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Table of Contents

<i>The Economics And Politics Of The Shift From K To 10 To K To 12: The Philippine Experience</i> Augusto de Viana	pp. 1 - 20
<i>Internationalization & the Impact of International Students in the Japanese Classroom</i> Cecilia Ikeguchi	pp. 21 - 30
<i>Crisis Marketing Strategy Antecedents of Performance of Higher Education Institutions (HEIs) in Region III in the Philippines</i> Jesus D. Panlilio	pp. 31 - 46
<i>Skills of Analyzing and Synthesizing Textual Information in University Students: Interdisciplinary and Intercultural Approach</i> Anna Toom Natalia Inshakova	pp. 47 - 59
<i>Gamification as a Way to Reduce the Operating Method at Engineering Classes</i> Luis F Calvo Prieto Raul Herrero Martínez Ana I García Pérez Sergio Paniagua Bermejo	pp. 61 - 71
<i>Assessing the Impact of Meritocracy on the Singapore Education System: Evaluating Outcomes, Averting Threats</i> Mohamad Shamsuri Juhari	pp. 73 - 85
<i>Literacy Learning Program using 3D Kanji Models for Children with Developmental Dyslexia</i> Hanae Ikeshita-Yamazoe	pp. 87 - 93
<i>Van Hiele's Instructional Model In Teaching Of Tangents And Secants Of Circles</i> Melchor Del Rosario	pp. 95 - 108
<i>School Principals' Profile and Public Elementary Schools Performance in the Schools Division Office of Imus City</i> Gregorio A. Co, Jr. Matea-Alvyn H. Trinidad Jenielyn A. Sadang	pp. 109 - 123
<i>Using GSP in Creating Concept Image on the Topic Theory Graph for Eighth Grade Students</i> Patcharin Setteechaichana	pp. 125 - 133

- The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring*
Apiradee Jeenkram
Wisathorn Thanukit pp. 135 - 141
- Integrating Neurodidactics Stimulation Into Blended Learning In Accomodating Students English Learning In EFL Setting*
Rukminingsih pp. 143 - 154
- Low Proficient Students' Oral Interaction with Native Speaker of English as a Language Assistant in the Classroom*
Imelda Wahyuni Husein pp. 155 - 166
- The Effectiveness of the Pragmatic Skills Intervention for Young Adults with Mild Intellectual Disability (with or without co-morbid Autism Spectrum Disorder)*
Wendy Yeo Su Fen pp. 167 - 177
- 2C-2I-1R Approaches: Way to Reduce Math Anxiety among Senior High School Learners*
Elymar Pascual pp. 179 - 183
- An Analysis on the Perceptions of High School Teachers in Manila, Philippines Towards Student Data Privacy and Its Legal Implications*
Juan Carlo Zamora
Madeleine Tan
Sharon Albacete
Rosemin Canulo pp. 185 - 198
- Mind Mapping and Science Performance of Grace 5 Pupils of San Juan Elementary School, Sta. Cruz, Laguna*
Nilda San Miguel pp. 199 - 202
- Theories on Self-Reflection in Education*
Anna Belobrovyy pp. 203 - 208
- Teacher Professional Development Through Distance Education: The Ghanaian Experience*
Ellen Abakah pp. 209 - 217
- Internationalization at Home - Enhancing Students' Intercultural Competence in "Intercultural Collaborative Co-Learning Class"*
Kazuko Suematsu pp. 219 - 228
- Challenges and Opportunities to the Use of Google Docs Sharing for Realtime Writing Task Feedback: Inclusive ESL Classroom at Jakarta Multicultural School*
Athifah Utami pp. 229 - 242

- The Development of a Novel Using Storytelling Technique as a Learning Tool in Promoting Student Engagement and Satisfaction*
Patchara Vanichvasin pp. 243 - 249
- E-learning Strategies in English Language Learning in Pre-service Teacher Education: Comparison in Hong Kong and Mainland China*
Ruiqian Yang
Yiu Chi Lai pp. 251 - 255
- Zoo Kids Zone in Chiang Mai Zoo: Best Practice Activities under the Concept of Edutainment*
Banjaponn Thongkaw
Jirachai Yomkerd pp. 257 - 267
- A Study of Praise, Motivation, and Self-esteem of Low-achieving Students in Mentoring Groups*
Chun Kin Chung
Peter Lai
Raoger Ng pp. 269 - 294
- The Academic Culture Shock Experiences of Turkish International Students in Japan: A Qualitative Study*
Ayse Ilgin Sozen
Tomoko Tanaka
Sachiko Nakano pp. 295 - 307
- Preliminary Finding: The Role of Non-Formal Education in Developing Rural Youth Empowerment*
Gusti Agung Ayu Pramitasari
Laurence Tamatea
Nicolli Barnes pp. 309 - 318
- The Performance of Factor and Multiple Problem-Solving for the Fifth Grade with Mathematics Underachievers*
Pei-Hsiu Chen pp. 319 - 331
- Effects of 3D Printing Interactive Technology on Special Education for Children with Different Disabilities*
Shu-Hua Chen
Chien-Yu Lin
Quo-Cyuan Mao pp. 333 - 340
- A Study at the Constitution of Students' Family Backgrounds of an Elite University in the Perspective of Cultural Capital*
Ju Fasheng pp. 341 - 357
- Teacher Agency in Mother Tongue: From Social Practice to Legislation*
Peter G. Romerosa pp. 359 - 368

- Multigenerational ESL Classrooms in Japan: An Exploration of the Experiences of Adult Students*
Jeremy Chambers pp. 369 - 380
- Learner Autonomy and Hand Raising in the EFL Classroom: Exploring Willingness to Talk*
Tracy Friedrich
Lisa Miller pp. 381 - 391
- Challenges Associated with the Implementation of Active Learning: A Small-scale Study of Japanese University EFL Teachers*
Maki Ikoma pp. 393 - 410
- The Efficacy and Implementation of the ESP Approach: Assessment of ESP Textbook for Physical Therapy*
Minako Inoue pp. 411 - 425
- Developing and Creating Multimedia for Learning Values of Thai Literature*
Kittipong Phumpuang
Patcharin Buranakorn pp. 427 - 438
- The Case Study of The Thailand Pomelo-Based Learning Model to Improve Students' Learning Experience*
Nitta Roonkaseam pp. 439 - 445
- Mentorship, Global Readiness, and Student Success at South Carolina State University (SCSU): A Descriptive Study of the Emergence of the New Student Mentor*
Delindus Richard Brown pp. 447 - 451
- Solitude Back in Fashion: Introducing the Uses of Being Alone*
Amy Lee pp. 453 - 461
- Using Tech At Uni: Students Report On Their Technology Use At University*
Yuwanuch Gulateee
Jeremy E. Pagram
Barbara Combes pp. 463 - 476
- Academic Research in Vocationally-Oriented Higher Education: Perspectives from Teaching Staff*
Kit Yin Emmy Wong
Svetlana Chigaeva-Heddad pp. 477 – 487
- Task-Based Language Teaching in Education in ASEAN Course for Student Teachers Mathematics English Program*
Satsayamon Sangway pp. 489 - 495

<i>A Comparative Study on Compliment Response between Indonesian EFL Students and English Native Speakers</i> Maria Febriani Seran	pp. 497 - 513
<i>Leagility in Education: Logistics and Supply Chain Management as a Dynamic Education Paradigm</i> Roy Irvine Morien Duangporn Limthamrong	pp. 515 - 529
<i>Rural Education in China in the Process of Urbanization: Development and Reflection</i> Zhou Xing-Guo Cao Rong-Rong Liu Li-Na	pp. 531 - 542
<i>Finding Opportunities Within a Conventional Curriculum to Provide Research Experience to Undergraduate Biology Students: A Collaborative Effort with Teachers</i> Deepti Gupta Needa Baghban Aakansha Sawant Swapnja Patil Jyotsna Vijapurkar	pp. 543 - 553
<i>A Descriptive Analysis on Grammatical-Morphology Patterns of the Deaf College Students' Indonesian Written Language</i> Alies Poetri Lintangari	pp. 555 - 564
<i>The Relationship between Musical Instrument Adoption and Professions of Music Students of Suan Sunandha Rajabhat University in Thailand 4.0</i> Thassanai Phensit	pp. 565 - 572
<i>Thailand 4.0 Music Student: Study on Classical Guitar Repertoire Learning Process</i> Patommavat Thammachard	pp. 573 - 580
<i>Administration Factors Affecting Student Development in Thailand 4.0 in Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University</i> Sansanee Jasuwat	pp. 581 - 589
<i>Music Curriculum Supporting Music Occupation for Music Students of Suan Sunandha Rajabhat University in Thailand 4.0</i> Sirima Panapinan	pp. 591 - 595
<i>The Role of Technology in Improving the Teaching and Learning Process at Tadulako University, Indonesia</i> Aminah Suriaman Sriati Usman Anjar Kusuma Dewi Saidna Zulfiqar Bin-Tahir	pp. 597 - 603

'I am a Mercenary Now' International Teachers as a Global Educational Precariat?

Adam Poole

pp. 605 - 615

The Influence of Teacher's Role, Autonomous Learning Method and Student's Engagement on Student's Learning Outcomes in Vocational High School in Jakarta, Indonesia

Setyani Dwi Lestari

Rida Prتامawati

Nora Andira Brabo

Bambang Agus Prasetyanto

pp. 617 - 627

The Significance and Strategy of Innovative Learning in the Age of Intelligence

Li Zihua

pp. 629 - 636

Web-Based Science Learning as Innovative Instruction

Bruce Marvin Ruaro

pp. 637 - 652

Investigation of Grammatical Instruction on Pragmatics of Thai EFL Learners: A Case of 1st Year English-Major Students

Arnunnit Manorum

pp. 653 - 669

Comparison of the Learning Curve and Adaptive Behavior from Kids to Adults who Create Mobile-Apps and Little Robots Using Block-Programming

Felipe Moreno-Vera

Leonardo León-Vera

Juan Guizado-Vasquez

Michael Vera-Panez

pp. 671 - 677

Kinesthetic Perception, Physical Activity and on-Task Behavior in Thematic Learning

Eva Julianti P

Heni Widyaningsih

Mulyana

pp. 679 - 684

Nutritional Information Media for Elementary School Children: A Literature Review

Ambar Yoganingrum

Ratih Nurani Sumardi

Sanya Anda Lusiana

I Rai Ngardita

pp. 685 - 697

Instructional Scaffolding Through Zap the Gap Approach: Bridging Academic Achievement in Science for Students-at-Risk

Kristine Joan Barredo

pp. 699 - 706

- Social Inclusion: A Systemic Approach to Child's Well-being*
Manju Rajput
Ruchi Thakkar
pp. 707 - 722
- Exploring Leadership Characteristics of Public and Private High School Administrators in The Division of Malabon: A Comparative Analysis*
Marivic Basilio
Maximo Y. Muldong
pp. 723 - 732
- Beliefs, Attitudes, Challenges and Factors in The Implementation of The New Curriculum: Basis for a Curriculum Model*
Anecita Palacios
Aripa Masnar
pp. 733 - 747
- Essential Knowledge, Skills and Attitudes towards Sustainable Rural Tourism after a Decade of the Tsunami in Aceh*
Jane Teng
Afrida Yahya
pp. 749 - 759
- Thai University Students' Perceptions and Practices of Smartphone Use for English Language Learning*
Siriluck Wechsumangkalo
pp. 761 - 770
- Iliganon Myths and Folklores: Its Effect to Social Culture*
Joseph Michael Bentoy
Mitchel Garay
Gritchelyn Talisic
pp. 771 - 781
- The Role of Informal English Language Teaching in Childhood on English Knowledge and Attitude towards English Language in Adulthood*
Marzie Mobtada
Aliakbar Saif
pp. 783 - 792
- The Use of 'Kebudiluhuran' Aspect as a Curriculum Development in Budi Luhur University*
Bintarto Wicaksono
Nawiroh Vera
Haronas Kutanto
pp. 793 - 803
- Reading as a Problem Solving Task and Digital School*
Rosanna Tammaro
Concetta Ferrantino
Francesco Milito
Maria Tiso
pp. 805 - 812

- Exploring The Effective Dimensions Of Engaging Students in Contemporary Architecture Design Studios in Times Of Change*
Naima Iftikhar
Philip Crowther
Lindy Osborne Burton pp. 813 - 833
- Content Design of Virtual Game for Elementary School Students: Using Circle and Compound Graphics of Circle as an Example*
Shih-Ju Weng
Shwu-Ching Young pp. 835 - 840
- The Study on Teaching of Practice Skills in a Drum Set at Suan Sunandha Rajchapat University, Bangkok, in Thailand 4.0*
Rungkiat Siriwongsuwan pp. 841 - 851
- Status of Traditional Thai Music Education in Thai Universities*
Pongsilp Arunrat pp. 853 - 860
- Digital Technology Use of Teachers and Students and Their Perceptions of Technology Integration into English Curriculum in Thailand*
Pornnicha Weerakanto pp. 861 - 888
- Collaborative Assistive Technology in Mathematics Learning for Students with Special Needs*
Rou-Rou Sung
Shu-Wen Lin
Chien-Yu Lin pp. 889 - 898
- Manufactory: Promoting 3D Spatial Skills with Productive Failure and Educational Games*
Nana Tian
Vinayak Teoh Kanappan
Jeffrey Hong Yan Jack
Ayesha Fathima
Owen Noel Newton Fernando
Hock Soon Seah
Anupam Chattopadhyay pp. 899 - 919
- Improvement of Listening Skills of Thai Elementary Japanese Learners Using the Top-down Shadowing Approach*
Chinnawat Ninmote pp. 921 - 927
- The Context of Curator in the 21st Century: A Study at Museums in Bangkok Area*
Anantachai Aeka
Wimonchat Lerdkochasri pp. 929 - 935
- The Effects of Software Interaction Mode on Nominal Group Creativity in Online Classes*
Janejira Sutanonpaiboon pp. 937 - 948

- A Study on a Method of Integrating AR Markers into a Foreign Language Learning System for Task-based Activities*
Harumi Kashiwagi
Min Kang
Kazuhiro Ohtsuki pp. 949 - 957
- All On Screen: The Effects of Digitized Learning Activities on Increasing Learner Interest and Engagement in EFL Classroom*
Jaiake Ritthipruek pp. 959 - 968
- The Effectiveness of Gamification in Finance Education*
Lewis Teo Piaw Liew
Normala bt Jaya
Saripah Siti Zuliani Wan Abd. Rahman pp. 969 - 976
- Principal Leadership Practices, Teacher Morale and Performance of Elementary Schools*
Abegaile B. Brazil – Rodrigo pp. 977 - 985
- Some Challenges with Opportunities of Introducing International Baccalaureate Programmes into Japanese Schools*
Carol Inugai Dixon
Jun Kawaguchi pp. 987 - 994
- What are Missing on the English Teacher Preparation Programme at Japanese Universities in Terms of Pronunciation Instruction?*
Akihito Desaki pp. 995 - 1003
- The Dynamical System of Character Education in Indonesia*
Yulianto pp. 1005 -1021
- Eliciting Colloquial English Expressions in EFL Classrooms: Are Voice-Over Activities More Effective than Dubbing Activities?*
Mariko Takahashi pp. 1023 - 1038
- Understanding & Applying Character Education In Chemistry: A Case Study Of 10th Grade High School In Indonesia*
Ahmad Ma'ruf
Yulianto Yulianto pp. 1039 - 1042
- Student Ambiguity Tolerance as Predictor of Problem-Solving Ability in Mathematics*
Buela, Mabel S.
Joaquin, Ma. Nympha B. pp. 1043 - 1051
- Efficacy of Moodle Forum in Teaching and Learning*
Min Prasad Gurung
Rajan Kadel pp. 1053 - 1061

- Multilingual Education in Linguistically diverse Nepal: The Role of Mother-tongue based Education for Better Learning Outcomes*
Prem Singh Shintan
Elizabeth Cozens
pp. 1063 - 1072
- A Study of Satisfaction of Students Towards the Bachelor of Science in Medical and Public Health Secretary, College of Allied Health Sciences, Suan Sunandha Rajabhat University*
Jirawat Sudsawart
Phanee Rojanabenjakun
Pradapet Krutchangthong
Veena Chantarasompoch
Kullaphat Pochanakul
pp. 1073 - 1084
- Top Future Skills in Cross-Disciplinary Design Education*
Mike Oustamanolakis
pp. 1085 - 1098
- The Root of Spiritual Education: Chinese Culture's Guigu Spiritual Method*
Chen-Mei Li
Li-Yueh Chen
pp. 1099 - 1110
- Using Social Innovation to Implement Weixin Shengjiao Doctrine in Lifelong Education*
Li-Yueh Chen
Chen-Mei Li
pp. 1111 - 1120
- The Study of Clinical Observation of Acupuncture Therapy in the Treatment of Motor Aphasia after Cerebral Infarction*
Suwanna Hadsamad
Tawat Buranatawonsom
Orawan Sinpaiboonlert
Shen Pengfei
pp. 1121 - 1134
- Revolutionary Potential of Metaphors for English Language Teaching and Learning*
Irene Kusumawardani
pp. 1135 - 1145
- International Mindedness to Survive & Thrive: Challenges & Possibilities*
Shubha Koshy
Carol Inugai-Dixon
pp. 1147 - 1158
- Japanese English Language Education at the Preschool Level: Institutional Possibilities, Home Options and the Utilization of Both—Part 1*
Mikio Brooks
pp. 1159 - 1175

*The Satisfaction on Supportive Learning Materials of Students and
Lecturers of Medical and Public Health Secretary Program*

Veena Chantarasompoch

Jirawat Sudsawart

Kullaphat Pochanakul

pp. 1177 - 1190

Developing and Creating Multimedia for Learning Values of Thai Literature¹

Kittipong Phumpuang, Naresuan University, Thailand
Patcharin Buranakorn, Huachiewchalermprakit University, Thailand

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Abstract

This qualitative research aimed to creating efficient multimedia for learning values of Thai literature and producing it as an innovative media. Processes of developing the required media resulted from discussions of five scholars analyzing and sorting out effective ways of making the multimedia. Findings of the research were concluded as these: 1) contents of the media should focus on stories and values of the literature; and 2) storyboards showed clear details of the contents and emphasized on three main values of Thai literature, including aesthetic and social aspects and the moral. Six classical Thai literature selected for creating multimedia were: Niras Phukaotong; Pra Apaimanee; Lilit Talengpai; Mathana Phatha; Khunchang Khunpan; and Sam Kokh. Processes of developing the multimedia were: 1) writing scripts and drawing storyboards; 2) storyboards were checked by scholars; 3) reviewing storyboards; 4) discussions between content writers and media producers; 5) gathering of resources for media production, including drawing characters; video filming; games designing; animation cartoon making; graphic designing; collecting of related motion pictures, state performances, and television dramas for parts supporting; and sound making, including narrations, conversations, and prose and poetry chanting; 6) multimedia production of the six classical Thai literature; 7) reviewing of the multimedia by scholars; and 8) revising of the multimedia and the completion media as teaching materials for schools and universities.

Key words: developing; multimedia creating; learning values of Thai literature

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Introduction

The general challenge of teaching literature is the dried teaching method which creates boring learning. The teacher focuses on “story reading” by only memorizing the content according to the course. The learner thinks that the reading story is absurd and outdated and the learner has the bad attitude toward literature study. In addition, the teacher becomes guide leading to limitation or blockage of learner’s judgement. (Praphasri Seehaumphai.2007:35) The teachers trend to create learners’ stress and difficulty of literature reading. The teachers teach the learner to learn by heart about life and realize about nation’s culture and society. So after learning the literature, the learner should be able to adapt the knowledge and idea to their daily life. This teaching method is against the objectives and intention of the program which specify within Thai learning group because instead of loving the literature, the learner hates it. This is the crisis of teaching Thai literature which is struggling in the today society. (Phannarong Rattanachai. 2012:96-98)

As mentioned problem of teaching literature, if teacher ignore problem solving and let the literature more difficult and apart from new generation, the literature becomes the well-kept antiques only representing the flourish of language culture in the past without studying gratefully and seriously. So sorting out the efficient teaching strategy is the importation and urgent mission challenging all level of literature teachers.

National Education Act of B.E. 2542 (1999), section 4, code 22-23 and section 9 code 63-64 set the guideline of education management and technology that emphasizes the importance of developing teaching media and learning resources in order to improve the quality of learners and teachers (Department of Curriculum and Instruction Development, Ministry of Education. 2001: 99) To organize teaching with a variety of learning methods supports the learners to use the resources and medias as self-study and be able to link their knowledge systematically. Using the learning media that is appropriated to the learner’s capability and interest enhance the learner’s competency and success in learning. Therefore, it is necessary to use the media in Thai learning group.

In the modern information technology society where the advanced knowledge, and communication technology are unlimited. The technology is the key component that helps the learner learn and improve by using the learning media and various resources. The Master plan for information technology and communication for Ministry of Education 2011 – 2013 defines the second strategy to support the teaching with information and communication technologies to enhance the efficiency of education in Thailand. There are 4 measures that apply ICT in teaching in order to achieve the mentioned strategy which are 1) Improve the teaching format/methods in every level to apply ICT as the important component in teaching 2) Increase the quantity and quality of the learners to have higher ICT skills 3) promote the education in all levels applying ICT as teaching tools 4) develop the teaching media and contend in term of quantity and quality. (Information and Communication Technology Center, Office of the Permanent Secretary, Ministry of Education. 2010: online)

To organize the Thai teaching activities in accordance to its master plan, it is necessary to use Information and Communication Technology (ICT) and educational

technology to support Thai education management. Information Technology and Communication (ICT) is comprised of key technologies such as computer technology and communication technology. It can be applied in a variety of teaching and learning styles, such as Computer Assisted Instruction (CAI), Web Based Instruction (WBI), learning through electronic and Internet (e-learning), called as e-Learning (Electronic Learning) and Mobile Learning (m-Learning), etc.

The use of information technology in teaching and learning is applied in various forms according to the suitability of each subject. The popular technology in teaching and learning is multimedia which use computers and the software programs to convey the message through variety of multimedia such as colorful text, graphics, animation, audio and video. When the user is able to control the media to present as desired, this system is called multimedia interaction. With the multimedia interaction, the user is able to manage through keyboard, mouse, pointer, etc.

(Palin Piriyasurawong. 1999: 12) So the lesson in multimedia combines the multiple Medias to present various information including text, still images, animations, narratives, and music with interaction which make the lesson presented through the multimedia more livelily.

The lessons through multimedia is considered as one of important media because the learners are able to interact and respond immediately. The multimedia presented with motion, voice and illustration motivates the learning and more interest in lesson content. Therefore, the learners achieve the targeted learning objective. Another advantage of the lesson presented through multimedia is that it can be applied to anyone. Some lessons are created to interact with different level of the learners because the lesson through multimedia focuses on self-study and the learners have to use their on ability to understand the lessons. Therefore, designing the lesson in multimedia is so important that the producer has to design according to content and learning objectives. Thai literature learning has various content and aims to stimulate the reader to appreciate the value of Thai literature on human life as aesthetic, social aspect and the morals. So if the subject of Thai literature learning is developed as a lesson through multimedia, these lessons will deeply affect Thai literature learning. In addition, they can motivate the learner to become more aware of the value of Thai literature on human life in three aspects efficiently.

Based on mentioned importance of this, the researcher develops the learning values of Thai literature through multimedia in order to sort out how to manage Thai learning literature to provoke more interest in learning values of Thai literature according to its objective. This study is to find out how to develop the learning values of Thai literature through multimedia according to its learner's requirement in order to support their learning value of Thai literature profoundly.

In addition, the research will find out how the development of the learning values of Thai literature through multimedia effect to Thai literature's learners.

Objectives

To sort out how to create the learning values of Thai literature through multimedia
To develop and produce the multimedia for the learning values of Thai literature

Population and Sample

1. Population and sample for objective 1

1.1 Population is the scholars in teaching Thai literature in university education holding the academic position of assistance professor or higher level and Ph.D.

1.2 Sample consists of five scholars in teaching Thai literature in different universities holding the academic position of assistant professor or higher level and Ph.D.

2. Population and sample for objective 2

2.1 Population is the scholars in educational technology in university education holding the academic position of assistance professor or higher level and Ph.D.

2.2 Sample consists of three scholars in teaching Thai literature in different universities holding the academic position of assistant professor or higher level and Ph.D.

Research Tools

Questions used in the discussion of the scholar to brainstorm the opinion on the development of learning values of Thai literature through multimedia in 8 topics.

Assessment of the multimedia's storyboard for learning values of Thai literature

Assessment of the multimedia for learning values of Thai literature

Research Processes

1) Step 1 (to reflect objective 1)

The research organizes the group discussion among the scholars regarding to the development of learning values of Thai literature through multimedia to provoke the learner's interest to be capable to learn the literature's philosophies and values profoundly. There are three group discussions among scholars and taking six hours per time in following topics:

First Discussion: the scholars discuss on the challenges in teaching Thai literature according to the survey in step 1 to conclude the solution in Thai literature teaching

Second Discussion: the scholars select 6 Thai literatures and discuss on their values which must be taught to learners in order to create truly the learning values of Thai literature.

Third Discussion: the scholars discuss on 6 literatures to sort out the development of learning values of Thai literature through multimedia. The scholars present key content and multimedia presentation strategy.

2) Step 2 (to reflect objective 2)

2.1 The researcher creates the storyboard multimedia for learning values of Thai literature according to the guideline of the development of learning values of Thai literature through multimedia.

2.2 The researcher presents the storyboard of learning values of Thai literature to the scholars' consideration, recommendation and quality assessment.

2.3 The researcher corrects the storyboard of learning values of Thai literature according to the scholars' recommendation until completion.

2.4 The Researcher produces the multimedia for learning values of Thai literature according to the storyboard.

2.5 The researcher presents the multimedia for learning values of Thai literature to the scholars for their consideration, recommendation and quality assessment.

2.6 The researcher corrects the multimedia for learning values of Thai literature according to the scholars' recommendation until completion and readiness to apply to Thai literature teaching classes.

Research Results

1. Guideline for managing the learning values of Thai literature through multimedia

The researcher invites five scholars in teaching Thai literature to the group discussion: Assoc. Prof. Maneepin Phromsuthirak, Ph.D, retired, Faculty of Arts, Silpakorn University

Assoc. Prof. Thida Mosikrat, Faculty of Liberal Arts, Huachiem Chalermprakiet University

Assoc. Prof. Somporn Ruamsuk, Faculty of Education, Silapakorn University

Assist. Prof. Somkiat Khuthaweekul, Faculty of Humanities, Srinakharinwirot University

Assist. Prof. Mookda Liplap, Faculty of Humanities, Phranakorn Rajabhat University

The researcher organizes the three group discussions among scholars to brainstorm on the development the learning values of Thai literature through multimedia by setting 8 discussion topics according to approved tools.

The results of the discussion were as follows. The scholars recommended that literature study's important values were aesthetic value. The aesthetics in literature is the presentation and use of the language. In tern of language usage, the researcher has to make the learner understand the meaning and be able to select the right word for example; ant represents the diligence, etc. For Social and cultures, the researcher has to find how to focus on the content, life experience in literature which the learners are able to apply to their daily life. Lastly, the scholars questioned about the morals if there is any life experience in literature which is applicable.

To select the content for multimedia, it has to cut some or add some for the benefit of the most learner. In the storyboard, the content should consist of narrative, analysis, synthesis of the exercise. The content should have sample and stimulation by language usage for example, questioning, using references to present the values. In Vessantara Jataka, the student told that Vessantara was the bad father because the learner did not understand the key message of this story. The teacher could change by referring the poem to explain or raising the questions by correct guideline of the correct answer but not to block their idea. To create the content, the researcher has to

think of the values of each story and how it can be introduced. The teacher is able to analyze, guide and use the word to present how important story and character are.

Producing the multimedia must support the learner to see the values and the teacher must tell the students by giving example. It can combine the existing dramas and then make as the comic. The multimedia about the literature should promote self-study. The multimedia should attract the learner to follow maybe by using game in different challenge to introducing the story. As children like comics, the comic characters should present the values in the multimedia. The researcher must think which values and how to introduce the values according to literature.

To produce the multimedia, there are teaching tools, narration, game to analyze, different format in the stories to introduce the morals. In addition, it should include analysis and synthesis in different aspects. The multimedia can also be in mind mapping format to teach the learner in memorizing and thinking systematically. The content is the summarized story with colorful picture that allow the learner to think systematically with mind mapping. The children has the liberty to think in filling word. They will answer broadly what the value of the literature are. There are stimulator and leader. Two Medias used in teaching are 1) illustration presenting the interesting narration, 2) introducing the content by characters or comic, conversation should be short.

The Cognitive Domain should be measured by examination, exercise, project and the Affective Domain should be measure by observation such as reading manner, listening and watching manner. It should measure the content from the media by asking the learners how they like the selected stories and if the stories are useful and if the learner get any values from the stories.

In conclusion, producing the multimedia for Thai literature should begin from selecting the stories suitable for learners and course, then creating the storyboard. The content of literature remains in communicate the aesthetic, social and moral aspects as per each literature's content.

According to the scholars' recommendation, it have to focus on thinking skill of the learner. The success factor in multimedia for Thai literature is that the multimedia making the Thai literature lively on computer due to its modern technology and being right to the learner's interest.

The scholars has selected 6 literatures to be produced in multimedia as follows:

- 1) 2 stories for Middle School level: Niras Phukaotong and Pra Apaimanee
- 2) 2 stories for High School level: Lilit Talengpai and Mathana Phatha
- 3) 2 stories for University level: Khunchang Khunpan and Sangthong

The Scholar committee recommended that creating the multimedia should be done in accordance of time. During teaching, there is the teaching plan with rough topics and content. For convenience of making the storyboard, the content, activities and literary should be divided as chapters. Medias and activities should be related to the content and set objectives. To create the multimedia for six Thai literatures should present content, characters (if any), aesthetic, social and moral aspects and these three values should be measurable.

2. Developing and creating the multimedia for learning values of Thai literatures

2.1 Developing and creating the storyboard of multimedia for learning values of Thai literatures

2.1.1 The researcher uses the development guideline of the learning values of Thai literature through multimedia to create the storyboard of 6 literatures by meeting with 3 storyboard writers (2 stories each). The storyboard writers are the expert with experiences in teaching Thai and educational technology.

2.1.2 The researcher presents the storyboard of multimedia for learning values of six Thai literatures to three scholars for recommendation and quality assessment. The result of the quality assessment of the storyboard of multimedia for learning values of Thai literatures finds that:

Assessment Description	St or y 1	St or y 2	St or y 3	St or y 4	St or y 5	St or y 6	Aver age
1. Content							
1. Analysis of the content from Thai literatures	4.67	4.67	4.67	5.00	4.33	4.67	4.67
1.2 Presentation of the concept and content of Thai literatures	4.67	4.33	4.67	4.67	4.33	4.33	4.50
1.3 Presentation of the storyline interrelated throughout the story	4.67	4.33	4.33	5.00	4.33	4.67	4.56
1.4 Presentation of three values in Thai literatures.	4.33	4.33	4.33	4.67	4.33	4.67	4.44
2. Use of Language							
2.1 Use language following Thai language principle	4.00	4.33	4.67	4.33	4.67	4.67	4.45
2.2 Use the polite language according to language level used in mass media	4.00	4.67	4.67	4.67	4.67	4.67	4.56
2.3 Use the modern and interesting writing strategy in description and conversation.	4.67	4.33	4.33	4.67	4.67	4.33	4.50
3. Presentation Technique							
3.1 Design of angle, shooting technique and film locations	4.67	4.33	4.67	4.33	4.00	4.33	4.39
3.2 Design of narrative sound, interview and background music	4.67	4.67	5.00	4.67	4.33	5.00	4.72
3.3 Creativity, fresh idea, beautiful and adaptation in filming	4.67	4.67	5.00	4.67	4.00	5.00	4.67
Average in all areas	4.50	4.47	4.63	4.67	4.37	4.63	4.55

2.1.3 The researcher corrects the multimedia for learning values of Thai literatures according to the scholars' guideline until completion

2.1.4 The researcher produces the multimedia for learning values of Thai literature by meeting on its content with Development and production of multimedia in order to collect the resource to create resource for the multimedia for learning values of six Thai literature. The details of the implementation of multimedia for each story as follows:

1) The format and production techniques of multimedia for 6 Thai literatures

1.1) Niras Phukaotong

Niras Phukaotong is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and the interaction creator program to present the story and the content of the itinerary according to Niras Phukaotong such as create the map on multimedia from Bangkok to Ayutthaya by Chao Phraya river and create matching games for exercises, etc.

1.2) Pra Apaimanee

Pra Apaimanee is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. Video presentation of Phra Apaimanee is presented by the MC (Sinsamutr) at Wax museum at Nakorn prathom province to present the story of Pra Apaimanee. Matching game also added as exercise.

1.3) Lilit Talengpai

Lilit Talenpai is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It includes the comic video about Naresuan the Great (with permission of the producer) to tell the story and content of Lilit Talengpai. Multiple-choice exercise and a subjective exercise are also created for Lilit Talengpai.

1.4) Mathana Phatha

Mathana Phatha is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It include the video of stage play “Mathana Phatha” (with permission of the producer) to present the story and content of Mathana Phatha. Moreover; multiple-choice exercise and a subjective exercise are also created for Lilit Talengpai.

1.5) Khunchang Khunpan

Khunchang Khunpan is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It includes the movie “Khun pan: Wantong was executed” (with permission from the producer). In addition, there is the video of Khunchang khun pan’s insight by MC in Thai - central traditional dress at Thai traditional house in Suphanburi province to present the story and content of Khunchang Khunpan. Besides, multiple-choice exercise and a subjective exercise are also added.

1.6) Sangtong

Sangtong is presented in text, graphic, animation, photos, motion pictures, video, recorded rhythm narration, recorded narration, recorded background sound by visual and audio computer program such as Photoshop, video editor program, mixed sound program and animation creator program, etc. Then, it processes the multimedia with flash animation and create the interaction with the lesson. It also edits the comic video “Sangtong” (with permission of producer) to present the story and content of Sangtong. In addition, multiple-choice exercise and a subjective exercise are also included.

2) The barriers of producing the multimedia for Thai literature

2.1) To pursue the computer technicians who are able to apply the approved storyboard and content of Thai literature in multimedia in limited time and budget. It requires the technician who has the basic knowledge in Thai literature and education management with assistance of the researcher and assistant researcher.

2.2) Time consumes in collecting raw material. To avoid the Intellectual Property Violation, video, motion picture, comic and characters need to be newly made for example; drawing characters, drawing the event in the literature, traveling to the scene for filming. For comic videos, movie videos and background music, it requires the official letter to request permission of usage. Moreover; to record the narration and rhythm, the reader need to be well-trained before appointment. Raw material in each literature is very detailed and takes a lot of time to prepare and procure. Therefore it caused the delay than the plan.

2.1.5 The researcher present the multimedia for learning value of Thai literature to three scholars for consideration, recommendation and quality assessment.

The quality assessment of multimedia for the learning values of Thai literature are follows:

Assessment Description	St or y 1	St or y 2	St or y 3	Stor y 4	Sto ry 5	St or y 6	Ave rage
1. Content							
1.1 Multimedia content follows the academic principles	4.6 7	4.3 3	4.3 3	4.6 7	5	4.6 7	4.61
1.2 Multimedia content follows its objective	4	4.3 3	4.6 7	4.6 7	4.3 3	4.3 3	4.39
1.3 Multimedia content's difficulty suitable to media receiver	4.6 7	4.6 7	5	4.3 3	4.6 7	4.3 3	4.61
2. Language							
2.1 Use language following Thai language principle	4	4.6 7	4.3 3	4.3 3	4.6 7	4.3 3	4.39
2.2 Use polite language suitable to media receiver	4.6 7	4.3 3	4	4.6 7	4.3 3	4.3 3	4.39
3. Presentation techniques							
3.1 Design is easy to understand and communicate to the point	4.3 3	4.3 3	4	4.3 3	4.3 3	4.6 7	4.33
3.2 There are graphic technique, size, color and font that make the media easy to read	4.6 7	5	5	4.3 3	4.3 3	4.3 3	4.61
3.3 Quality of narrative sound, music: clear and interesting to pursue	4.6 7	5	4.3 3	4.3 3	4.6 7	4.6 7	4.61
4. Creativity							
4.1 There are creativity to make different, beautiful and creative.	4.6 7	4.6 7	4.3 3	4.6 7	4.3 3	4.3 3	4.50
4.2 There are presentation techniques and useful	4.6 7	5	4.3 3	4.3 3	4.6 7	4.6 7	4.61
Average in all aspects	4.5 0	4.6 3	4.4 3	4.4 7	4.5 3	4.4 7	4.51

2.1.6 The researcher corrects the multimedia for the learning value of Thai literature according to the scholars' recommendation until completion and readiness to be implemented in teaching Thai literature to students. There are the condition to the success of producing multimedia for Thai literature as follows:

1) The factor that contributed to the successful development of Thai literature were: Multimedia is a tool making Thai literature lessons live on computer media due to its modernization and meeting learner's interest.

2) The factor that contributed to the successful development of Thai literature were: these tree experts have given the importance in storyboard and content of six Thai literatures. They have reviewed and given the suggestion in details to create the multimedia that can develop the learners in aesthetics, social and morals profoundly according to the concept of six Thai literatures.

Result Explanation

Research result concludes that the knowledge from scholars' brainstorming discussion is that to present Thai literature with multimedia, it should well create with modern technology according to learner's interest in order to communicate the knowledge in Thai literature and make the learners understand and realize the values of Thai literature in 3 aspects truly. Thai literature is Thai's intellectual treasures which worth to Thai youth to learn in deep the values of Thai literature by adapting the teaching according to learner's date. The result form the scholars' discussion is to create the multimedia for 6 Thai literatures, it is to present the content, characters (if any) aesthetics, social and morals aspects and the values in three aspects in six Thai literatures should be measured. Producing the multimedia for six Thai literatures by focusing on Thai literature's learning values in aesthetic, social and morals, Thai teachers in high school and university receive teaching tools following to Thai literature course: the students know and realize Thai literature's values in aesthetic, social and morals which are the key of learning Thai literature, Thai's worthy legacy; and being the media arousing student's interest more in Thai literature. In tern of multimedia production and presentation technique, 6 multimedia Thai literatures are presented in drawing image, drawing character, video, game, animation, motion picture, graphic, inserting movie, play and TV drama in multimedia, using recorded narration, conversation and rhythm reading. The research result is in line with the concept of Sujit Peanchop and Saijai Intarumphun (1992: 230 – 238) saying that Thai literature is Thailand's cultural heritage. The teaching of Thai literature should emphasize the students appreciated in the value of literature and try to maintain this legacy to stay forever and should use the suitable teaching materials with worth result. In addition, it is also related to the research in applying technology in teaching Thai literature by various scholars such as Songrit Chimmode (2010) who studied on comparison of learning achievement by six thinking hat method and general teaching with computer's lesson in Samkok: Guan Yu works with Cao Cao in Matthayom 6, Pimnicha Prommjnot (2010) studying on Lesson development in assistance of computer: Thai learning group Traiphumpruang: Manussaphum in Mattayom 6, Piyorot Mahathunpoka (2007) researching on the development of computer multimedia lessons. "Ramayana" Thai learning group for the third level students. All the research results showed that the students had better learning achievement and the attitude towards Thai literature improved after learning Thai literature in the form of technology media. It is because technology media has encouraged students more interested in lessons. But it is due to content of Thai literature being an inherently valuable asset to humanity. Therefore, the introduction of Thai literature combined with multimedia using various technological techniques can well convey the message, stories and values to the new generation.

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Contact email: kittipongp@nu.ac.th,
patcharinburanakorn@gmail.com