education, learning model of jurisprudential inquiry</p>
<p style="text-align: center;"><b>Herman</b> GICICTEL1705102</p>	<p style="text-align: center;"><b>Using Short Animation Movie to Improve Students' Writing Skill in Narrative Text</b></p> <p style="text-align: center;"><b>Herman</b> English Education Department, Nommensen HKBP University, Pematangsiantar, North Sumatera Province, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research is about effect of using short animation movie to the ability of grade XI students in writing narrative text. There are four types of English skill, they are listening, speaking, reading and writing. Writing is considered as the most difficult skill to be learnt because writing is not as speaking to be spontaneity. Many aspects should be considered in having a good writing such as content, organization, vocabulary, language use, and mechanic. (Hughes, 2003:103-104). The problem of this study is "Does the use of short animation movie significantly effect the student's ability in writing narrative text?" The theoretical framework used in this research are, Harmer (2007), Hughes (2003), Kane (2000), Pardiyono (2007), Elbow (2008), Watkins (2005), Arsyad (2007). This research deals with quantitative method. The instrument of collecting data is applied by writing test which consist of pretest and post test. That is to write a narrative text based on the short animation movie given. The result shows that the students who use short animation movie get better score than those who do not watch short animation movie in their writing narrative text. The finding indicates that the result of t-test is 8.80. it means T-value &gt; than t-table or <math>3.39 &gt; 1.98</math>. Therefore, it can be said at the level of 0.05, there is a positive effect of using short animation movie in writing narrative. Finally the writer concludes that using media like short animation movie, can make the students enjoying the lesson and it can support the students interest in writing narrative text.</p> <p><b>Keywords:</b> Short animation movie, method, writing, narrative text</p>
<p style="text-align: center;"><b>Hani Mustafa</b> GICICTEL1705104</p>	<p style="text-align: center;"><b>Motivation for Language Learning</b></p> <p style="text-align: center;"><b>Hani Mustafa</b> Centre For Modern Languages, School Of Humanities, Nanyang Technological University, Singapore</p> <p style="text-align: center;"><b>Abstract</b></p> <p>English Language has served as the working language which unites speakers from all over the world. With increased in literacy, more people have access to learning English and are able to communicate effectively in English. With globalization, the world has opened up to facilitate global partnership. In this borderless world of globalization, language serves as an important unifying agent. This role could be carried out by</p>

	<p>English Language. However, there is an ever increasing interest in learning foreign language. What would be the motivation for learning a foreign language? Most people would have learnt English and their Mother Tongue early in their schooling years. However, despite the challenges that come with learning a language, many are still seeking to learn a third or a foreign language. This study looks at the motivation for learning a foreign language among undergraduates. The findings of the study would help educators to re-look at their curriculum. It would also help educators to understand how students perceived the value of languages. For this study, data is collected among undergraduates who choose to learn foreign languages as their electives. The students have no previous knowledge of the language. The objective of the study is to ascertain the motivation behind one's decision to learn a foreign language. Why do people want to learn a foreign language? How do students choose the foreign language which they want to learn? How do students perceived the role and functions of a language.</p> <p><b>Keywords:</b> motivation, foreign language, learning, teaching and globalization.</p>
 <p><b>M. A. I. Nahid</b> GICICTEL1705107</p>	<p style="text-align: center;"><b>Diverse Method in Teaching Learning</b></p> <p style="text-align: center;"><b>M. A. I. Nahid</b> Dept. of Applied Physics and Electronic Engineering, University of Rajshahi, Bangladesh</p> <p>There are diverse methods in teaching learning in the department of Applied Physics and Electronic Engineering such as learning by model, viva voce, project/thesis writing, workshop practice, group discussion, field work/ in plant training and industrial tour etc. It is true that all teachers are not same and there is a variation in teaching styles. The students do not feel equal interest in all teachers. In order to get interest in each course, the one course is taught by two teachers. Each year, every student faces viva-voce to the concerned exam committee. This enhances their communicative skill. In fourth year, each student has to do some projects by himself and show them. This develops their ability of creativity, writing skill. In addition, workshop is organized by electronics club of APEE in which senior students teach junior students in some important topic. In such a workshop, junior students ask freely without any hesitation and students can be benefitted such a workshop. Senior students can get experience in ability of teaching skill. It is noted that the electronics club is established in 2011 in APEE. The motto of the club is - 'We Enhance Ourselves'. The other activities of electronics club is electronics project contests/competitions, science shows/exhibitions of electronics projects, scientific movie/short film show, seminars/talks on electronics/recent advancement in technology/interesting topics on relevant fields by invited guest speakers, teachers of the department and departmental students, e-newsletter etc. The survey is taken among 150 repondents and the overall score is 3.70 out of 4.00 scale.</p> <p><b>Keywords:</b> Diverse Method, Electronics Club, Workshop, Contest etc.</p>
<p><b>Nurfitrianti Misheila</b> GICICTEL1705109</p>	<p style="text-align: center;"><b>The Importance of Education Among Multi-Ethnic Students in National University of Malaysia</b></p> <p style="text-align: center;"><b>Nurfitrianti Misheila</b> Faculty of Education, National University of Malaysia, Kuala Lumpur, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education has a major impact on human life opportunities to acquire and maintain the quality of life. This study aimed to investigate the level of importance of education among the youth of various ethnic groups in the National University of Malaysia.</p>

	<p>Additionally, this article also aims to identify the differences of importance of education based on ethnic. Youth in this study was a students aged around 19-25 years. The research methodology was a survey using a questionnaire. The respondents were selected using simple random sampling technique that involves 100 students of various youth ethnic in the National University of Malaysia. The results of pilot study for the entire construct is in a high level of reliability and valid for use in the actual study. Data were analyzed by using SPSS version 22.0 for analyzing data in the form of descriptive statistics (mean and standard deviation). The results show the importance of education in the context of work and the economy is in a moderate level. While, the aspect of self-control and social support, social functioning and decision-making as a whole is at a low level. There are significant differences for the sake of education for an employment and an economic aspects, social functioning and decision-making based on ethnicity. And there were no significant differences in the importance of education for the aspects of self-control and social support based on ethnicity. Analysis of these data illustrate that the importance of education is one of the factor that is important in the quality of life for youth of various ethnic groups in the National University of Malaysia. <b>Keywords: Importance of Education, Employment and the Economy, Self-Control, Social Functioning, Decision Making</b></p>
<p>Lusy Muharlisiani GICICTEL1705110</p>	<p>Pengembangan Formula ‘Kejenuhan Emosional (Burn Out)” Dan “Harga Diri (Self Esteem)” Terhadap Kinerja Dosen Dalam Pelaksanaan Management Mutu Perguruan Tinggi Di Lingkungan Perguruan Tinggi Dr. Henny Sukrisno</p> <p>M. Pd+Lusy Tunik M Department Of English, Faculty Of Language And Science, Wijaya Kusuma Surabaya University, Surabaya, Indonesia</p> <p>M. Pd+ Savitri Suryandari S.Psi, M.Psi</p> <p><b>Abstract</b></p> <p>This research sets its goal to know the significant and investigates the extent to which Burn Out and Self Esteem impacts on the work performance of lecture at Surabaya. Most burn out research has focussed on environmental correlates, but it is likely that personality factors also play an important part in the development of burn out and self-esteem. The present meta-analysis examined the relationship between personality and three dimensions of the Maslach Burnout Inventory (MBI): emotional exhaustion, depersonalisation, and personal accomplishment. Furthermore, regression analysis found that core self-evaluations, the Five-Factor Model personality characteristics, and positive and negative affectivity explained significant variance in each of the burn out and self-esteem dimensions. Finally, moderator analyses found several instances in which the strength of personality–burnout and self-esteem depended upon whether burn out and self-esteem was assessed with the Human Services Survey of the MBI or the General Survey version of the MBI. It is concluded that lecturer personality is consistently related to burn out and self-esteem. Given the practical importance of lecture burn out and self-esteem, it is recommended that personality variables be included as predictors in future research on burn out and self-esteem.</p> <p>This research employs path analysis to statistically analyse the data in which the coefficient determinants is set on 0,05 level. The result of the research analysis proves that Burn Out and Self Esteem simultaneously give significant influence on the work performance lecturer with determination coefficient shows 0,468. Based on finding, it si further suggested that leader on Surabaya should give more attention to the Burn Out and Self Esteem. The result of this research proves that Burn Out and Self Esteem</p>

<p><b>Jana Krátká</b> GICICTEL1705111</p>	<p>simultaneously give significant influence on work performance.</p> <p><b>Scientism of teaching a Foreign Language /CLIL/</b></p> <p><b>Lenka Hrušková</b> Department of Education, Faculty of Corporate Strategy, The Institute of Technology and Business in České Budějovice, České Budějovice, Okružní 10, 370 01 České Budějovice, Czech Republic</p> <p><b>Jana Krátká</b> Department of Education, Faculty of Corporate Strategy, The Institute of Technology and Business in České Budějovice, České Budějovice, Okružní 10, 370 01 České Budějovice, Czech Republic</p> <p><b>Abstract</b> This theoretically focused contribution gives a structured view on selected factors of teaching effectiveness, emphasizing pedagogical-psychological factors. The principle of scientism of the education system is analyzed from the point of view of psycho-didactics and language teaching methodology. The authors focus her attention on goal motivational orientation of language teaching which encourages and enables autonomous and self-directed student learning. <b>Keywords:</b> scientism, pedagogical psychological factors, education, motivation, expertness</p>
 <p><b>Lenka Hrušková</b> GICICTEL1705112</p>	<p><b>Scientism of teaching a Foreign Language /CLIL/</b></p> <p><b>Lenka Hrušková</b> Department of Education, Faculty of Corporate Strategy, The Institute of Technology and Business in České Budějovice, České Budějovice, Okružní 10, 370 01 České Budějovice, Czech Republic</p> <p><b>Jana Krátká</b> Department of Education, Faculty of Corporate Strategy, The Institute of Technology and Business in České Budějovice, České Budějovice, Okružní 10, 370 01 České Budějovice, Czech Republic</p> <p><b>Abstract</b> This theoretically focused contribution gives a structured view on selected factors of teaching effectiveness, emphasizing pedagogical-psychological factors. The principle of scientism of the education system is analyzed from the point of view of psycho-didactics and language teaching methodology. The authors focus her attention on goal motivational orientation of language teaching which encourages and enables autonomous and self-directed student learning. <b>Keywords:</b> scientism, pedagogical psychological factors, education, motivation, expertness</p>
<p><b>Samsiah Binti Mohamed Diah</b> GICICTEL1705113</p>	<p><b>Experiential Learning (Classroom and Field-Based Experiences) to Boost Descriptive Writing Skills of Students by Exploring the Making Thinking Visible Routines</b></p> <p><b>Samsiah Binti Mohamed Diah</b> Master in Education (National Institute of Education) Fairfield Methodist School (Secondary), Singapore</p> <p><b>Abstract</b></p>

	<p>Descriptive essay is to reveal the meaning of a subject through detailed, sensory observation. It focuses in creating a vivid picture of a person, place, or thing and situation. Power of language and all the human senses are used to bring a subject to life for the reader. In order to achieve its aims, Making Thinking Visible routines and approaches by Ron Ritchhart, Mark Church, and Karin Morrison (Jossey-Bass, 2011) will be adopted to enhance the learning process of writing a description for Secondary 3 students to experience in a multitude of ways for a given object, event, or a series of events. Teaching strategies (Classroom and Field-Based experiences) on how to induce richness in descriptive writing by ensuring students to experience experiential learning will include the usage of 5 senses (“See”, “Hear”, “Smell”, Taste”, “Feel”, “and Think”) and metaphors to improve in their writing. Through this process, students will achieve the aims of improving their writing skills in writing a descriptive essay. Keywords: Making Thinking Visible (MTV), Thinking Routines, Classroom and Field-Based Experience</p>
<p style="text-align: center;"><b>Ampapan Tuntinakhongul GICICTEL1705114</b></p>	<p style="text-align: center;"><b>The Development of Blended e-Learning System for EFL Grammar and Writing Instruction in Moodle for the English Major Freshmen in the Bachelor's Degree Program of Applied Arts at the Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang</b></p> <p style="text-align: center;"><b>Wiruch Pumjarean Patcharee Muangnakin</b></p> <p style="text-align: center;"><b>Ampapan Tuntinakhongul College of Educational and Innovative Research, King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok, Thailand</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The study established two specific research purposes: 1) To measure the effectiveness of the online lessons for improving the English-major freshmen's grammatical knowledge and paragraph writing, and 2) To examine the students' satisfaction with the online learning system. Therefore, the Learning Management System (LMS) of Moodle was employed to create online learning activities and to facilitate communication that could enhance traditional lectures in the English paragraph writing course and support the writing process of the students for a semester. The multiple-choice pretest and posttest were utilized to measure English grammatical knowledge (Cronbach's alpha = 0.7), and t-test was conducted to examine a significant difference between the pretest and posttest mean scores. Furthermore, a questionnaire was used to investigate the students' satisfaction with the online learning system. The study found that the students significantly improved their knowledge of English grammar as the group's posttest mean score was significantly higher than the pretest mean score, and the t-value was 4.87 at the significant level 0.05 (<math>p &lt; 0.05</math>). Moreover, the students significantly improved their paragraph writing as the group's mean posttest score on paragraph writing was significantly higher than the pretest mean score, and the t-value was 5.33 at the significant level 0.05 (<math>p &lt; 0.05</math>). However, the students' overall satisfaction level with the online learning system was neutral. Keywords: online learning, English as a Foreign Language, grammar instruction, writing instruction</p>
<p><b>Fiqi Kurnia Rahman GICICTEL1705117</b></p>	<p style="text-align: center;"><b>Implementation Of Cross Subsidies In Early Childhood Education Institutions Integrated An-Nuur, Sleman</b></p> <p style="text-align: center;"><b>Fiqi Kurnia Rahman</b> Department of educational technology, Yogyakarta State University, Colombo Street,</p>

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**Abstract**

This study aims to describe the implementation of cross subsidies in Early Childhood Education Institutions An-Nuur Sleman Integrated. The focus of this research is financial management and community participation. And cross subsidies. This research uses descriptive qualitative method based on phenomenology theory. Informants in this study include the administration, the head of the foundation, and the guardian of the pupil. Data collection techniques were conducted through interviews, documentation studies, and field observations. The result of this research is the implementation of cross subsidy in Early Childhood Education Institution An-Nuur well-managed financial accountability done with planned, accountable and transparent, and existence of evaluation of funding every year. Subsidized monthly infaq subsidy mechanism Early Childhood Education Institutions AN-Nuur is divided into 15 levels so that it can be reached by all walks of life. Determination of the amount of tuition and maintenance fees in Early Childhood Education Institutions AN-Nuur is conducted in conjunction with the parent/guardian by considering various aspects. In addition, subsidies are made between levels within the institution of early childhood education.

**Keywords:** Cross subsidy, Education, Early Childhood



**Jeanne Gunther**  
GICICTEL1705055

**Building Teacher/Student Relationships in a Distance Clinical Experience**

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**Abstract**

The Distance Clinical Connecting Candidates and Children (DC4) is an innovative model for facilitating individualized reading instruction as part of a reading methods course. This model was designed out of need to create partnerships between the university and isolated schools. During this clinical experience, teacher candidates work one-on-one via distance technology to implement assessments and interventions with students in rural elementary schools. The purpose of this study is to examine the building of student/teacher relationships in this unique context. A collective case study analysis reveals the factors contributing to, as well as hindering, the teacher/student relationship. Factors contributing to the building of positive relationships include:

	<p>appropriate level of challenge in reading materials selected, use of games as interventions, and shared responsibility for talking and reading. Factors hindering a positive relationship include: technology failures or user confusion, classroom level issues, and disconnect between materials provided by the teacher candidate and the personal interests of the children. This study provides recommendations for the revising of the university course content in order to better support the building of positive teacher/student relationships during the clinical experience in reading methods.</p>
<p><b>Dr. Hans Oberg</b> GICICTEL1705059</p>	<p style="text-align: center;"><b>Creative course design course for teachers in Higher Education</b></p> <p style="text-align: center;"><b>Dr. Hans Oberg</b> Malardalen University</p> <p style="text-align: center;"><b>Dr. Laila Niklasson</b> Malardalen University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Learning is essentially: constructive, cumulative, self-regulated, goal-oriented, situated, collaborative, and individually different (De Corte, 1996). The objectives of this study were to investigate how professional development for teachers in Higher Education balance between formal aspects and the possibility for the teacher’s own creativity within university constraints. The study looked at a Creative course design, where teachers practice designing course plans. The course is on an advanced level. During the course the participants work with own course design and, in a friendly atmosphere, critically discuss each other’s design. The designs of the course plans have strict formal aspects based on the requirements of the Bologna directive and University rules. The outcome of this case study is to show how the participants perceive their own creativity of their design within the Bologna constraints. The data collection is based on documents from the course and evaluations carried out by the course participants and with individual interviews. This paper suggests that teachers’ perceptions about course design have considerable influence on their approaches to learning, but that organizational constraints due to the Bologna process stifle more creative solutions to learning and assessment. The teachers’ perceptions of institutional objectives are significant factors in choosing learning objectives and assessments. By showing the teachers that Biggs constructive alignment model (Biggs, 1999), which the Bologna process is based on, doesn’t mean a simple transfer model of teaching. By being more adventurous the teachers can align their teaching activities with a more social constructivist viewpoint in mind in which learning is a constructive act of the learner, not the teacher. The course in creative course design can be implemented in order to show that the teacher’s initial creativity can be a force in changing higher education towards a more student centred learning model.</p> <p><b>Keyword:</b> Bologna process, Constructive alignment, Social constructivist learning, student centred learning, course design</p>
 <p><b>Dr. Laila Niklasson</b> GICICTEL1705060</p>	<p style="text-align: center;"><b>Creative course design course for teachers in Higher Education</b></p> <p style="text-align: center;"><b>Dr. Hans Oberg</b> Malardalen University</p> <p style="text-align: center;"><b>Dr. Laila Niklasson</b> Malardalen University</p> <p style="text-align: center;"><b>Abstract</b></p>

	<p>Learning is essentially: constructive, cumulative, self-regulated, goal-oriented, situated, collaborative, and individually different (De Corte, 1996). The objectives of this study were to investigate how professional development for teachers in Higher Education balance between formal aspects and the possibility for the teacher's own creativity within university constraints. The study looked at a Creative course design, where teachers practice designing course plans. The course is on an advanced level. During the course the participants work with own course design and, in a friendly atmosphere, critically discuss each other's design. The designs of the course plans have strict formal aspects based on the requirements of the Bologna directive and University rules. The outcome of this case study is to show how the participants perceive their own creativity of their design within the Bologna constraints. The data collection is based on documents from the course and evaluations carried out by the course participants and with individual interviews. This paper suggests that teachers' perceptions about course design have considerable influence on their approaches to learning, but that organizational constraints due to the Bologna process stifle more creative solutions to learning and assessment. The teachers' perceptions of institutional objectives are significant factors in choosing learning objectives and assessments. By showing the teachers that Biggs constructive alignment model (Biggs, 1999), which the Bologna process is based on, doesn't mean a simple transfer model of teaching. By being more adventurous the teachers can align their teaching activities with a more social constructivist viewpoint in mind in which learning is a constructive act of the learner, not the teacher. The course in creative course design can be implemented in order to show that the teacher's initial creativity can be a force in changing higher education towards a more student centred learning model.</p> <p><b>Keyword:</b> Bologna process, Constructive alignment, Social constructivist learning, student centred learning, course design</p>
 <p>Hadiyanto GICICTEL1705064</p>	<p><b>The Assessment Rubrics Development of Students and Graduates Soft Skills, Hard Skills and Competiveness Performance</b></p> <p>Hadiyanto SHC Development Office, Research and Public Service Center (LPPM), Universitas Jambi</p> <p>Noferdiman Muhaimin Yuliusman</p> <p><b>Abstract</b></p> <p>This paper describes the process and the result of rubrics development of students and graduates soft skills, hard skills and competiveness (SHC) Assessment Universitas Jambi. Eight steps were applied in the rubrics development; they were literature studies; defining and confirming constructs and sub-constructs; constructing indicators; defining face validity, confirming content validity, trying out, consistency testing and finalization. The rubrics were designed to measure students and graduate SHC performance. The 5 – 1 scale or highest to lowest score was used in the scoring system. The scoring was judged by referring to how the students and graduates meet the indicators of SHC and its sub-construct. The construct soft skill was classified into six sub-constructs communication skills. IT skills, Numeric Skills, Learning Skills, problem solving skills and working with others. Hard skill was not classified into sub-construct, while competiveness classified into three sub constructs; entrepreneurship, lifelong learning and employability. The rubric had been completed and supposed to be used for students and graduates SHC performance at Universitas Jambi.</p>

	<p><b>Key Words:</b> SHC, Soft skills, hard skills, competitiveness, lifelong learning, employability, entrepreneurship, rubric assessment.</p>
 <p><b>Serkan DINCER</b> GICICTEL1705065</p>	<p><b>The Relationship between Pupils and Parents' ICT Competency</b></p> <p><b>Serkan DINCER</b> Cukurova University Faculty of Education, Adana, Turkey</p> <p><b>Abstract</b></p> <p>Nowadays, most of studies are done about the Information and Communication Technology (ICT) which is indispensable part of our lives. ICT competency is at the start of these studies. While competency is investigated with only a few variables in these studies, competencies in early periods take shape with not only individual themselves or school's quality but also knowledge and competency levels of parents. It is suggested that research combining pupils' and their parents' ICT competency is very useful in identifying pupils' ICT competence and interpretation of it. The purpose of this study is to examine relationship between students and their parents in terms of ICT competency levels. Moreover, relationship between pupils' ICT competency level and their general academic success was examined. For this purpose, the Information and Communication Technologies Scale was administered to 580 fifth, sixth, seventh and eighth grade pupils of secondary schools and their parents in Turkey. The results show that pupils' ICT competency level is higher than their parents' level, and there is relationship between pupils' and their parents' ICT competency. Furthermore, findings indicate that there is a significant relationship between pupils' academic success and their ICT competency. Future studies should seek to investigate both pupils' and their parents' ICT competency and literacy.</p> <p><b>Keywords:</b> ICT competency, ICT literacy, pupils and parents</p>
 <p><b>Srikumar Chakravarthi</b> GICICTEL1705072</p>	<p><b>Usage of Interactive Computer Based Technology in Pre-clinical Curriculum Delivery for Graduate Entry Medical Program in Malaysia</b></p> <p><b>Srikumar Chakravarthi</b> Perdana University Graduate School of Medicine, Selangor, Malaysia</p> <p><b>Chan Soon Choy</b> Perdana University Graduate School of Medicine, Selangor, Malaysia</p> <p><b>INTRODUCTION:</b> Compared to didactic lectures, teaching the skill of pathology through other forms of instruction is often lacking in medical education. Other innovative forms of imparting pathology education, such as learning through virtual microscopy, are necessary in the advancing trend of the medical curriculum. For ages, traditional teaching in medical education, especially in Pathology, has always relied on tissue slides of various diseases which are studied under the microscope. With increasing number of disease processes, and various pathology changes presented by many disease variants, especially in the study of cancers and infections, some medical universities are now using more state-of-the-art technology driven software to the knowledge hungry student of the 21st century.</p> <p><b>OBJECTIVES:</b> To organize better computer based virtual microscopy educative sessions for students in learning pathology. To encourage the students to utilize the virtual microscopy facility. To enhance small group interactive sessions. The ultimate goal of the study was to provide options for students and teachers to use virtual microscope learning modules corresponding to key topics in pathology.</p> <p><b>DESIGN:</b> Through the pathology sessions in years 1 and 2 in the graduate entry</p>

	<p>medical curriculum, we developed a series of virtual microscopy sessions. This provides online access to an expanding digital archive of high resolution scanned images of many common and important diseases, infections and cancers of human tissue sections, prepared over several years using many different staining methods. These images have been annotated by trained pathology faculty to highlight key learning points; students can access this using a personal user account. Online evaluations with formative feedback, case atlases, course materials and media library enable students to test their understanding of pathology, compare normal and abnormal tissue, and the link between structure and function. The sessions involved facilitating by lecturers. To evaluate the course's effect on the student's skills, we performed a qualitative evaluation of the students.</p> <p><b>METHODS:</b> A total of nine pre-clinical modules consisting of 224 respondents were done. The students were invited to take part in an evaluation exercise consisting of basic survey questions. Question areas included the most memorable experience, the course's influence on the student-student and teacher-student relationship, usefulness during pre-clinical years of graduate medical school, and skills which would help them in clinical years. The anonymous data were analyzed qualitatively.</p> <p><b>RESULTS:</b> A significant number of students responded positively for three important themes: (1) the virtual microscope sessions positively influenced more enthusiasm in learning pathology (84%), (2) both VM and a clinicopathological discussion in the form of case study were necessary to achieve those skills (76%), and (3) the VM sessions led to a sense of personal development as a student (71%). Other parameters, such as the course's influence on the student-student and teacher-student relationship, usefulness during pre-clinical years of medical school, and skills which would help them in clinical years, were all rated above 80%. In addition, students responded that the training in observation and description skills they learned were unique.</p> <p><b>DISCUSSIONS:</b> This interactive computer-based technology offers the full range of traditional microscope functionality to the medical students to access from outside university premises, such as from their homes, thereby serving as an enhanced curriculum delivery for distance learning and self-directed learning. The use of virtual microscopes has transformed traditional teaching methods by removing the reliance on physical space, equipment, and specimens to a model that is solely dependent upon computer-internet access. This rich database is enhanced with clinical presentations, laboratory data, comprehensive morphology interpretations, and diagnoses.</p> <p>An interactive discussion with the students revealed that they were interested and quite enthusiastic to gain knowledge by this module, which depicted the picture, gross &amp; microscopic with some salient text notes, and they felt that this would also be useful for them in tackling the exams, and in future, during their clinical exposure.</p> <p>Overwhelmingly, students wanted virtual microscopy sessions available for study and review during the modules, before exams and also remote access from home. Students identified many advantageous features, which included winning the first place in a national level Pathology quiz.</p> <p><b>CONCLUSION:</b> After having used virtual microscopy in our University for 3 years since its inception, it is evident that VM technology is effective for the new generation pathology education in undergraduate medical teaching, and may be suitably implemented in other student centered pedagogic models, including integrated and problem-based learning curricula and in traditional education system.</p> <p><b>Keywords:</b> Virtual microscope, Pathology, Pre-clinical curriculum, computer based interaction</p>
<p>Meri Kristina Siallagan GICICTEL1705080</p>	<p>The Implementation Of 'British Parliamentary Debate System' In Learning Discussion Text For Grade Xii In Sma Unggul Del</p>

	<p style="text-align: center;"><b>Meri Kristina Siallagan</b> SMA UNGGUL DEL, North Sumatera, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study attempts to reveal the complicity of British Parliamentary Debate System in learning discussion text for grade XII in SMA Unggul Del. This study design is based on speaking experiment where the students in a team will be separated in government (proposition) side and opposition side. The researcher is using qualitative data to make sure that British Parliamentary Debate is totally beneficial for the students to enhance their arguments for two perspectives as discussion text mean to be. The result is British Parliamentary Debate is compatible with discussion text as it evaluates matter from different perspectives.</p> <p><b>Keywords: Discussion text, British Parliamentary Debate , Opposition, Proposition</b></p>
<p><b>Dr. Alok Mishra</b> GICICTEL1705081</p>	<p style="text-align: center;"><b>A Curriculum on Sustainable Software Engineering</b></p> <p style="text-align: center;"><b>Dr. Alok Mishra</b> Professor Department of Software Engineering, Atilim University, Ankara, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Current software engineering practices have significant effects on the environment. Examples include e-waste from computers made discarded due to software upgrades, and changes in the power demands of new versions of software. Sustainable software engineering aims to create reliable, long-lasting software that satisfy the needs of users while reducing environmental impacts. Sustainability is becoming a significant emerging area in Information Technology (IT)—as contribution of IT to safeguard our future, and as evolving market segment. IT’s high productivity in combination with short life cycles and, on the other hand, growing resource problems of our planet, lead to a essence that software engineers take their share of responsibility for sustainability. Therefore, we need to include the concept of sustainability into the university curriculum of computer science, software engineering and information systems. According to the World Commission on Environment and Development Sustainability, sustainability is defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”. The goal with sustainable software engineering is to create better software so future generations’ opportunities should not be compromised. According to the SMART 2020 report, in 2007 the ICT sector was responsible for 2% of global carbon emissions. Additionally, the report estimates that the combined carbon footprint of PCs and monitors is expected to triple by 2020. While there is growing interest among software engineers regarding environmental sustainability, the relationship between software and sustainability is still a relatively minor concern, if it is thought of at all, for most users and developers. Our goal with this research is to raise awareness that similar software systems can have quite different levels of energy consumption, and therefore different environmental footprints, and that these and other environmental impacts are an important part of the software engineering field.</p> <p>Sustainability, software engineering and green computing study in computing is not only critical and imminent for the long-term benefit of human beings, but also has the potential to attract more students to this area due to its indispensable significance for future. Over the past few years, sustainable software engineering and green computing has received an increasing amount of attention since it is considered as one of the critical factors for protecting the environment. In this paper, we propose a curriculum for sustainable software engineering with the expected learning outcomes and components. The course design is based on a multi-faceted approach that adopts</p>

	<p>different perspectives on sustainability and aims to increase students' awareness of the complex nature of sustainability while developing software development and deployment.  <b>Keywords:</b> Sustainability, Software Engineering, Curriculum, Green Computing, Software Engineers</p>
<p><b>Fatma SADIK</b> GICICTEL1705087</p>	<p style="text-align: center;"><b>Children and Discipline: Investigating Secondary School Students' Perception of Discipline Through Metaphors</b></p> <p style="text-align: center;"><b>Fatma SADIK</b> Cukurova University Faculty of Education, Adana, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of discipline is to improve the sense of responsibility and the ability of self-control of students by supporting their mental, emotional and social development. However, the corresponding literature reveals that teachers usually tend to warn or punish students when they do not fulfill their duties or disturb the learning process for various reasons. Children learn the most about their behavior by taking the adults' behavior as a role model and the goal of discipline is to provide children with the ability to organize their behavior. Therefore, it was intended to perform a research study about how children view discipline, the factors affecting this perception and their opinion of discipline practices at school. This is a descriptive research study investigating the students' perception of discipline through metaphors developed by them. It included a total of 445 children between the age of 11 and 14 who are studying in the 5th, 6th, 7th or 8th grade at 12 randomly selected secondary schools in the center of Adana. A "Discipline Metaphor Questionnaire", developed by the researcher, was used to collect the data. At the end of the study, it was detected that children perceive discipline as synonyms for punishment, order, rule, success, control, self-control, and morality. According to the perception of the participants, discipline in the classroom is provided through classroom rules, and teachers tend to use methods like shouting, shouting and scolding, as well as punishment (giving a negative score, sending the student to the principle, physical violence) if misbehavior occurs. The participants who think that punishment is necessary for discipline in the classroom or at school stated that their view about discipline was mostly inspired by their teachers, parents, and the school administration.  <b>Keywords:</b> Discipline, secondary school, student, metaphor</p>
 <p><b>Mein-Woei Suen</b> GICICTEL1705088</p>	<p style="text-align: center;"><b>The Gender Stereotype Boost Effects: Using Eye-Tracking Technology to Investigate the Gender-based SBEs the Males' Computer-based Mathematics Test</b></p> <p style="text-align: center;"><b>YONG-JIE JIANG</b> School of Education, Natong University</p> <p style="text-align: center;"><b>MEIN-WOEI SUEN</b> Department of Psychology, Asia University, Taichung City, Taiwan The Gender and Social Issue Research Center, Asia University, Taichung City, Taiwan The Asia University Hospital, Taichung City, Taiwan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Following on the stereotype threat effects (STEs) indicated by Steele and Aronson (1995), Cheryan and Bodenhausen (2000) indicate the stereotype boost effects (SBEs) for explain the outperformance on the valued group members in stereotypes. In</p>

	<p>addition, there had been increasing studies emphasizing on the mechanism and discussion of STEs. However, there are still many influential mechanisms needed to be discussed or verified. Therefore, this study aims at using the eye-tracking technology with computer-based mathematic test. The participants of this study are male undergraduate students and the research design is by 3(condition: female group vs. male group vs. mixed-gender group) between participant experimental design (n=60). The related dependent variables are not only the number of the correct items, attempted items, and correct rate, but also the first view time (sec.), view time (sec.), view time (%), fixations no., and revisits no. of eye-tracking information. The results reveal significant effects on the last measure conditions as expected and all the details and further discussion in the presentations.</p> <p><b>Keywords: gender stereotype, stereotype boost effect, eye-tracking technology</b></p>
<p><b>Jeffrey A. Rajik</b> GICICTEL1705090</p>	<p style="text-align: center;"><b>Teachers' Questions and the Reading Comprehension of Students: A Correlational Study</b></p> <p style="text-align: center;"><b>Jeffrey A. Rajik</b> Language Department, Mindanao State University – Tawi-Tawi, Sanga-Sanga, Bongao, Tawi-Tawi, Philippines</p> <p style="text-align: center;"><b>Elvinia R. Alivio, Ph.D.</b> Graduate School, Mindanao State University – Tawi-Tawi, Tubig Mampallam, Bongao, Tawi-Tawi, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study investigated the influence of the teachers' questions on the performance of the Grade 9 students in reading comprehension. Specifically, it aimed to (1) identify the types of questions commonly asked by teachers in literature classes; (2) identify the reading comprehension level of the students based on Fraenkel's Taxonomy; (3) find out if there is a significant relationship between the questions asked by the teachers and the reading comprehension performance of the students. The study used descriptive-quantitative design and employed purposive sampling to identify the eight teacher-respondents and the 50% + 1 randomized sampling to identify the 268 student-respondents from the eight different high schools in Bongao, Tawi-Tawi, Philippines. This study utilized Fraenkel's Taxonomy of Questions to classify the teacher's questions. Moreover, the reading comprehension test questions were based on the said taxonomy and from the short story, <i>The Necklace</i> by Guy de Maupassant. The study was conducted during the Academic Year 2016-2017. The results show that: (1) Teachers common questions were under recall and descriptive. (2) The students were good in recall and open-ended questions. They performed fairly in the rest of the question levels. (3) There is no significant relationship between the questions asked by teachers and the reading performance of the students. The findings of this study therefore prove that the type of questions asked by teachers during the discussion in literature classes has no influence on the students' performance in reading comprehension test.</p> <p><b>Keywords: Fraenkel's Taxonomy, Reading Comprehension, Questioning and Comprehension, Reading Comprehension Performance</b></p>
<p><b>Dr. Acep Unang Rahayu</b> GICICTEL1705100</p>	<p style="text-align: center;"><b>The English Terms Used In Hotels And Tourism Places And Their Correspondences In Indonesian</b></p> <p style="text-align: center;"><b>Dr. Acep Unang Rahayu, M.Ed.</b> Sekolah Tinggi Pariwisata Bandung, Indonesia</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The research objectives are to find out barriers in translating or finding the correspondences of the English terms used in hotels and tourism places in Bandung, West Java Indonesia, and the strategies used by foreign tourists in understanding the Indonesian terms used in those places.</p> <p>The research Methodology used were observation, interview and questionnaire. My research Findings are as follows: -some of the English terms used in hotels and tourism places have their correspondences in Indonesian, and some of the English terms do not have their correspondences in Indonesian. - some foreign tourists used a dictionary in understanding the Indonesian terms used in hotels and tourism places.- some of them directly asked questions to Indonesian people they met and some just guessed the meaning of the terms.</p> <p>The research outcomes are developing cultural and language understanding of both English and Indonesian to minimize misunderstanding, and giving cultural awareness and language training to hotels and tourism human resources.</p> <p>The future scopes of this research are to introduce and overcome cultural awareness and language barriers for the hotels and tourism developers, so that developing and educating cultural awareness and language knowledge can be boosted. While, for the academicians investigating further research in similar subject should be administered.</p> <p><b>Key words: Cultural, Language, Awareness, Developing, Educating.</b></p>
<p><b>Kanlaya Daraha</b> GICICTEL1705103</p>	<p style="text-align: center;"><b>Social Welfare in Community in Pattani Province, Thailand</b></p> <p style="text-align: center;"><b>Kanlaya Daraha</b> Faculty of Humanities and Social Sciences, Prince of Songkla University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Social Welfare in community likes Pondok where to find the meaning of life seek knowledge an identifying yourself with Allah and zakat for their wellbeing. The study aims to investigate the elderly living and their social welfare in Pondok and the social welfare for them in Pattani province. The study utilized qualitative method from June to December 2016. The community recommends, that included two Imams, five communities and twenty elderly females, The findings revealed that Pondok was the harmonious place for the elderly to pray and zakat was the thing for their wellbeing, furthermore, pondok for their study the religion for the next life and the elderly could do the activities, talked to each other and zakat for their wellbeing. The government gave the Welfare allowance each month for the Elderly and gave the budget for repairing pondok and constructed the pathway for elderly. The communities devoted the land for construct the small hut for them and they gave the date palm in Ramadan and zakat for them after Ramadan and the elderly liked to talk about the old experiences when they have ever lived with their children. They asked the community to maintain pondok to lean for them sustainable and provided zakat sustainable.</p> <p><b>Keywords: Pondok , Elderly, Social Welfare , zakat ,Pattani</b></p>
<div style="text-align: center;">  <p><b>Muh. Rafi'i</b> GICICTEL1705108</p> </div>	<p style="text-align: center;"><b>EFL Students' Perception towards the Rolled Class Policy: A Study of Willingness to Speak English</b></p> <p style="text-align: center;"><b>Muh. Rafi'i</b> Universitas Muhammadiyah Luwuk, Luwuk Banggai, Sulawesi Tengah</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Willingness to speak English in the EFL classroom context has been one of the ongoing phenomena in English teaching and learning which are motivating to investigate. This</p>

	<p>research reports the results of investigation towards the use of the rolled class policy conducted at a faculty of Teacher Training and Education in Indonesia which is based on the need to increase students' willingness to participate at the classroom. The research engaged the qualitative approach on the rolled class policy for the sake of searching out the contributions within teaching and learning process at the classroom with respect to students' willingness to speak English. The participants of the research were 12 EFL students majoring English education generated from the snowball sampling at Muhammadiyah University of Luwuk, in which they had experienced the classroom arrangement randomly for three semesters. The data obtained by semi-structured interviews was analyzed qualitatively. The investigation shows that the rolled class policy done impacts on the classroom atmosphere, relationship among students, and students' participation which contribute to favor students' willingness to speak English at the classroom.</p> <p><b>Keywords:</b> willingness to speak, rolled class policy, classroom atmosphere, relationship, students' participation</p>
 <p><b>Miftahul Huda</b> YRSICTEL1705051</p>	<p><b>The Use of Authentic Materials in Teaching English: Indonesia Teachers' perspective in EFL Classes</b></p> <p><b>Miftahul Huda</b> Department Of English Education, School Of Postgraduate Education, Indonesia University Of Education, Bandung, Indonesia</p> <p><b>Abstract</b></p> <p>This study examined to investigate Indonesian EFL teachers' attitudes and beliefs regarding the use of authentic materials at State Islamic Junior High School level in Tangerang Selatan according to communicative language principles. 6 English teachers took a part completed a survey questionnaire and interview for the purpose of this study. The results indicate that most English teachers have a positive attitude toward using authentic materials in the classroom. Most of the teachers prefer to use authentic materials, the analysis shows that some of the teachers concern about motivating the students in learning the language by using authentic materials, while another teacher stated that they would use authentic materials in order to provide the students with the language used in real society. The study has significant educational implications for English teachers and recommendations for future study may focus on class observation and post class observation on how the teachers use authentic materials effectively, it is also suggested that the study should have more teachers from different schools involve in this study.</p> <p><b>Index Terms:</b> Authentic/Non-Authentic Materials; Authentic Learning; Communicative Approach.</p>
 <p><b>Siti Pangestutik</b> YRSICTEL1705052</p>	<p><b>The Effectiveness Of Free Time Playing To Improve The Positive Mood Before Learning Teaching Activities For Students Elementary School</b></p> <p><b>Pangestutik, Siti, Hanik Musyarofah dan Rizki Ayu Rahmawati</b> Semarang State University, Semarang, Indonesia</p> <p><b>Abstract</b></p> <p>This research's goal to know the effectiveness of giving free time playing to improve positive mood of student. The subject in this research is student in third grade elementary school which amount 30 students. The design which is used is one group pretest posttest design experiment, with pretest and posttest which is done in three days continuously. Treatment that is given 30-minute playing time divided into two sessions, students are free to play by choosing the games provided and video playback</p>

	<p>on learning. The result of data analysis is obtained by using Paired Sample T-Test is <math>t_1 -0,722</math> with sign 0,476; <math>T_2 -0.403</math> with sign 0.690; <math>T_3 -0.626</math> with sign 0.536 (<math>p &gt; 0.05</math>), it can be concluded that in this study there is no difference in positive mood before and after students given free play time treatment. This happens because the subjects involved in the research have been accustomed to being given free time playing. Therefore, free time playing is not effective to improve students' positive mood in this school. This is evidenced by the absence of significant positive mood score between before (pretest 1, 2 and 3) after posttest 1,2 and 3 giving free time treatment.</p> <p><b>Keywords:</b> giving free time playing, positive mood, student</p>
 <p><b>Hendra Jaya</b> GICICTEL1705119</p>	<p style="text-align: center;"><b>The Concept Of Life Skill Through Vle-Virtual Laboratory (Virtual Learning Environment) For Student Of Vocational High School</b></p> <p style="text-align: center;"><b>Sapto Haryoko</b> Department of Electronic Engineering, Makassar State University, Makassar, Indonesia</p> <p style="text-align: center;"><b>Hendra Jaya</b> Department of Electronic Engineering, Makassar State University, Makassar, Indonesia</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The success of the vocational high school (Sekolah Menengah Kejuruan – SMK) can not be separated from its learning process either in theory or practical learning. To conduct a practicum, the school will need several factors which are a laboratory for each practical subject, equipment facilities and complete practicum material. Students hope to gain more knowledge and experience as study results, while teachers, on the other hand, expect that practical learning process can bring achievement in term of better cognitive, psychomotor, affective changes, and improvement of student lifeskill. After producing a virtual laboratory model, this research carried out trial test on the developed product to several students of partner SMKs and other SMKs in Makassar. It was found that the use of this Virtual Laboratory Model by SMK students can develop their life skills such as personal skills, thinking skills, social skills, and vocational skills. For Personal Skills, the mean score of test is 4.14 (good), Thinking Skills mean score is 4.06 (good), Social Skills mean score is 4.32 (very good), and for vocational skills, the score is 4.30 (very good). Furthermore, in this study, it was also found that data or information on the process of learning life skills (life skills) consists of several aspects: (1) aspects of planning, include: curriculum, financial and facilities; (2) aspects of implementation, including: methods and techniques, media, competence tutor, materials or teaching materials, and time / schedule; (3) aspects of evaluation, including assessment of learning outcomes.</p> <p><b>Keywords:</b> life skills, vocational education, virtual laboratory</p>
<p><b>Kurniawati</b> GICICTEL1705124</p>	<p style="text-align: center;"><b>Competence Of Vocational Teachers Based On The Demands Of The 21st Century In Indonesia</b></p> <p style="text-align: center;"><b>Kurniawati</b> Yogyakarta State University, Yogyakarta, Indonesia</p> <p style="text-align: center;"><b>Ernawati</b> Yogyakarta State University, Yogyakarta, Indonesia</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Vocational Education has been developed and designed as a strategy for producing</p>

	<p>skilled labor to promote the growth and development of a country. Indonesia as one of the developed and developing countries is important to pay attention to the development of vocational education that has been held. One of them is to pay attention to the key to the success of education, namely the competence of teachers in teaching. Vocational High School aims to prepare students with the full competence of knowledge of vocational theory, skills in work, and a good attitude in work. Considering from development economic knowledge, technological advances and global labor mobility requires that vocational school teachers should be able to improve self-capacity and responsive to change. Therefore, analyzing the competence of vocational teachers based on the demands of the 21st century is a very important first step and action to take. The analytical method used is literature reviews. Data collection techniques in this study using a literature review sourced from relevant journals and literatures.</p> <p><b>Keywords:</b> vocational education, teaching competence, demands of 21st century</p>
<p style="text-align: center;"><b>Ernawati</b> GICICTEL1705125</p>	<p style="text-align: center;"><b>Introducing Standard Unit of Volume Measurement with Ethnomathematics for Elementary School Students</b></p> <p style="text-align: center;"><b>Ernawati</b> Yogyakarta State University, Yogyakarta, Indonesia</p> <p style="text-align: center;"><b>Kurniawati</b> Yogyakarta State University, Yogyakarta, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Ethnomathematics is one of the learning methods combining math with culture. It is one of learning based on contextual which is culture as the context. Ethnomathematics can be one of the learning methods used to bridge students in understanding mathematical concepts.</p> <p>This research includes as descriptive research. The population of this study was areas in Central Java, whereas the research samples were selected randomly selected areas representing the population. Data collection was conducted by interview method. Then, the data found were analyzed. The selected analytical technique is a descriptive analysis describing the units used by society in measuring the volume of certain objects.</p> <p>The form of ethnomathematics found in Central Java is a community activity that uses several terms to give a unit of measure of volume to a particular object. These terms can be used in learning mathematics with the aim of presenting the mathematical context that is appropriate to everyday life.</p> <p><b>Keywords:</b> Ethnomathematics, context, volume</p>
 <p style="text-align: center;"><b>Nadia Sigi Prameswari</b> GICICTEL1705123</p>	<p style="text-align: center;"><b>The Importance Of Equating Parent's Perceptions With Children's Hobby In Using Android-Based Applications As A Learning Media</b></p> <p style="text-align: center;"><b>Nadia Sigi Prameswari</b> Universitas Sebelas Maret, Surakarta, Indonesia</p> <p style="text-align: center;"><b>Mohamad Suharto</b> Universitas Sebelas Maret, Surakarta, Indonesia</p> <p style="text-align: center;"><b>Tjahjo Prabowo</b> Universitas Sebelas Maret, Surakarta, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p>

	<p>The advancement of technology makes the emergence of various Android-based applications ranging from games to learning media. These applications have become part of the daily lives of children which cannot be prevented and it goes naturally. Therefore, children aged 7-8 years need special attention and assistance by parents so that type of children's favorite application will be known. This study aims to (1) review the learning media, namely Android-based applications, which are favored by children; and (2) know parents' perception of the learning media favored by children. The results showed that the importance of equating parent's perception with children's hobby, due to the children's interest to the application as a new media in learning, can provide learning motivation for children.</p> <p><b>Keywords:</b> learning media, Android-based applications, children's perception, parent's perception, students' learning achievement</p>
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- » 23rd International Conference on Teaching, Education & Learning (ICTEL), 06-07 September 2017, Bali, Indonesia
- » 24th International Conference on Teaching, Education & Learning (ICTEL), 12-13 Sept 2017, London, UK
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