

Conference Proceedings 2018



THE ICBTS
Research Conference Proceedings 2018

International Academic Multidisciplinary Research Conference 2018

Proceeding of

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

*Vienna, Austria
1-3 March, 2018*

THE 2018 ICBTS



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ISBN 978-616-406-840-8 (electronic book)

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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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ICBTS Conference Center & IJBTS International Journal of Business Tourism and Applied
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Published by ICBTS Conference & Publication,
225 Wilmington, West Chester Pike,
Chadds Ford, PA 19317, USA

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Proceedings of Abstracts and Papers (on CD-ROM or flash drive) of The International Business Economics Tourism Transport Technology Social Sciences Humanities and Education Research Conference

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By Dr. Chayanan Kerdpitak & Professor Dr. Kai Heue & Professor Dr. Ebrahim Soltani, ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and Applied Sciences

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ISBN: 978-616-406-840-8 (electronic book)

Published by ICBTS Conference & Publication

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INTRODUCTION

We would like to welcome our colleagues to the International Business Education Social Sciences Humanities Tourism Transport Technology Research Conference. It is the nine series in 2017 of Conference on Business Tourism and Apply Sciences was held in Paris. As always many members of the ICBTS 2017 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 October between Europe and the rest of the world is now well established. This year's event in Madrid (Spain) London (UK) Las Vegas (USA) Munich (Germany) Amsterdam (Netherlands) Zurich (Switzerland) London (United Kingdom) Berlin (Germany) Paris (France) and another continues with the cultural following the very successful and productive event held in London in February 2018 in the field of various types for international academic research conference on Business Education Social Sciences Humanities and Technology. As usual The ICBTS 2018 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 2017 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 Paris 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
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
- Humanities
- Health care Management
- Hospitality Management
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SPEAKER BACKGROUND



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Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND



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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.

International Academic Multidiscipline Research Conference in Vienna 2018

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2018 ICBTS CONFERENCE VIENA PROGRAM

The 2018 ICBTS International Multidiscipline Research Conference	
1 March 18 9.00- 09.30 (TH)	REGISTRATION & WELCOME Welcome meeting at The Roomz, Vienna, Australia
	Academic Advisory & Session Chair Professor Dr. Kai Heuer, Germany Professor Dr. Hiromi Ban, Japan
1 March18(M)	Session A
1 March 18 (TH) 09.00-10.30 (TH)	<p>Session A1</p> <p>Paper 1(2) STRENGTHENING OF LEG MUSCLES WITH SELF STIMULATES MASSAGE IN THAI TRADITIONAL MEDICINE IN SCHOOL AGE CHILD <i>NATSINEE SANSUK</i></p> <p>Paper 2(23) THE UNIVERSITY STAFF SURVEY: NUTRITIONAL STATUS AND FOOD CONSUMPTION BEHAVIOR <i>KANIT NGOWSIRI AND KUNYA NAPAPONGSA</i></p> <p>Paper 3(412) COGNITIVE, PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF A CHILD <i>DR. REHAB BEGUN</i></p> <p>Paper 4(31) THE ROLE OF SUPERVISOR ON PERCEPTION OF GENERATION Y NURSING STUDENTS ON THEIR NURSING SKILLS AFTER THEIR FIRST CLINICAL PRACTICE <i>KANCHANAKIATKANON AND WARUNSIRI PRANEETHAAM AND ORATHAI RUNGVACHIRA AND NAPISSARADHIRANTHARA AND PETCHARAT TACHATHAWEWON</i></p> <p>Paper 5(35) SELF AWARENESS OF BLOOD SUGAR CONTROLL FOR THAI COMMUNITY DM. AT PREMRUTHAI PRAVATE COMMUNITY BANGKOK TIPAPAN SUNGKAPONG AND BOONSRI KITTICHOTTIPANICH AND CHANTANA CHANGCHENVATE</p> <p>Paper 6(32) SELF-ASSESSMENT OF NURSING PRACTICES AND MIDWIFERY OF GRADUATES IN COLLEGE OF NURSING AND HEALTH, SUAN SUNANDHA RAJABHAT UNIVERSITY <i>KANYA NAPAPONGSA AND KANIT NGOWSIRI</i></p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p>Session A 2</p> <p>Paper 1(18) FACTORS PERSUADING IMPRESSION OF PREGNANT WOMEN ATTENDING AT HIGH RISK PREGNANCY CLINIC <i>BOONSRI KITTICHOTTIPANICH AND SUWANMANEE WUTTI AND PRAPAIWAN DANPRADIT AND CHANTANA CHANGCHENVATE</i></p> <p>Paper 2(20) A STUDY ON HAND HYGIENE COMPLIANCE FOR EDUCATION AMONG VISITORS IN MEDICAL UNIT <i>ORATHAI RUNGVACHIRA AND APINYA KOONTALAY AND WARUNSIRI PRANEETHAM AND KANCHANA KIATKANON AND MANEERAT PAKTOOB</i></p>

	<p>Paper 3 (33) ISSUES AFFECTING ADOPTION OF PERSONALIZED MEDICINE <i>Dr. Shehla Shehla</i></p> <p>Paper 4(22) EFFECTS OF EMPOWERMENT PROGRAM ON DEMENTIA PREVENTIVE BEHAVIOR IN ELDERLY <i>CHOTISIRI, L AND TECHAPONGVORACHAI, K</i></p> <p>Paper 5(30) THE MODEL TO STRENGTHEN THE MORAL AND THE BASIC FOR THE FORTH YEAR NURSING STUDENTS IN COLLEGE OF NURSING AND HEALTH, SUAN SUNANDA RAJABHAT UNIVERSITY <i>CHANTANA CHANGCHENVATE</i></p>
12.01-13.00	Lunch Break
13.01-14.15	<p>Session A 3</p> <p>Paper 1 (15) MARKER-LESS BASED DETECTION OF REPETITIVE AWKARD POSTURES FOR CONSTRUCTION WORKERS <i>Ren-Jye Dzung and Yi-Pin Chiang and H.H. Hsueh</i></p> <p>Paper 2 (9) DOES RAIN WASH OUT PARTICULATE MATTER? AN APPLICATION TO THE EFFECT OF AIR POLLUTION ON INFANT MORTALITY <i>Mehreen Mookerjee</i></p> <p>Paper 3 (42) ELECTROHYDRODYNAMIC STRUCTURES FOR SURFACE ENHANCED RAMAN SCATTERING BASE POINT-OF-CARE DIAGNOSTICS <i>Professor Dr Pola Goldbrerg Oppenheimer and Dr JJ Rickard</i></p> <p>Paper 4 (37) THE DEVELOPMENT OF THAI ENGINEERS' POTENTIALS FOR AEC <i>NATNAPORN AEKNARAJINDAWAT</i></p> <p>Paper 5 (45) METRICAL FEATURE EXTRACTION OF ENGLISH TEXTBOOKS IN FINLAND <i>Professor Dr. Hiromi Ban and Takashi Oyabu</i></p>
14.16-15.30	<p>Session A4</p> <p>Paper 1(9) DEVELOPMENT OF CAVENDISH BANANA CAKE FROM JUSMINE RICE FLOUR REPLACING WHEAT FLOUR <i>NUNYONG FUENGAJORN FUNG</i></p> <p>Paper 2(24) EXPLANATORY MODEL BASED ON PERSPECTIVES OF DIABETIC PATIENTS IN NORTHERN THAILAND <i>SUKANYA BOONVARASATIT, WANICH SUKSATHAN, KANTAPONG PRABSANGOB</i></p> <p>Paper 3(26) PERCEPTION OF HEALTH STATUS AND SELF-EFFICACY OF AGING: SAMUT SONGKHRAM PROVINCE <i>WIPAKON SONSNAM AND MUNTHANAWADEE MAYTAPATTANA</i></p> <p>Paper 4(7) THE NEED FOR FDI INVESTMENT OF LATEX RUBBER IN THAILAND <i>PICHET TREEWAI AND HATHAIKAN CHOOTRAKOOL</i></p> <p>Paper 5(8) PRODUCT DEVELOPMENT OF BREAD WITH SANGYOD RICE FLOUR SUBSTITUTED FOR WHEAT FLOUR <i>JIRAPORN WEENUTTRANON</i></p>
15.31- 15.45	Afternoon Break
15.46 - 17.45	<p>Session A</p> <p>Paper 1 (27) THE ANALYSIS OF KNOWLEDGE AND ABILITY OF UNDERSTANDING KANJI IN THAI STUDENTS AT THE BEGINNING LEVEL: THE CASE STUDY OF THE KANJI PROFICIENCY TEST AMONG</p>

	<p>UNDERGRADUATE STUDENTS AT SUAN SUNANDHA RAJABHAT UNIVERSITY <i>RUDEEMAD RODSUK</i> Paper 2 (33) E-BOOK USAGE BEHAVIOR OF UNDERGRADUATE STUDENTS <i>RATANA VADEE TAKERNGSUKVATANA</i> Paper 3 (2) INTERPRETING THE ONE-CHINA PRINCIPLE CROSS-STRAIT RELATIONS AND THE DEVELOPMENT OF CONFIDENCE-BUILDING MEASURES <i>Chiashing Wu</i> Paper 4 (4) DESIGN THINKING: AN APPROACH THAT SHAPED BANDUNG INTO CREAIVE CITY <i>Zahra Syifa and Abubakar Ahmad</i> Paper 5(40) THE DEVELOPMENT OF TOURISM LOGISTICS AND SUPPLY CHAIN MANAGEMENT OF LAMPAYA FLOATING MARKET, BANGLEN, NAKHON PATHOM, THAILAND <i>WATANYU CHOOPAK</i> Paper 6(3) EFFECTIVENESS OF SELF-HELP GROUP PROGRAM FOR IMPROVING HEALTH LITERACY AMONG TYPE 2 DIABETIC PATIENTS RECEIVING SERVICES AT SUB-DISTRICT HEALTH PROMOTION HOSPITALS IN BANGKONTHEE DISTRICT, SAMUT SONGKRAM PROVINCE, THAILAND <i>KANTAPONG PRABSANGOB</i> Paper 7(21) THE ENHANCEMENT OF THE FACILITIES FOR THE DISABLED OR HANDICAPPED AND THE ELDERLY, STATE ENTERPRISE BUILDINGS <i>Jitravadee Roongin Kunkar and Auntita Pankosol</i> Paper 7(23) THE PHYSICAL APPLICATION OF CERAMICS GLAZE FROM AGRICULTURE WAST: ORANGE PEEL ASH <i>Suraphan Rattana vadi</i></p>
<p>1 March 18(TH)</p>	<p>Session B</p>
<p>1 March 18(TH) 09.00-10.30 (TH)</p>	<p>Session B1 Paper 1(1) ENHANCING LANGUAGE COMPETENCY OF HUMAN RESOURCES AS A BUSINESS COMPETITIVE ADVANTAGE VIA ENGLISH FOR BUSINESS PURPOSES <i>DUANGKAMOL THITIVESA</i> Paper 2 (44) RESEARCH AND DEVELOPMENT OF READING LITERACY FOLLOW THE PISA TEST USING BY READING APPRENTICESHIP APPROACH <i>TASANEE SATHAPONG</i> Paper 3 (28) INTERDISCIPLINARY COLLABORATION BETWEEN FACULTY MEMBERS AND INSTRUCTIONAL DESIGNERS <i>Fatimah Albrahim</i> Paper 4(43) STUDY OF CONDITIONS AND PROBLEMS OF ADMINISTRATIVE COMPETENCE OF SCHOOL PRINCIPALS ACCORDING TO PROFESSIONAL STANDARDS TUANJAI DONPRASIT Paper 5 (12) THE ADAPTATION OF THAI TRADITIONAL MEDICINE AND HERBS ENTREPRENEUR TO BECOME CULTURAL HEALTH SUPPLEMENTARY PRODUCTS: A CASE STUDY OF U-THAI PRASIT CORPORATION, MUANG DISTRICT, PRACHIN BURI PROVINCE SAOWAPA PHAITHAYAWAT AND TIKHAMPORN PUNLUEKDEJ AND SUWAREE YODCHIM</p>

	<p>Paper 6 (6) HOW DEVELOP TRADITIONAL TEXTILE TO MAKE THEM MODERN TO THE CONTEMPORARY WORLD THROUGH THE USE OF DIGITAL TECHNOLOGY <i>USAINI ALIYU</i></p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p>Session B 2</p> <p>Paper 1 (11) ENGLISH INFLECTION IN PLURAL NOUNS WITH -O, -OO, -OE, -OU -OW, AND -EAU ENDING <i>SUWAREE YORDCHIM</i></p> <p>Paper 6 (42) THE EFFECTS OF PROJECT-BASED LEARNING ON STUDENTS' ENGLISH LANGUAGE ABILITY <i>ABIGAIL MELAD ESSIEN</i></p> <p>Paper 3 (16) PROFESSIONAL LEARNING COMMUNITY OF TEACHERS: A HYPOTHESIS MODEL DEVELOPMENT <i>SUCHEERA MAHIMUANG</i></p> <p>Paper 4 (28) LESS IS MORE: CASE OF TEACHING JAPANESE CULTURE THROUGH PERFORMANCE-BASED LEARNING <i>PREMVADEE NA NAKORNPANOM</i></p> <p>Paper 5 (44) GRASSROOTS HIGHER EDUCATION RESEARCH AND SUSTAINABLE DOCUMENTATION OF MINORITY LANGUAGES FOR REGIONAL ENTREPRENEURIALISM <i>Professor Francien Herlen Tomasowa</i></p>
12.01- 13.00	Lunch Break
13.01-14.00	<p>Session B 3</p> <p>Paper 1 (3) SEEKING RELEVANCE: SHOULD A DIAGRAM BE NOTICED WHEN SOLVING A MATHEMATICS PROBLEM? <i>Professor Dr. Brian D. Beitzel</i></p> <p>Paper 2 (32) BEYOND THE DISCIPLINE: DIALOGUES ON INTERDISCIPLINARY LEARNING AND TEACHING IN THE HUMANITIES <i>Professor Nuria Alonso García Prof.</i></p> <p>Paper 3 (41) CLASSROOM ACTION RESEARCH FOR TEACHING MATHEMATICS IN SECONDARY SCHOOLS <i>KANOKRAT KUNASARAPHAN</i></p> <p>Paper 4 (17) FLOOR PLAN-ANALYSIS, LIGHTING AND PHYSICAL ENVIRONMENT OF CLASSROOM DESIGN CORRESPONDING IN THE 21ST CENTUR EDUCATION <i>Dr. Preechaya Krukaset</i></p>

14.01-15.15	<p>Session B 4</p> <p>Paper 1 (13) NETWORK INTERACTION IN THE HOSPITALITY INDUSTRY AND ITS IMPACT ON THE FINANCIAL CONDITION OF THE HOTEL COMPANY <i>Natalia Baranova and Liudmila Bogatyreva and Marina Efremova</i></p> <p>Paper 2 (14) SECONDARY TOURISM DESTINATION WITH HERITAGE POTENTIALS, KHIRIWONG COMMUNITY, NAKHON SI THAMMARAT, THAILAND <i>NUNTANA LADPLEE</i></p> <p>Paper 3 (13) INTENTION TO VISIT GREEN HOTEL: A CASE STUDY OF THAI TRAVELERS <i>KANYAPILAI KUNCHORNSIRIMONGKON</i></p> <p>Paper 4 (10) SECONDARY AND FRINGE TOWNS ALONG THE NORTHERN THAILAND ROUTE FOR SELF-DRIVE TOURISM: AN INVESTIGATION OF TOURISTS' PERCEIVED SOUVENIR QUALITIES AND ATTRIBUTES PREDICTING DECISION MAKING TO PURCHASE <i>SIRIPEN YIAMJANYA</i></p> <p>Paper 5 (17) THE STUDY OF CLIENT REQUIREMENTS IN CHOOSING ACCOMMODATION IN SURIN PROVINCE <i>KANAMON SUWANTADA</i></p>
15.16- 15.30	Afternoon Break
15.31- 17.45	<p>Session B 5</p> <p>Paper 1(10) THE BELIEF OF HOLY MAN AND ITS INFLUENCE IN THAI SOCIETY: PAST AND THE PRESENT <i>Dr.Siriporn Dabphet</i></p> <p>Paper 2 (4) PROBLEMS AND METHODS OF DEVELOPING THE ENTERPRISE RESOURCE PLANNING SYSTEM OF SUAN SUNANDHA RAJABHAT UNIVERSITY <i>PIYARAT SAWETTADUL AND TEERAWIT TINPRAPA</i></p> <p>Paper 3 (5) THE STUDY OF MANAGING THE FACTORS OF STUDENT TRANSPORTATION TO ATTEND THEIR CLASSES ON SCHEDULE <i>TANYALUK SUPHANATE AND CHATTRARAT HOTRAWAISAYA</i></p> <p>Paper 4 (11) THE EFFECT OF MICE STAKEHOLDERS' PERCEPTION ON DECISION MAKING: Aqaba City as a Potential MICE Destination <i>Dr. Omar Alananzeh</i></p> <p>Paper 5 (6) THE STANDARD OF MONITORING THE PERFORMANCE OF SUAN SUNANDHA INTERNATIONAL SCHOOL OF ART <i>NATTACHA LEEPANYAPORN</i></p> <p>Paper 6 (45) SAFETY BEHAVIORS OF EMPLOYEES IN MANUFACTURING OPERATIONS <i>NATAWADEE PUTTAWONG AND ASST. PROF. DR. WITTHAYA MEKHUM AND WUTTHIKORN MALIKONG</i></p> <p>Paper 7 (36) THE QUALITY ENHANCEMENT OF COMPETITIVE POTENTIALS FOR THAI ENTREPRENEURS <i>KANITTHA SESKHUMBONG AND SOMDECH RUNGSRISAWAT</i></p> <p>Paper 8 (19) COMMUNICATION DESIGN PROJECT FOR PROMOTING THE IDENTITY OF KLONG YONG DISTRICT, NAKHON PATHOM <i>Supatra Lookraks and Preechaya Krukaset and. Suraphan Rattanavadi and. Jitravadee Roongin Kunkar and Khwanchai Sukkon and Jitima Seutong</i></p>

	<p>Paper 9 (20) QUEER IMAGES IN THAI CONTEMPORARY DANCE: A CASE STUDY OF 18 MONKEYS DANCE THEATRE <i>Sun Tawalwongsri</i></p>
2 March 18 (F)	Session C
2 March 18 (F) 09.30 - 10.30	<p>Session C1</p> <p>Paper 1(7) THE DETERMINATION OF BODY IMAGE AND LIFE SATISFACTION OF DISABLED WOMEN <i>EDA PURUTÇUOĞLU and CEMİLE AKSEL</i></p> <p>Paper 2 (35) MEDICAL AND PUBLIC HEALTH SECRETARY IN THAILAND'S PRIVATE HOSPITALS <i>Pongsak JAROENNGARMSAMER</i></p> <p>Paper 3 (36) THE RESULT OF WATER FLOW AND SETTLE ON FERROUS ION REMOVAL EFFICIENCY IN AQUEOUS SOLUTION <i>Mr. Thanya Promsorn</i></p> <p>Paper 4 (12) Evaluation of the levels of heavy metals, Dissolved Organic Phosphorus (DOP) and Nitrogen (DON) in three Wetlands of Northern Nigerian <i>Shaibu Yusuf and Audu, A. A. And Waziri, M. K. Jigawa</i></p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p>Session C2</p> <p>Paper 1(38) THE ENHANCED ACTIVITIES SKILL AFFECT READING ENGLISH LANGUAGE OF EARLY CHILDHOOD <i>Phanee Rojanabenjakun</i></p> <p>Paper 2 (14) Legal education to support social evaluation in Pakistan <i>Riaz Pervez</i></p> <p>Paper 3 (25) Teaching English to students with autism: Montessori-Oriented versus Audio-Lingual Method <i>Mahsa Rezvani</i></p> <p>Paper 4 (26) A Practical Guide to Collaborative Writing Assignments as a Pedagogical Technique in Higher Education Implemented in an Economics Course <i>Bahia Braktia and Belkacem Braktia</i></p> <p>Paper 5 (31) Initiatives towards peace process in the jammu and kashmir state in the post kargil era <i>Pinki maurya</i></p> <p>Paper 6 (15) CUSTOMER AIRLINES' EXPECTATION AND SATISFACTION ON CARGO GROUND SERVICE: A CASE STUDY OF CARGO GROUND SERVICE IN THAILAND <i>KANGWARN PHOTHONG AND KORAWIN KUNGWOLA</i></p>
2 March 18(F)	Session E

<p>2 March 18 (F) 09.30 – 10.30</p>	<p>Session E1 Paper 1(46) The stability Study of Clinacanthus nutans or Prayayor cream declared in National List of essential Medicines B.E.2560 <i>Dr. Nophadon Luangpirom</i> Paper 2 (47). Accepting Factors on Uterine Firming Massage in Thai Traditional Medicine Services <i>Wannee Promdao</i> Paper 3 (40) ELECTRONIC SPREADSHEET PACKAGE IN OFFICE MANAGEMENT: A KEY DRIVE FOR SECRETARIES AND ADMINISTRATION DUTIES <i>Chibuzo Emmanuel Amah N.</i> Paper 4 (41) Integrating receptive and productive language skills in ESP courses on the Moodle platform <i>Orit Zeevy-Solovey</i></p>
<p>10.31 - 10.45</p>	<p>Morning Break</p>
<p>10.46 - 12.00</p>	<p>Session E2 Paper 1 (43) ROYAL THAI CUISINE OF SUAN SUNANDHA PALACE FOR HEALTH ON THE THEORY OF THAI TRADITIONAL MEDICINE <i>Dr. Supalak Fakkham</i> Paper 2(33) The Impact of Quality Information on the Environmental Accounting Disclosure: A Case study for the Arabian Gulf Oil Company in Libya. <i>Associate Prof.Dr. Eltayeb M. Elgobbi and Assistant Eltaib E. E. El-Ghannai</i> Paper 3 (34) India's Act East Policy: Strategy for Economic integration with Southeast Asia <i>Binit lal</i> Paper 4 (37) India's Role in the Geopolitics of Indo-Pacific: Opportunities and Challenges Vivek Kumar Saurabh Paper 5 (39) The effect of Project - Based Learning on Undergraduate Students English for Specific Purposes (ESP) Courses Aziza Kavlu</p>
<p>12.01</p>	<p>Conference Close</p>
<p>1 -2 March 18</p>	<p>Participation and Discussion</p> <ol style="list-style-type: none"> 1. Dr. Mustafa Arslan., Georgia, 2. Dr. Dr Olufemi Aramide, Nigeria 3. Dr. Asif Iqbal, China 4. Professor Wang Zhuquan, China 5. Dr. Sumit Kumar dey, India
<p>3 March 2018</p>	<p>Free day for Participants</p>

THE EFFECTS OF PROJECT-BASED LEARNING ON STUDENTS' ENGLISH LANGUAGE ABILITY

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ABSTRACT

Education is a crucial factor when it comes to preparing the next generation to face the ever changing future. Old-fashioned learning styles in classroom-based education is questionable and lacking in providing the necessary tools needed by the students to survive in the ever growing intricacy in our lives and societies. Numerous researches in the learning methods have unlocked new views in Project-Based Learning. Project-Based Learning (PBL) is a student-centered teaching that involves a dynamic classroom approach in which the students acquire a deeper knowledge through active exploration of real-world challenges and problems. Several studies have revealed project-based instruction as being capable of providing English language learners with prospects for comprehensible output and integrated language learning. This study is designed to analyze the effectiveness of PBL on students' English language ability and to analyze students' perceptions of PBL. The study employed both quantitative and qualitative research methods. T-test is used to analyze the effectiveness of PBL on students' English language skills, while a questionnaire form is used to analyze students' perceptions of PBL. The population of the study consists of 81 3rd year English major students, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok. Data obtained from T-test and the questionnaire form revealed positive effects of PBL on students' English language ability. 80% of the students scored above average in the post test compared to only 20% in the pre - test. Majority of the subjects resolved that PBL has improved their critical thinking ability, independent study skill, personal and social responsibility, and strong communication skills. The outcomes of the study is a great pointer for ESL educators to deploy Project-Based Learning as a teaching methodology to enhance students English language ability.

Keywords: ESL Students, Project-Based Learning

INTRODUCTION

Stoller (2006) terms PBI as: 1) having a process and product; 2) giving students (partial) ownership of the project; 3) extending over a period of time (several days, weeks, or months); 4) integrating skills; 5) developing students' understanding of a topic through the integration of language and content; 6) collaborating with other students and working on their own; 7) holding students responsible for their own learning through the gathering, processing, and reporting of information from target language resources; 8) assigning new roles and responsibilities to students and teacher; 9) providing a tangible final product; and 10) reflecting on both the process and the product. Thus, it is different from the traditional English teaching in that it lays great emphasis on the communicative and functional aspect of language learning and it also pays attention to the integrity of language and content learning.

Projects are organized around a driving question, and students participate in a variety of tasks that seek to meaningfully address this question. As stated by Ronald Marx *et. al.* (1994), project-based instruction often has a 'driving question' encompassing worthwhile content that is anchored in a real-world problem; investigations and artifacts that allow students to learn concepts, apply information, and represent knowledge in a variety of ways, collaboration among students, teachers, and others in the community so that participants can learn from one another, and use of cognitive tools that help learners represent ideas by using technology. As proposed by Thomas, "Projects are central, not peripheral to the curriculum"; 2) "projects are focused on questions or problems that 'drive' students to encounter (and struggle with) the central concepts and principals of the discipline"; 3) "projects involve students in a constructive investigation"; 4) "projects are student-driven

to some significant degree"; and 5) "projects are realistic, not school-like". Collaboration, as a matter of fact, should also be included as a sixth criterion of PBL (Thomas & Mergendoller, 2000).

PBL marries the practical application of abstract academic concepts to critical 21st-century workplace values. Students assume collaborative responsibilities as they work in teams to address identified needs. They learn empathy, passion, compassion, and resiliency. They create products together, and in so doing they benefit themselves, their teacher, their classroom, and their community at large. The central idea of Project-Based Learning is that real-world problems capture students' interest and incite thoughtful discerning as the students attain and apply new knowledge in a problem-solving situation.

In project based learning, students are driven to learn content and skills for an authentic purpose. PBL involves students in explaining their answers to real-life questions, problems, or challenges. It starts with a driving question that leads to inquiry and investigation. Students work to create a product or presentation as their response to the driving question.

Largely, students gain a deeper understanding of the concepts and standards at the heart of a project. Projects build vital workplace skills and lifelong habits of learning. Students can use projects to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. PBL can motivate students who might otherwise find school boring or meaningless.

As stated by Fried-Booth (Fried-Booth, 1997), PBL is useful by placing learners in situations that require realistic use of language in order to communicate (e.g., being part of a team or interviewing others). When learners work in pairs or in teams, they find they need skills to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented.

Although PBL projects are defined in advance by the instructor, yet they are complex, and cannot be solved by one correct or easy-to-find response. For instance, medical students learn to diagnose and treat actual patients to some degree, this is something that can't be learned in a lecture hall. Dissimilar to textbook-driven instruction, problem-based learning places the student in control of asking questions and determining the answers. Based on the collaborative nature of project work, students can develop skills needed to improve their English language proficiency.

IMPORTANCE OF PROJECT-BASED LEARNING

1.1. Connecting academic situations to the real world

PBL provides the opportunity for the students to learn with the same approach they will use in their future careers. This equips critical problem-solving procedures within them at an earlier stage of their life and extremely increasing their likelihoods of success in their future career they choose.

1.2. Development of interpersonal skills

Since projects are often complex, students are grouped together to work, which nurtures communication skills and boosts even students with different and possibly contradictory dispositions to find a mutual ground, or at the very least a way to work together without continuous pressure. Part of this teamwork building helps introduce students to the specialization and delegation that are extremely prominent in the real world.

1.3. Provides Educators insight into students learning habits

With each new project that's proposed and completed by the students, teachers receive an indication into the interests, passions and motivators of their students. Everything about a given project – the topic that's selected, how it's presented, how students work with others, where they pull their research from – gives educators crucial information about the learning habits of the students.

RELATED LITERATURE

Alacapinar, F. (2008) conducted a Quasi-Experimental, Qualitative study on the effects of project-based learning (PBL) on cognitive and psychomotor achievements and affective domain of the students using data

collection: Video, interviews, psychomotor instrument. Students in the experimental group showed gains in achievement, and in cognitive and psychomotor domains. Students enjoyed the project work and noted improved self-confidence, creativity, ability to plan and develop ideas, problem-solving skills, and the benefits of working in groups.

Some studies have observed the effects of Project-Based Learning on learners' characteristics that are related with school failure in traditional classroom conditions. Beneke and Ostrosky (2008) in their research, surveyed teacher insights of how project-based instruction affected different learners in selected preschool classrooms. The results showed that the real-world focus of the projects permitted students who did not in general do well in academic discussions to share their knowledge about subject-matter that was familiar and accessible. The result in this study also revealed a reduced need for disciplinary actions during project-based study, due to the increased in student engagement as the main reason. In addition, the studies of (Mergendoller & Maxwell, 2006; Tal, Krajcik and Blumenfeld, 2006). Also reported academic beneficially effects of PBL on low to middle achieving students.

Duangkamol Thitivesa and Abigail Melad Essien (2013) data from their research, "The Use of Project to Enhance Student Teachers' Writing Skills in a Rajabhat University" showed that, the English major students improved their writing. The achievement means of the group in regards of grammatical correctness at sentence level was 28.6053 points out of the 40 total scores, and standard deviation was 3.1153 points. Comparing to the 80% attainment target, it was found that there were significant differences at 0.05 ($t=101.699$, $P\text{-value}=0.000$).

Mergendoller & Maxwell (2006) research compared the relative effectiveness of traditional and project-based instruction in 12th grade social studies. The findings showed that, the quantitative analysis of student achievement yielded modestly higher achievement in the PBL group. Students who scored in the mid to low tier tiles on the Quick Word Test showed the greatest gains in content learning; these gains were not particularly significant on the group scale, but at the student level, translated to about one-half grade difference, suggesting potential use of PBL as a means of heightening achievement in students who struggle with traditional methods. PBL was also found to propel relatively higher interest in the subject matter.

Beckett (1999) investigated the implementation of project-based instruction in a Canadian secondary school ESL class. The main purpose of the study was to examine ESL teachers' goal for PBL, and ESL teachers' and students' evaluation of project-based instruction. The results of the data collected through observations and interviews of the subjects indicated that PBL is highly favored by the ESL teachers because it allowed them to take an integrated approach to language teaching. The subjects attested to the fact that PBL allowed them to foster critical thinking and problem-solving skills and promote independent as well as cooperative learning skills among the students. They evaluated project-based instruction favorably also because they thought it provided contexts for their students to learn English functionally. The teachers were delighted that project activities allowed for unexpected learning to take place.

METHODOLOGY

The study used both quantitative and qualitative research methods. T-test is used to analyze the effectiveness of PBL on students' English language skills, while the questionnaire form is used to analyze students' perceptions of PBL.

1. The Pre- Test and the Post- Test Questions

The measure given in the pre-test and post-test was in the form of speaking, reading, and writing test. Each question was worth 5 points and the sum total of the test was 100 points.

2. The Questionnaire Form

The questionnaire form used sought to identify students' views toward PBL by giving them a ten-item questionnaire on their perceived experiences when they worked in pairs or groups while studying English language in a PBL setting. All the items in the questionnaire were designed for a Likert scale response using a four-interval scale of "agree", "strongly agree", "disagree", and "strongly disagree".

3. Participants

The participants were 81 3rd year English major students from the Faculty of Education, Suan Sunandha Rajabhat University Bangkok, Thailand.

4. Data Analysis

For clarity, to show the comparison between the pre-test and the post-test, the researcher made use of percentage to analyze the data obtained from the two tests. For the analysis of the data collected from the questionnaire survey, quantitative descriptive statistical analysis was used.

RESULTS

From the results of the pre-test in the table below, it can be seen that vast majority of the students got below 50% which was the passing mark set by the researcher. Notably, no students got up to 80% which was the desirable mark set by the researcher to test the students' English language skills.

Table 1
Pre-Test

Total Score 100%	80%	70%	60%	50%	40%	30%	20%	Below 20
Number of Students	0	0	20	7	40	10	4	0
Percentage of Students	0%	0%	25%	9%	49%	12%	5%	0%

Positively, the results from the post-test from the table below shows an incredible positive result from the students' English language ability after studying in a PBL classroom setting. Interestingly, 70 (86%) of the students got 80% which was the mark set by the researcher to test the effectiveness of PBL on student's English language ability. While 11 (14%) got 70% which is still an encouraging indication of the effectiveness of PBL.

Outstandingly, no students got 50% nor below 50% compared to the result of the pre-test. Consequently, it will be right for the researcher to conclude that PBL has a positive effect on the students' English language skills.

Table 2
Post-Test

Total Score 100%	80%	70%	60%	50%	40%	30%	20%	Below 20
Number of Students	70	11	0	0	0	0	0	0
Percentage of Students	86%	14%	0%	0%	0%	0%	0%	0%

The results from the questionnaire as shown in the table below shows that 80 (99%) of the participants strongly agreed that they prefer PBL to traditional method of teaching. Evidently, all the subjects of this study also agreed that, PBL as an instructional methodology provided them with enough scope to earn and display their English language skills.

The results is a testament to the fact that PBL is able to improve students' collaboration skills, which is a very important skill needed in todays and future workplace. All the students, 70 (86%) strongly agreed and 11 (14%) agreed that PBL greatly improved their collaborative skills during group practical sessions. The responses by the subjects of this study to the questionnaire items suggest that, all the participants indeed embraced PBL as a viable teaching approach capable of improving students' English language skills and positive learning attitudes.

Table 3
Students' General Perceptions of Project-Based Learning Approach

Questionnaire Items	Strongly agree	Agree	No opinion	Strongly disagree	Disagree
1. I found being able to collaborate in my group in practical sessions very helpful.	60 (74%)	21 (26%)	0 (0%)	0 (0%)	0 (0%)
2. I prefer PBL to traditional method of teaching.	80 (99%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)
3. I am actively engaged in group discussions.	50 (62%)	20 (25%)	0 (0%)	0 (0%)	11 (13%)
4. By discussing with my group members, I understood better about what I was learning.	75 (93%)	6 (7%)	0 (0%)	0 (0%)	0 (0%)
5. The instructional methodology provided me with enough scope to display my English language skills.	50 (62%)	31 (38%)	0 (0%)	0 (0%)	0 (0%)
6. PBL increased my interest in learning English.	48 (59%)	33 (41%)	0 (0%)	0 (0%)	0 (0%)
7. The instructional methodology in this course suited the way I like to learn.	70 (86%)	11 (14%)	0 (0%)	0 (0%)	0 (0%)
8. I found being able to collaborate in my group in practical sessions very helpful.	70 (86%)	11 (14%)	0 (0%)	0 (0%)	0 (0%)
9. I am able to evaluate my own, and, my group's learning outcomes at the end of the PBL tutorial.	65 (80%)	11 (14%)	0 (0%)	0 (100%)	5 (6%)
10. There is not enough opportunities to discuss, and provide feedback, on how my group functions during PBL tutorials	0 (0%)	0 (0%)	0 (0%)	50 (62%)	31 (38%)

CONCLUSION

The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. Projects allow teachers to work more closely with students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students. Studying English should not necessarily focus on syntactic accuracy or proficiency in grammar usage. Instead, it should be giving opportunities to students to use as much English as they can in real life contexts. Especially for Thai students who have limited chances of using English, PBL is a better toll to give them the opportunities and encouragement to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional teaching. Data from this study is overwhelming enough for educationist and policy makers to start implementing PBL approach in schools.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for the invaluable help throughout this research. An exceptional thank you to Mr. Dennis Michael Essien for his unrelenting support, to my son Abiel Dennis Melad Essien for the inspiration, and to all the participants for sparing the time to take part in the successful completion of this study.

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