

**International Academic Multidisciplinary Research Conference 2017**

**Proceeding of**

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY  
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*Berlin, Germany  
23 – 25 October, 2017*

**THE 2017 ICBTS**



**Edited by Chayanan Kerdpitak, CK Research, Thailand  
Kai Heuer, Wismar University, Germany  
Ebrahim Soltani, Hamdanbin Smart University, UAE  
Gilbert Nartea, Lincoln University, New Zealand  
Vipin Nadda, University of Sunderland, United Kingdom**

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**Conference Proceedings**

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**Conference Three Themes**

*The International Business Tourism and Applied Sciences Research Conference*

*The International Education Social Sciences and Humanities Research Conference*

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# Conference Proceedings

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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## THE 2017 ICBTS

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**ICBTS Institute Conference Center & IJBTS** International Journal of Business Tourism and Applied Sciences

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## INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
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- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
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- Health care Management
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- Hotel Management

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**Professor Dr. Ebrahim Soltani**

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## **SPEAKER BACKGROUND**



**Professor Dr. Kai Heuer**

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.

## **SPEAKER BACKGROUND**



### **Dr. Tariq Khan**

**Dr Tariq Khan** is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

## **SPEAKER BACKGROUND**



### **Dr. Chayanan Kerdpitak**

**Dr. Chayanan Kerdpitak** is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).

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Charles Wild	

## 2017 ICBTS CONFERENCE BERLIN PROGRAM

<b>The 2017 ICBTS International Multidiscipline Research Conference</b>	
<b>23 October 17</b> 9.00- 09.30 (M)	<b>REGISTRATION &amp; WELCOME</b> Welcome meeting at The Park Inn by Radisson Berlin City West, Germany
	<b>Academic Advisory &amp; Session Chair</b> Professor Dr. Kai Heuer, Germany Dr. Hen Friman, Israel
<b>23 October 17(M)</b>	<b>Session A</b>
<b>23 October 17(M)</b> 09.00-10.30 (M)	<p><b>Session A1</b></p> <p><b>Paper 1(23)</b> DEVELOPMENT FOR 21<sup>ST</sup> CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING Asst. Prof. Poonyapon Chanfoy</p> <p><b>Paper 2(24)</b> ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING Asst. Prof. Suphanwadee Waiyaroop</p> <p><b>Paper 3(27)</b> ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING Asst. Prof. Sirimaneer Banjong</p> <p><b>Paper 4(29)</b> PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE Mr. Panuwat Sivaskunraj</p> <p><b>Paper 5(35)</b> PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES Mr. Teerawit Tinprapa</p> <p><b>Paper 6(132)</b> LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY Awwal Ibrahim Dansadau</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p><b>Session A 2</b></p> <p><b>Paper 1(36)</b> RB : THE DEVELOPMENT OF LEARNERS' LEARNING SKILLS Mrs. Teeraporn Plailek</p> <p><b>Paper 2(37)</b> THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS Dr. Sasiporn Phongploenpis</p> <p><b>Paper 3(33)</b> TECHNIQUE OF FOLLOW UP ON WORK PROGRESS IN OFFICE ADMINISTRATION Miss Nipawan Tharasak</p> <p><b>Paper 4(39)</b> THE STUDY OF TECHNOLOGY ASSISTED OFFICE ADMINISTRATION OF SUANSUNANDHARAJABHAT UNIVERSITY Miss Suntaree Patcharaprateep</p>

	<p><b>Paper 5(144)</b> Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session A 3</b></p> <p><b>Paper 1(9)</b> ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p><b>Paper 2(10)</b> EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p><b>Paper 3(11)</b> WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p><b>Paper 4(12)</b> SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p><b>Paper 5(13)</b> THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinaron</p> <p><b>Paper 6(116)</b> ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p><b>Paper 7(150)</b> Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman hospital in Tehran (IRAN) Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari</p> <p><b>Paper 8(127)</b> Renewable Energy by Project-based learning Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav</p>
15.00- 15.15	<b>Afternoon Break</b>
15.16- 17.00	<p><b>Session A 4</b></p> <p><b>Paper 1(14)</b> FABRIC PRINTING DESIGN OF SARONG AS A RESULT OF A STUDY OF TEXTILE PATTERNS OF LAO-SONG (THAI SONG DAM), SUPHAN BURI PROVINCE Mr. Suwit Sadsunk</p> <p><b>Paper 2(15)</b> THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p><b>Paper 3(17)</b> A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p><b>Paper 4(16)</b> MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p><b>Paper 5(40)</b> THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p><b>Paper 6(128)</b> AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

	<p>Jong-Ho LEE</p> <p><b>Paper 7(124)</b> PLANNING SCHOOL FEEDING POLICY TOWARDS ECONOMIC DIVERSIFICATION IN AFRICA Shuaibu Saminu</p>
23 October 17(M)	<b>Session B</b>
23 October 17(M) 09.00-10.30 (M)	<p><b>Session B1</b></p> <p><b>Paper 1(1)</b> “SPIRITUAL TOURISM” THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND Dr. Supakit Mulpramook</p> <p><b>Paper 2 (3)</b> THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS Mr. Veerapon Vongprasert</p> <p><b>Paper 3 (5)</b> THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY Asst. Prof. Dr. Sudabhorn Arundee</p> <p><b>Paper 4 (8)</b> ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE Dr. Barameeboon Sangchan</p> <p><b>Paper 5 (18)</b> FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL Dr. Krisada Sungkhamanee</p> <p><b>Paper 6 (104)</b> THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION-THE CASE OF AZERBAIJAN AND AFGHANISTAN Dogan Girgin</p>
10.31 - 10.45	<b>Morning Break</b>
10.46 - 12.00	<p><b>Session B 2</b></p> <p><b>Paper 1 (21)</b> HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM Miss Benjaporn Yaemjamuang</p> <p><b>Paper 2 (22)</b> KNOWLEDGEMANAGEMENT FOR WRITING RESEARCH PROPOSAL Miss Wanvisa Saisanan Na Ayudhaya</p> <p><b>Paper 3 (26)</b> UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL Mrs. Jitravadee Roongin Kunkar</p> <p><b>Paper 4 (2)</b> THE DIFFERENCES OF SOCIAL AND POPULATION FACTORS TOWARDS TOURISTS’ ATTITUDES TO STAYING AT GREEN HOTELS IN BANGKOK Dr. Rumpapak Luekveerawattana</p> <p><b>Paper 5 (111)</b> MEDIATISATION OF URBAN PLANNING AND THE PUBLIC SPHERE: TOWARDS ENABLING AND JUST PLANNING PROCESS CASE OF EGYPT Mennatullah Hendawy</p>

12.01- 13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session B 3</b></p> <p><b>Paper 1 (30)</b> THE DEVELOPMENT OF ONLINE ADMISSION FOR GRADUATE STUDENTS, SUAUN SUNANDHA RAJABHAT UNIVERSITY Miss Khatcharin Thapthimthet</p> <p><b>Paper 2 (28)</b> ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs. Chompunuj Limlertmonkol</p> <p><b>Paper 3 (31)</b> KNOWLEDGE MANAGEMENT FOR THE GUIDELINES OF INFORMATION RESOURCE ACQUISITION: A CASE OF ACADEMIC RESOURCE CENTER, SUAN SUNANDHA RAJABHAT UNIVERSITY Acting Sub Lt. Nitima Kaewmanee</p> <p><b>Paper 4 (19)</b> VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr. Natnaporn Aeknarajindawat</p> <p><b>Paper 5 (25)</b> KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako</p> <p><b>Paper 6 (34)</b> KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul</p> <p><b>Paper 7 (114)</b> AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr. MOHD ADIL</p> <p><b>Paper 8 (115)</b> RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram</p>
15.01 - 15.15	<b>Afternoon Break</b>
15.16 - 17.00	<p><b>Session B 4</b></p> <p><b>Paper 1(7)</b> DEVELOPMENT OF A SOLUTION TO THE TRAFFIC ISSUES INSIDE SUAN SUNANDHA RAJABHAT UNIVERSITY Mr. Wichar Kunkum</p> <p><b>Paper 2 (6)</b> THE STUDY OF SATISFACTION OF THE DEVELOPMENT OF GRADE VALIDATION SYSTEM BASED ON CURRICULUM STRUCTURE, UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Wanwika Sattaworn</p> <p><b>Paper 3 (32)</b> DEVELOPMENT OF THE “I” SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn</p> <p><b>Paper 4 (38)</b> KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supaporn Wongsu</p> <p><b>Paper 5 (4)</b> THE STUDY OF APPLICANTS’ SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan</p>

	<p><b>Paper 6 (116)</b> THE EFFECTIVENESS OF USING GAMES IN LEARNING ENGLISH VOCABULARY: AN ANALYTIC IN THE SAUDI ARABIAN CONTEXT Ayedh Dhawi Mohammed Almohanna, Saudi Arabia</p> <p><b>Paper 7 (133)</b> SOCIAL MEDIA AND ARABIC: CODE-SWITCHING AMONGST ALGERIAN STUDENTS LIVING IN THE UK Linda Merzougui</p>
<b>24 October 17(T)</b>	<b>Session C</b>
24 October 17 (T) 09.30 – 10.30	<p><b>Session C1</b></p> <p><b>Paper 1(48)</b> GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS? Merve Yavuz</p> <p><b>Paper 2 (7)</b> CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA Dr. Eric Appau Asante and MAVIS DONKOR</p> <p><b>Paper 3 (53)</b> INNOVATIVE ACADEMY PROJECT -DISINFECTION OF EFFLUENTS WITH RENEWABLE ENERGY Hen Friman and Faina Nakonechny</p> <p><b>Paper 4 (61)</b> EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS- THE NIGERIAN EXPERIENCE Dr. Matthew Ojong Achigbe</p>
10.31 – 10.45	Morning Break
10.46 - 12.00	<p><b>Session C2</b></p> <p><b>Paper 1(57)</b> EXPLORING THE EFFECT OF TECHNOLOGY SUPPORTED COLLABORATIVE LEARNING ON CREATIVE THINKING SKILLS OF PRE-SERVICE TEACHERS Erhan ÜNAL and Fatih ÖZDİNÇ</p> <p><b>Paper 2 (64)</b> ASTIN THEORY AND SOCIAL NETWORKS Dr Elham Akbari and prof Hamid Abdollahian</p> <p><b>Paper 3 (50)</b> EFFECT OF PAUL THE PERSIAN'S LOGICAL WORKS ON AL-MANTIQ BY IBN AL-MUQAFFA Seyedmohammadreza Azarkasb</p> <p><b>Paper 4 (136)</b> THE NECESSITY OF REGIONAL ECONOMIC INTEGRATION: A LESSON FOR SOUTH ASIA? Md. Rajin Makhдум Khan and Faizah Imam</p> <p><b>Paper 5 (137)</b> AN INVESTIGATION OF SENSORY LEARNING STYLES USED BY KURDISH EFL STUDENTS AT UNIVERSITY LEVEL Dr. Hoshang Farooq Jawad and Mr. Salahaddin Saeed Khidr</p>
<b>24 October 17(T)</b>	<b>Session E</b>

<p>24 October 17 (T) 09.30 – 10.30</p>	<p><b>Session E1</b>  <b>Paper 1(141)</b> TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  José G. Vargas-Hernández and Lic. Ana Yanetly Arias Orozco, Mexico  <b>Paper 2 (144)</b> CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.  Amina Babou, Algeria  <b>Paper 3 (145)</b> THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES. A CASE STUDY OF TEHRAN PROVINCE GASCO  Ali Aolatshah, Iran  <b>Paper 4 (120)</b> BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY  Zohaib Zahid and Dr Mamuna Ghani, Pakistan</p>
<p>10.31 – 10.45</p>	<p style="text-align: center;">Morning Break</p>
<p>10.46 - 12.00</p>	<p><b>Session E2</b>  <b>Paper 1 (158)</b> TRAVELING THROUGH THE TOURISM PROMOTION TERMINOLOGY: CONSIDERATIONS UPON THE ADOPTION OF ENGLISH TERMS IN THE OFFICIAL WEBSITES OF ROME, MILAN, LUGANO AND BELLINZONA.  Claudia Maria ASTORINO  <b>Paper 2(31)</b> ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT  Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro  <b>Paper 3 (163)</b> SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING  João Miguel O. Cotrim and Prof. Francisco Nunes  <b>Paper 4 (143)</b> REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER  Khaled Zouaoui  <b>Paper 5 (154)</b> SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL  Professor Anita Petere</p>
<p>12.01</p>	<p style="text-align: center;"><b>Conference Close</b></p>
<p><b>23 -24 October 17</b></p>	<p style="text-align: center;"><b>Participation and Discussion</b></p> <ol style="list-style-type: none"> <li>1. Dr. Mustafa Arslan., Georgia,</li> <li>2. Dr. Dr Olufemi Aramide, Nigeria</li> <li>3. Dr. Asif Iqbal, China</li> <li>4. Professor Wang Zhuquan, China</li> <li>5. Dr. Sumit Kumar dey, India</li> </ol>
<p><b>25 October 2017</b></p>	<p style="text-align: center;"><b>Free day for Participants</b></p>

# THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS

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## ABSTRACT

This article described the meaning of research-based learning (RBL). From the point of the author's view, RBL has a relation with active learning where learners learn by doing. Linking research with teaching is made in different forms dependent on the educational context and learning objectives. In general, teaching research link/nexus is implemented in four different forms: research-led learning, research-oriented learning, research-tutoring learning and research-based learning. Moreover, this article investigated how RBL is implemented in different educational contexts. This investigation shed the light on implementing RBL in teaching her course entitle 'English Language Teaching for ASEAN Community' to pre-service teachers of English. With the potential of RBL, the author believes that the pre-service teachers of English will gain research skills and knowledge of English language teaching through research-based learning. However, an empirical study is required in order to confirm the above beliefs and also investigate the pre-service teachers' interest in research after experiencing it.

**Keywords:** research-based learning, teachers' research skills

## INTRODUCTION

The starting point for this article is the "Knowledge Management Project" (KM Project) established by Suan Sunandha Rajabhat University (SSRU), the top Rajabhat University in Thailand. One aim of this project is to identify what it means by active learning and then produce a handbook of teaching approaches under the concept of active learning. Research-based learning (RBL), one of the teaching approaches related to the concept of active learning, was proposed and accepted by the members of KM project. This article describes the characteristics of RBL and the relationship between RBL and active learning. Then the implementation of RBL in terms of learners and teachers' role will be presented as well as its potential regarding the creation of pre-service teachers' research skills. The article is closed with the recommendation for further research.

## RESEARCH BASED LEARNING AND ACTIVE LEARNING

There are many excellent approaches of teaching implemented in Thai universities and the idea of linking research and teaching is a topic of international interest. A link between research and teaching can be made in four different models as follows: research-led learning, research-oriented learning, research-tutoring learning and research-based learning (Hoskins & Mitchell, 2015, p. 3). Research-led learning is referred to as teaching current research conducted within a university as a part of lectures in the university while research-oriented learning is referred to as teaching students to learn about research processes and methodologies (Hoskins & Mitchell, 2015, p.9 - 10). In research-tutored learning, students learn through discussion about research within a given tutorial meeting (Healey, 2005 cited in Hoskins & Mitchell, 2015, p.11). In research-based learning (RBL), students are treated as researchers and RBL seems to be the hardest among the four models, according to Hoskins and Mitchell (2015, p11). Furthermore, Healey (2005b cited in Spronken-Smith, 2009, p. 9) argues that among the four models, research-tutored and research-based learning provide the most benefit for student learning and should be implemented in higher education.

Through research-based learning, students learn as researchers with the lecturers (Hoskins and Mitchell, 2015, p. 5). The role of learners as researchers is in line with active learning which students learn by doing (Gibbs, 1998; Healey & Roberts, 2004 cited in Spronken-Smith, 2009, p. 2) e.g. discussion, asking questions, and solving the problems (Prince & Felder, 2006 cited in Spronken-Smith, 2009, p.2). Based on students' roles (learners as researchers and students as active learners), it might be argued that RBL seems to have commonalities with the teaching approaches as follows: inquiry/enquiry-based learning and teaching research link/nexus where research is brought into teaching.

### **THE IMPLEMENTATION OF RBL IN HIGHER EDUCATION**

Linking research and teaching is adopted in many forms. Having students learn about research methods and techniques is referred to as research-oriented learning and having them to undertake their own research project is known as research-based learning (Jenkins et al. 2003 cited in Healey, 2005, p. 68). Research-based learning (RBL) prepares students as researchers (Griffith, 2004 cited in Healey, 2005, p. 69) with the central goal of developing research skills and preparing life-long learning for students (Spronken-Smith, 2009, p.6). Based on its central goal, teaching and learning is stimulated by inquiry (questions or problems) for seeking new knowledge and new understanding (Spronken-Smith, 2009 p. 5). In RBL classroom, a teacher plays a role of the facilitator while students are responsible for their learning (Spronken-Smith, 2009, p.5).

RBL has been adopted by a number of scholars for different courses. Kazura and Tuttle (2010, p. 211) implemented RBL for two semesters for teaching a child development course which was previously based on lecture-only. In this course aligning teaching and research, 83 college students of a New England land-grant university were assigned to collect observational data on children and their teachers at a university's child

study center during the fall semester and then conduct interviews with those children to investigate the social interactions with their peers during the spring semester (Kazura & Tuttle, 2010, p. 211).

Research-based learning is also promoted at Humboldt University (HU), Germany under the HU-Q Program. The program consists of four different projects as follows: Q-Tutorials, Q-Teams, Q-Kellogs and Q-Module (Deike, Gess & Rueß, 2014, p. 29). Participating in each of the four projects, students are to act as researchers. Firstly, Q-Tutorials is available for from undergraduate students, second year onward to master students (Deike, Gess & Rueß, 2014, p. 29). In this model, the research grant is given to successful students who are then employed as tutors leading a student research team and reporting the teams' research results (Deike, Gess & Rueß, 2014, p. 29). Secondly, Q-Teams is available for junior research staff with the aim to tie their research with teaching (Deike, Gess & Rueß, 2014, p. 29). The junior research staff or the leader of this project acts as a coach to enable the student researchers to conduct a group or individual research project (Deike, Gess & Rueß, 2014, p. 29). Thirdly, Q-Kollegs is referred to as the project with the aim of having students conduct a co-research project with students from an international partnership institution in their home university (Deike, Gess & Rueß, 2014, p. 29). Finally, Q-Modules is related to complete an existing academic module by conducting a research project (Deike, Gess & Rueß, 2014, p. 29). In this project, students do not have to attend class regularly but they have to work under the guidance of subject specialists and attend seminar or work-in-progress workshops (Deike, Gess & Rueß, 2014, p. 30).

### **THE POTENTIAL OF RESEARCH BASED-LEARNING**

Kazura and Tuttle (2010, p.210) state that research based-learning, using research as a teaching method, is perceived by educators as beneficial for undergraduate students in terms of general skills, research/discipline knowledge, and relationship building. According to Elgren and Hensel, 2006; Wolfe et al., 2002 cited in Kazura and Tuttle, 2010, p. 210), general skills include problem-solving, critical thinking, writing, speaking and reading skills. In terms of research/discipline knowledge, students gain and increase knowledge of literature in their discipline, methodology and ethics for human subjects (Perlman & McCann, 2005 cited in Kazura & Tuttle, 2010, p. 210). Relationship building is referred to as the communication between students and peers or students and lecturers outside the classroom through mentoring session, meeting and teamwork (Landrum & Nelson, 2002 cited in Kazura and Tuttle, 2010, p.210). It can be concluded that RBL prepares students for the competitive workforce. As for the research study conducted by Kazura and Tuttle (2010, p. 212), the Likert items showed the research skills obtained through RBL for teaching the child development course during two semesters which includes data collection, writing and presentation, and professional development. The result of the open-ended questions indicated that RBL classroom was enjoyable in terms of giving students opportunities to observe and interview the children and to apply knowledge they learnt in class.

Waree, Ontkwanmuang and Chanfoy (2016) investigated the impact of research-based learning on developing classroom research skills for pre-service teachers in year two majoring in Thai, English and Mathematics (N=214) of Suan Sunandhar Rajabhat Univerisity, Bangkok. The results of their study showed that 204 students got C+ and 10 students got A measured through 60 items of objective test and the students' work assessment Waree, Ontkwanmuang and Chanfoy (2016, p. 901). Based on the result of their study, the classroom research skills gained through RBL included research problem determination, hypotheses establishment, and data collection (Waree, Ontkwanmuang and Chanfoy, 2016, p. 901).

On the other hand, research-based learning seems not to significantly increase students' interests in research, according to Deike and colleagues (2014). Approximately 300 students of HU-Q projects (Q-Tutorials, N=260 and Q-Teams, N=40) were asked how they are interested in specific research activities (Deike, Gess & Rueß, 2014, p. 30 – 31). The results of the pre-test showed average of interest level of 31.5 points while those of the post-test showed the average of interest level of 33.0 points (Deike, Gess & Rueß, 2014, p. 31). The immediate follow-up question of this study showed that the top three research activities which are of interest to the students include working with research literature, developing a research design and carrying out empirical research (Deike, Gess & Rueß, 2014, p. 31).

## **THE USE OF RESEARCH-BASED LEARNING IN ENGLISH LANGAUGE TEACHING**

Based on the literature review, research-based learning has potential for enhancing research skills for the students especially in higher education. Therefore, research-based learning has been brought into teaching a course entitled 'English Language Teaching for ASEAN Community' to pre-service teachers of English at Faculty of Education, Suan Sunandha Rajabhat University. The course is learnt by undergraduate students in year four (N = 54). In the 17-weeks course, students are to understand classroom management of English in early childhood, primary and secondary education under the context of ASEAN Community in order to be able to distinguish and analyze the differences and similarities of English language learning classroom management.

The students are to act as researchers through the learning activities as follows: literature review (week 2-5) data collection (week 10-11) and data analysis (week 12-13). Similar to Q-Modules (Deike, Gess & Rueß, 2014), the students do not have to attend the classroom during week 10-13. Instead, they collect and analyze the research results with the guidance from their course lecturer. However, conducting a research project is relatively new to the students and English is not their first language. As a result of this, research-oriented learning have to be implemented in several weeks of learning the course through learning contents as follows: writing a research proposal (week 6-7), research methodology and methods (week 9), writing an abstract (week

14) and research presentation (week 15-16). In week 8 and 17, the students are to take a mid-term and final-term examination, respectively. The examinations are related to their research project which include a research (750-1000 words) proposal and a research abstract (250 words). It might be argued that both examinations are set up to prepare the students to participate in real life projects related to the core content of the course which is English language teaching for ASEAN community.

The further steps of research-based learning in teaching the course 'English Language Teaching for ASEAN Community' will be about the investigation of the research skills and knowledge in relation to English language teaching in ASEAN countries that the students will probably gain from teaching and learning through this approach. Apart from this, students' interest and ability to engage in research-based learning will be investigated in order to visualize the factors in the implementation of RBL in higher education in Thailand.

### **CONCLUSION**

Research-based learning (RBL) is one form of teaching research link/nexus. It is argued that RBL is the hardest model among the four models (Hoskins & Mitchell, 2015, p 9 - 10). In RBL classroom, students are to act as a researcher. In certain context, students do not have to attend the classroom regularly but support and guidance on conducting research are surely given. RBL is beneficial to develop research skills: literature review, research methodology and research ethics (Perlman & McCann, 2005 cited in Kazura & Tuttle, 2010, p. 210; Deike, Gess & Rueß, 2014, p.31). The positive impact of RBL on learning is taken into account which leads towards teaching the author's course entitled 'English Language Teaching for ASEAN Community' through research-based learning in semester 1, 2017 at Faculty of Education, Suan Suanandha Rajabhat University.

However, the potential of research-based learning has been evident by scholars. The model has been used over the full range of academic discipline; however, the level of students suitable for RBL experience is debatable. One the one hand, the implementation of RBL is best suitable for advanced students who have mastered fundamental knowledge in the subject (Spronken-Smith, 2009, p. 10). On the other hand, RBL is suggested to be implemented with first year or freshmen students in order to prepare them for student-centered learning (Spronken-Smith, 2009, p.10). As a result of the debatable potential and implementation of research-based learning, further studies are required especially research on students' research interests and skills gained through research-based learning but not limited to the study of factors in implementing research-based learning in language teacher education.

### **ACKNOWLEDGEMENTS**

Thanks to Suan Sunandha Rajabhat University for initiating the valuable project of 'Knowledge Management'. The project is the starting point of my research on research-based learning and the implementation of this teaching approach into my course entitled 'English Language Teaching for ASEAN Community'.

### NOTES ON CONTRIBUTORS

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