10th International Research Conference on Education, Language and Literature

IRCEELT

CONFERENCES

Book of Abstracts

May 1-2, 2020
Tbilisi, Georgia

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THE 10th INTERNATIONAL RESEARCH CONFERENCE

ON EDUCATION, LANGUAGE AND LITERATURE

მეათე საერთაშორისო კვლევითი კონფერენცია განათლების, ენისა და ლიტერატურის საკითხებზე

IRCEELT-2020

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Dear Colleagues;

Welcome to the 10th International research Conference on Education, Language and Literature (IRCEELT 2019)

The aim of the conference is to bring together researchers, practitioners and policy makers to discuss issues, tackle challenges, develop professionally, share opinions, find solutions and explore opportunities in the areas of education. The conference will serve the purpose of promoting a tight link between theory and practice and explore different perspectives on the application of research findings into practice.

There are over 250 participants, experienced and well-known teachers, professors and educators from 27 different countries, such as Algeria, Armenia, Australia, Azerbaijan, France, Georgia, Greece, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Israel, Latvia, Lithuania, Nigeria, Oman, Pakistan, Palestine, Russian Federation, Saudi Arabia, Slovakia, South Korea, Thailand, Turkey, and USA.

The working language for the conference is English. Possible topics might include, but are not limited to:

History of education	Distance Education
Philosophy of education	Computer-Assisted Teaching
Methods of teaching languages	Basic ethical values in education (Environment, cleaning, etc.)
Classroom management	
Education management	Arts Education
Educational psychology	Material Development in Language Teaching and education
Language education	Nursery Education, Pre-school Education
Intercultural Education	Human Resources in Education
Language teacher education	Innovations and effective practices in education and language teaching
Language curriculum development	
Language teaching methodology	Language and culture
Educational Planning	English, American and other literatures in English
Linguistics	Language testing and assessment
Primary School Education	Language program evaluation
Environmental Education	English for specific purposes
Material Development in Language Teaching and education	Independent / Autonomous Learning
Educational Technology	Mathematics Education
Innovation in language teaching and learning	Measurement and Evaluation in Education
Motivation and Language Teaching	Science Education
Foreign Language Teaching	Special Education
Vocational Education	Mobile Learning, Multi-cultural Education
College and Higher Education	Life Long Learning
Curriculum and Instruction	Guidance and Counseling
Other New Trends in Education Related Topics	

Prof. Dr. Natela Doghonadze

General Coordinator of IRCEELT Conferences

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KEYNOTE SPEECHES

A Modular Approach for the Systematic Development of 2nd Language Vocabulary

Prof. Dr. Charles Browne

Professor of Applied Linguistics and TESOL, Meiji Gakuin University, Tokyo Japan

This presentation will briefly introduce 5 open-source, corpus-derived high frequency vocabulary word lists that the presenter helped to create for second language learners of English, and then move on to introduce a large and growing number of free, pedagogically-driven online tools apps and resources for helping to utilize these lists for teaching, learning, assessment, materials creation as well as research and analysis. The tools include interactive flashcards, diagnostic tests, games, vocabulary profiling apps, text creation tools, and more. Each word list offers extremely high coverage (92% or higher) of language in that genre and includes lists for general daily English (New General Service List or NGSL), spoken English (New General Service List-Spoken or NGSL-S), academic English (New Academic Word List or NAWL), business English (Business Service List or BSL), TOEIC English (TOEIC Service List or TSL).. Most lists were developed in a modular approach so they can be efficiently mixed and matched to meet a broad range of academic needs.

Cultures of Learning in The Classroom – On Challenges of Teaching Multicultural Classes

Prof. Dr. Jarosław Krajka

Maria Curie-Skłodowska University, Lublin, Poland

Globalization, increasing European and international integration, as well as other social processes have resulted in some degree of uniformity of educational approaches. Methods, concepts and procedures proposed in one part of the world are often promoted as universally applicable in many others. This has been the case with foreign language education, where the Communicative Approaches, learner-centered education, learner autonomy or alternative assessment, which all originated in Western Europe as pillars of contemporary European language policy, have been transplanted to almost all corners of the world. However, educational solutions proposed in one culture do not have to match the style of learning preferred in another. The so-called cultures of learning, certain sets of beliefs about how teaching and learning may proceed, what roles teachers and learners should play, what procedures and materials might be most effective, are becoming a more and more important phenomenon of global education. Diversity of education, rather than its McDonaldisation, should be targeted at in order to respect local educational ecologies.

How viral is distance learning?

Natela Doghonadze

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By distance learning, we understand an educational situation in which a teacher and his/her students are not placed in one physical environment. It is characterized by both advantages and challenges, and, correspondingly, in normal situations is used by adults for additional education or at any level /age in combination with traditional face-to-face education. The goal of this paper is to assess how ready we turned out to be involuntary, caused by an extreme situation of coronavirus, switching over to distance learning. The article presents six cases – Georgian, UK, Nigerian,, Iraqi, Ukrainian, and Azerbaijani - as well as some views of educators from several other countries. Although the samples were not representative by number of the research populations, the conclusion made is that the trend is that we (at least, in many countries, or many of us) are still rather far from ready to carry out so often declared and advertised distance learning with optimal efficiency and much work is needed to be able to switch to high-quality distance education.

ABSTRACTS

Plural Noun Forms in Written Communication of English for Academic Purposes Students in a Second Language Context

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The paper investigates the use of plural noun forms in written communication of students of English for Academic Purposes (EAP) programme at the University of Agriculture, Makurdi, Nigeria. Specifically, the study determines the extent to which the students' written plurals conform to and deviate from standard English usage. A structural grammar description of English number system provides the linguistic guide for discrimination of wrong plural forms in the students' expressions. The model is, also, used to construct a linguistic competence instrument for data collection. One hundred undergraduates were sampled from the university to participate in the study as subjects. Simple percentage and mean scores were employed for data analysis. The results prove, on the aggregate, that the students are weak in formation of plural noun forms. In particular, while the students have less difficulty with the formation of plurals of regular nouns, their written plural forms for compound words, numeric figures, letters of the alphabet, forms of addresses, irregular and foreign nouns deviate significantly from standard English forms. English language teaching, particularly at the level of English for Academic Purposes, it is recommended, should expose learners adequately to standard English patterns of plural inflections in English usage to enable students gain foundational and functional linguistic competence for effective communication.

Personality Traits of Contemporary Students who are Studying Hospitality Management

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In today's business world, in addition to qualifying requirements or professional experience, significant emphasis is placed on personal traits. It is important for every company or job sector, and also for the hospitality sector, what kind of employees work and what kind of person enter the labor market in the future. Researchers emphasize the importance of motivation and self-motivation, communication, collaboration and teamwork ability, initiative, activity and responsibility, among others. This presentation is based on an analysis of the personal characteristics of students who are studying in the hospitality sector. The data of research is used to predict which individuals will come to work in the hospitality sector, as well as to properly model the educational process while still in college to meet future societal challenges.

Using Technology (IWB, mobile technologies and e-learning) for Providing Formative Assessment and Enhancing Student Motivation

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The Interactive Whiteboard has become standard equipment of language classrooms in many countries, including Poland. E-learning, on the other hand, as part of the modern electronic educational technology, has revolutionized learning, particularly at the tertiary education level. Both play profound roles as educational aids. The paper investigates the application of Smart Board and Moodle platform tools in teaching students - pre-service teachers of foreign languages (particularly English) - and learners with different educational needs and styles. It focuses on the design of IT-based materials and their adaptation for the IWB and

Moodle-platform-based usage, learners' motivation, individualization of teaching, teacher training, class management issues, provision of formative assessment as well as possible problems and alternative solutions. The case study will discuss the effectiveness and limitations of IT-based activities on the example of the classes conducted in the English Department and Postgraduate diploma studies in TEFL at SWPS University in Warsaw, Poland.

Public Speaking: Challenges and Benefits

Ana Gadakhabadze

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Getting education is an endless process, and as the society develops, they need more tools and ways to get to know new facts and make new findings with the help of modern methods. Foreign language is not an exception in this perspective. Teaching and learning a language is a lively procedure and every time a new person touches it new ways and ideas are born. Unlike in the past, nowadays ESL teachers have plenty of resources, ideas and facilities to deliver a good lesson. However, students' development is much faster compared to the previous decades and their expectations and demands are higher. Students strive for more authenticity, autonomy and real life cases in their learning procedure which in its own implies close connection to the rest of the world and correspondingly good command of communicative competence. When speaking of communicative competence, we cannot avoid mentioning public speaking skill, one of the vital skills in today's era. Despite the fact that in recent decades public speaking has become a really popular and trendy way of introducing new ideas and perspectives in educational field, it still remains a problem for university students. The paper and the research aim at revealing the reasons of public speaking fear and finding solutions to the problems connected to it.

Specifics of Translating Online News Headlines from Georgian into English

Ana Gigauri

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The article deals with the translation of online news headlines from Georgian into English. The process of globalization has brought different nations together. These circumstances have increased the demand for information. It needs to be delivered to readers quickly. Translators have to act appropriately and rapidly translate online news. Headlines play an important role in attracting readers' attention. Hence, it is of key importance to translate them in a proper way. The following study aims to find out the characteristic features of translation of online news headlines from Georgian into English. The corpus that is analyzed in the article is retrieved from online articles. Particular attention is paid to grammatical and lexical transformations that are implemented during translation. The article also pays attention to possible reasons that may affect the online news translation.

Do popular students ("stars") have good quality friendships? The connection between quality friendships and the sociometric status of pupils

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Popularity and friendship are two different social experiences, linked to one another. It may be presumed that popular students have more quality friendships because they have more possibilities to make friends, but popularity does not necessarily imply quality friendships. The starting point for this study was the *Bukowski and Hoza* model of peer relationships, which distinguishes two levels: popularity and friendship. The first defines a one-way structure (group orientated), the expression of the relationship

of peers towards an individual student, whilst the level of friendship indicates a two-way, mutual relationship, as a reflection of the positive experience between two students. The definition of popularity in the classroom hierarchy includes popular, unpopular and moderately popular students, categorized according to the socio-metric index: popular, rejected, neglected, average and controversial. The friendship dimensions are analyzed on the basis of four factors of quality: intimacy, emphasizing self-worth, spending free time together, and protection. A student's popularity was established by affective sociometry. Students expressed their level of attraction to each member of their class. A judge-mental sociometry technique was used with a five-point numerical scale to measure affective popularity. 312 sixth and seventh-grade students took part in the research. It was shown that popular students received the highest scores in terms of intimacy, emphasis of self-worth, and protection, whilst spending quality free time together was not emphasized more than with unpopular, moderately popular and controversial students. Despite the high scores in the dimensions of friendship quality represented here, one-way analysis of variance (ANOVA) and the relevant post-hoc tests, failed to establish any statistically significant difference between popular students ("stars") and other students.

The socio-metric status of foreign language speaking students in the classroom hierarchy - an example from the Centre for Foreign Language Speakers in Zagreb

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Foreign language speakers face many challenges when joining an educational system. Successful inclusion of these students depends on many factors, both linguistic and non-linguistic. This study focused on the non-linguistic factors, primarily social and affective aspects. Peer relationships and a feeling of acceptance within the class play a major role in the adaptation of foreign language speakers to their new environment, and their personal development. Positive peer relationships and acceptance help foreign language speakers develop a positive attitude towards the language they are learning, and towards the society where that language is spoken. The empirical part of the study involved a mixed (quantitative-qualitative) research method. An explanatory sequential design was used, collecting data using a quantitative and then a qualitative method. The responses to the first research question, regarding the sociometric status of pupils in the class hierarchy were quantitative, using an affective sociometry questionnaire. The status of acceptance or rejection of foreign language speaking students within the class was defined on the basis of a numerical scale. To gain a better understanding of the qualitative results of the research, a qualitative method was used, using a semi-structured interview with foreign language speaking students. The responses to the second research question were based on self-evaluation of sociometry, where the subjects of the research assessed their own status and their experience of themselves within the class hierarchy. The results obtained and the examples of good practice of inclusion of foreign language students in the teaching process in Croatian may help prevent emotional and behavioural problems related to the difficulties in inclusion of foreign language speaking students in education.

Impact of Learning Management System on Pre-Service Teachers' Learning Outcomes in Spoken English: The College of Education Project

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The study investigated the impact of the Learning Management System (LMS) on the learning outcomes of pre-service English language teachers in colleges of education in Southwest Nigeria. The study sought out to ascertain the feasibility of adopting E-

learning as a panacea for dwindling proficiency in spoken English skills of college undergraduates. The study adopted pre-test - post-test experimental design. The population consisted of undergraduates studying English as a double major in colleges of education in Nigeria. The sample comprised 300 pre-service teachers randomly selected from two Southwest colleges of education. The experimental group and control group comprised 150 participants each. Four hypotheses were generated for the study. A Spoken English Achievement Test (SEAT), online quiz features of SEAT and a lesson guide for the experiment were the instruments used for the study. Test-retest technique was used to determine the instrument's reliability with a coefficient value of 0.74. The duration of the study was six weeks. The descriptive and inferential statistics SPSS 20 was used for data analysis. The findings revealed a significant effect of LMS resource and activity features on pre-service teachers' learning outcomes. Based on the findings of the study, it was recommended among others that pre-service teachers and teacher trainers should be trained and retrained respectively in the utilization of interactive e-learning features.

The Impact of Teaching Civic and Tech through English Language on Teachers' Professional Development

Ekaterina Pipia

International Black Sea University

The presented paper outlines the impact of 'Civic and Tech through English Language' (CTEL II) trainings on teachers' professional development. The project has been funded by US State department in collaboration with PH International and Georgetown University. Schools from Tbilisi, Rustavi and Kutaisi participate in the sessions and intend to implement integrated teaching methods through the schools of Georgia. Civics, ICT and English teachers attend five modules throughout the year, which are followed by the classroom observations. The study findings are twofold: instructional teams' observations on teachers' progress throughout the modules, classroom observations and teachers' perception of their own development in the real classroom settings.

Role of University Management in Attraction and Retention of International Students (Case of Tbilisi State Medical University and International Black Sea University)

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Positive educational experiences are mostly dependent on academic experiences, however non-academic services also play a crucial role in attraction and retention of international students. Not all the international students are the same, they differ in academic preparedness, financial resources and expectations. Higher Education Institutions all over the world set range of strategies in order to affectively identify and understand the segments and expectations of overseas students. Georgia seems attractive for international students for various reasons. The growth of overseas students in Georgan Higher Education Institutions has started several years ago and has already created a cluster of international alumni in various parts of the world. International students have created Georgian Higher Education sector more attractive for the students from different countries and accumulated economic benefit not only for universities but for the society and country generally. As a consequence, the attraction and retention process of overseas students became a core goal for not only the Higher Education Sector but for the government as well. The research is concentrated on the strategies, role of management and leadership in the process of attraction and retention of international students, the role of moderator companies and general approaches of Georgian government and policy makers toward the increase of internationalization process in Georgian Higher Education Institutions.

Practical Usage of Corpora Linguistics in the Classroom

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There are a myriad of methods and approaches implemented to teach English as a second language, but the process is mostly carried out through the materials from textbooks meant for teaching English as a second language. Very often the materials and their representation do not coincide with students' needs and the specifics of their first language/mother tongue, which, in its turn, has a determining role in the process of learning a foreign language. For teachers, to analyse the specifics of their students' first language in the light of the target language, it is important to have some data at hand, aka corpora, to draw some conclusions and make use of the results. Corpora studies have gained much attention recently. The results obtained from the research serve mainly the purpose of giving some statistical data, which is very often used in the design of dictionaries and in textbooks. The aim of the study is to shed light on the practical side of the data elicited from the corpora research and to come up with means as how to incorporate the data in the classroom. It is worth mentioning that both native learners' corpora and foreign learners' corpora can serve the same purpose- they provide a robust base on which every instructor can construct their syllabus. This will also facilitate the process of fitting the teaching material to students' needs, as the data analysis provides information on the usage patterns of foreign learners of the English language. The main focus of this paper is impersonal passive construction, its usages and means to help learners of English to retain those constructions and make them part and parcel of their speech.

Peer-group support in responding to teachers' professional situations: My way or your way?

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When teachers get together, a myriad of topics crop up during their encounters, some related to their personal, and some to their professional lives. In this study, our concern is certainly not the topics that reflect their personal lives; rather we are most curious about debated academic issues that concern themselves as professionals, their students, and the administration for which they try to fulfill their duties. Therefore, we designed an open-ended questionnaire and conducted interviews requesting from teachers to reflect on and write/talk about most, non-personal, topics they would usually discuss with their colleagues in and outside their institutions, and whether such discussions led to resolution of some matters, which would otherwise might have been too difficult to tackle by one person only. Based on peer-group counseling principles, this investigation aimed to highlight the significance of peer-group-discussions presumed to lead to awareness of one's potentials and capabilities in resolving problems. The data, collected from primary, high school and university teachers in Adana, Turkey, demonstrates that the majority of teachers believed that the group and administrative support received proved to be useful to some extent. Discussions did also raise awareness regarding some academic issues; however, in the end, each teacher stuck to their beliefs and did embrace their own customized, individual style in approaching situations in their classes. The findings of this investigation thus suggest that, although change is inevitable in all organisms, it is, however, rather hard to translate it into action, particularly from the pre-set minds of most professionals.

The School Will Not Go Back to What It Was - It Must Not Be Teacher Narratives in the Corona Days with Regards to Distance Learning.

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This study seeks to trace through semi-structured interviews what the attitudes are toward teaching from a distance among teachers. We questioned this topic from the first days of the crisis (break-in phase) through the consolidation of distance learning (the reorganization phase - after two weeks), to the thoughts and insight for the day after the Corona (the third phase) .On the day the schools were closed, the Ministry of Education, Science, Culture and Sports decided to pull out an emergency plan that was kept for war and crisis times. This is the rainy day that we have prepared ourselves for long hours of study using online tools. We were well-organized according to the plan. The country was divided into fifteen provinces and what's -up groups. We introduced each group partner to a leading cadre who formulated the national policy at evening meetings and communicated with his community. During the first two weeks, there was a stubborn attempt to hold all the lessons in their original schedule and timeframe. After the first week, we realized that the media is new, but the teaching remains fossilized. After the second week teachers were empty, exhausted with the insight that we must teach differently, or this is not going to work. In the next two weeks - what we call the reorganization phase - the lessons have been adapted to the medium. No longer is there an attempt to establish a classroom and students in the conventional method with the only difference that education takes place in the virtual dimension. Instead, teachers tried to adjust the working materials and the content to the target audience to establish a different dynamic and dialogue with the students.   Semi-structured interviews were conducted with seven teachers asking what their insights were in moving from the first phase to the reorganization stage, and it brought up the following findings: 1) students can learn without frontal instruction; 2) teachers should change their perception from a mentor and supervisor to facilitator; 3) teachers can and should exercise discretion on what study materials are appropriate for their students; 4) Students do not have to take exams and do not have to do homework in notebooks and books; 5) there is a need for building support circles within the school staff, cross-disciplines and ages .All interviewees expressed a feeling that this event will change the world of education and teaching as we have known it so far. The day after Corona teachers want to preserve certain aspects of distance learning, at a certain amount.

Individual Acquisition Forms and Learning Styles in the Second Language Teaching

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The second language acquisition practice leads us to the logical outlook that individual-typological approaches in language teaching distinguish two types of personalities such as rational-logical and intuitional-emotional types of learners. The aim of the article is to categorize the language learner types and the learning strategies in search of acquiring principles of a foreign language on the university level in Georgia. The research methodology of classification the learner types in individual and individual-cultural background is adopted from the Russian methodologist and psychologist Belyaev (1959). He who grounded his theory on the basis of analysis and generalization. He categorized two types of language learners, rational-logical and intuitive-emotional ones. The foreign language speakers are never born.   It is considered that acquiring the language without mastering the language is impossible. While talking in the foreign language they pay attention not only to the notional side of the talk but to linguistic characteristics. The development is an on-going life long process of practice and teaching. Some people build their lexis more easily rather than grammar and others - vice versa. The theoretical value of the article implies the principle that   learners master the language receptively as well as productively. There are the type of learners who master the language skills in receptive as well as productive usage on leveled bias. On the other hand inherited anatomic and physiological factors do affect the process of learning a foreign language. The process of translation is a pleasure and the level of equivalence is easily reached. The practical value of the article lies in categorization of two types of learning acquisition. Such as the intuitive-emotional and rational-logical types of learners. This way it becomes easier to plan individual approach to students in mixed levels and skills language classes.

So in the article two principles of characterizing the foreign language acquisition process are combined. Those are, on the one hand, linguistic and, on the other hand, psychological aspects. Individual learning style techniques were being tested among 145 students.104 were estimated as 'strong' ones as their evaluation was over 65 points, all the rest had not higher than 45 points and acknowledged as 'weak'. The questionnaire covered the analytical, global, kinesthetic, audio lingual, visual, reflexive, impulsive and correlative methods. The recommendations might be as follows: every individual either a student or teacher has his individual style, thus the unique method for teaching-learning process does not exist. We might have intuitive-emotional or the rational-logical individual learners in our English as a foreign language classes. Choosing the learning style analytical, global, kinesthetic, audio lingual, visual, reflexive, impulsive and correlative methods might be conditioned by the subject, context, age, knowledge, motivation and ethnical differentiation.

Contrastive Socio-Pragmatic Analysis of Polite Phatic Compliments (On the Material of English and Georgian Prose)

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Knowledge of phatic communication –a type of communication which aims at making close, friendly relationship with interlocutor, plays an important role in conducting successful conversation and avoid misunderstanding especially among representatives of different cultures. Phatic topics, expressions vary according to culture and lifestyle of the countries. However, there is a significant coincidence between languages in terms of their usage. In this paper, contrastive socio-pragmatic analysis is conducted to state similarities and differences among polite phatic expressions of compliments on the material of 20-21st century prose of two unrelated languages – English and Georgian.

How to Teach Intercultural Competence through Literature

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In the world of globalisation, intercultural competence is becoming more and more important, so this paper aims to show how it can be developed through 'Literature, Culture and Media' classes. After theoretical background, the importance of this approach will be emphasised. It is very important to help students become aware of other cultures and be tolerant to them. 'Literature, Culture and Media' course at RIT Croatia tries to provide students with ideas about other cultures. Today's students are not keen on reading because they are exposed to all kinds of screens. That is why this course tried to include as many interesting reading materials and films as possible. Through reading fictional texts and watching films students become aware of other values, prejudices and stereotypes. In this way they also develop their critical thinking and realise the importance of acknowledging other cultures and nations. The talk will show the fiction works and films which were included as a part of weekly topics: Britain vs. America, American culture and identity, ethnicity and immigration, African Americans, religion in American life, approaches to regionalism, dystopia, gender and sexuality – feminism, representing youth, beyond American borders and technology and media cultures. Students have to understand the dichotomy between cultures in the text/film, express their opinion and attitudes towards the text/film. At the end of the semester they have to produce films connected with any topic showing their understanding of the course.

Listening and Reading Skills Training as Prerequisite for Students' Oral Proficiency in English Language

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The study specifically investigates the concepts of listening and reading training as they influence students' oral proficiency in the English language. The population for the study comprised senior secondary students attending public schools in Ijebu-Ode Local Government Area of Ogun State. A practical recorded instrument and paper representation of words and sentences was administered on students to measure their listening and reading ability, as it enhances their oral proficiency in the English Language. This was done at pre- and post-test level to expose the reliability of the instrument. Four hypotheses were formulated for the study and tested using ANOVA variation at 0.05 level of significance. The result revealed that there were significant influence of listening skill ($F=14.014$, $P < 0.05$) and reading skills ($F=10.987$, $P < 0.05$) on students oral proficiency in English Language, Also, students gender ($F = 12.102$, $P < 0.05$) and home background ($F=21.634$, $P>0.05$) significantly differs when it comes to oral proficiency in English Language. The summary of the study emphasized that listening and reading training must be closely monitored, and, if properly used, it will bring additional benefits, especially when learners are not intimidated by other task of unfamiliar content where discovery techniques may be needed.

Gender and Identity in John Osborne's *Look Back in Anger*

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Gender plays a clinical role in life. It is the same gender which decides the social roles. Biology is instrumental in creating males or females, but socio-cultural factors are also equally significant to designate an individual's status in life as well as in society. There appears marital discord between Jimmy and Alison in Osborne's *Look Back in Anger*. The reason behind it is largely gender-based. In case of Jimmy - Alison relationship, all these factors play a significant role to create a discord between them. Though they are married to each other, they observe a deep valley in their relationship. There is lack of cordiality in their relations. Coming from an aristocratic society, Alison is prejudiced about Jimmy & his background. Likewise, Jimmy hails from lower middle strata of society. He has all negative feelings regarding Alison and her family. Jimmy regards all women of the world like Alison as good for nothing. Alison thinks of Jimmy similarly. To conclude, the disregard between them creates problems which further begin in the issues related with gender and individual identity.

Common Errors of Indirect Speech in English Found among the Students at +2 stage and the Remedies to Eradicate Them

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The present research is an attempt to find out the common errors made by students in indirect speech. The researcher has also suggested some remedies to overcome the problem of the students in making errors in indirect speech. Higher Secondary Certificate Examination (12th Standard = +2 level) is a turning point in the life of students in Maharashtra in India. So it is necessary that students get good grades in English. A high score in English even plays an important role in tie breaking in most of the streams like Medical, engineering and so on. In the present syllabus 15% weightage has been given to grammar. It is expected that functional grammar should be taught to 12th Standard students, but in most of the schools / Jr. Colleges formal grammar is taught by just giving grammar rules. The purpose of teaching grammar in an English class should be to make students understand how to use English for the purpose of communication. So teachers should demonstrate to students how language items function

in given context. If grammar teaching leads students to applying the rules of grammar while using English in a variety of situations in real life that can be viewed as success of teaching grammar. If the students know direct and indirect speech act well, they can use English for better communication in English. Sometimes, due to insufficient time for the subject teaching in the timetable, teachers ask students to practice it at home. Teachers explain the rules of indirect speech and ask them to take down the rules in their notebooks. Students are not well familiar with different tense forms, hence, lack of proper guidance, explanation and training. Teachers do not apply such teaching methods as demonstration, discussion, etc. Considering these reasons, if emphasis is made on proper guidance and knowledge, students' abilities in grammar can be improved to a certain stage. The number of errors can be reduced and students will get high scores.

Beyond Mountains and Metaphors: Bejan Matur's Poetry in English

Goksenın Abdal

Erzincan Binali Yildirim University, Turkey

This study focuses on the strategies and techniques the translators adopted through the translation of Bejan Matur's books *Sabır Tanrısının Tapınağında (In The Temple Of A Patient God)* (TR, 1996-2002; ENG, 2004) and *Ibrahim'in Beni Terk Etmesi (How Abraham Abandoned Me)* (TR, 1998, ENG, 2012). As aesthetic elements (figures of speech, repetitions, metaphors, rhymes, structures, forms, etc.) frequently found in poems create some difficulties for the translation of poetry, it is necessary for poetry translators to apply different techniques and strategies while translating the texts into another language. By taking this into account, the study has been formed in three stages: In the first stage, theoretical background of metaphor translation is analyzed. In the second stage, the relations between metaphor translation and metaphor theory are discussed with a focus on the concepts of ontological metaphor, structural metaphor, orientational metaphor and conceptual mapping, which are the core elements in metaphorical analysis by George Lakoff and Mark Johnson (1980). In the third stage, the creational processes of metaphors are examined in the light of the examples taken from Bejan Matur's poetry in English. As a result of this study, it has been revealed that Bejan Matur's English translated poems contain many distinctive metaphorical creations growing out of both translators' and poet's subjectivity leaning on their cultural background, political views and social positions in the Turkish society.

Reflective Diary as a Tool of Formative Assessment at Higher Education Institutions

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Assessment is an integral feature of the work of all higher education institutions. In educational institutions, the most visible assessments are summative. This method creates a measure that reviews the learner's achievements and has no other purpose but to describe what has already been accomplished: the outcome *of learning*. Formative assessment is described as assessment *for learning*. It refers to all the activities performed by teachers and students, which provide information that can be used as feedback to adapt the teaching and learning activities. The article deals with the importance of formative assessment tools at HEIs. Formative assessment uses a variety of tools. Reflective diary (journal) is an appropriate tool that offers students opportunities to participate not just in structuring the learning, but also assessing. The students' involvement in their own learning assessment helps them obtain a descriptive feedback that allows them to improve their own learning process. The aim of the article is to show how reflective diary is used at universities. Reflective diary is an appropriate method to promote learning in learner-centered courses in higher education institutions (HEIs) fostering students' participation and learning activities.

Assessing EFL College Students' Achievement in Two Vocabulary Learning Methods

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Vocabulary is one of the key elements in learning English as a foreign language, particularly at low level of communicating meanings. Though vocabulary is of highly importance, EFL learners face great difficulties in acquiring it. One of the prominent problems is that those EFL learners do not know how to learn vocabulary in an effective way. The other problem lies in the fact that techniques used in teaching might be inadequate to such an extent that they may be attributed to their ineffectiveness of motivating students to learn vocabulary, as they should be. Owing to the importance of the context free and context dependent vocabulary in EFL the present study aims at: 1- assessing the ability of EFL college students in using context free and context dependent vocabulary; 2 - comparing the achievement of the students in both departments of English and Translation at the Al-Ma'amoun University College. One null hypothesis has been posited as follows: There are no statistically significant differences between the achievements of students at both departments. The sample of the study consisted of 112 second year students of the Department of English and the Department of Translation at the Al-Ma'amoun University College, where 80 students from Department of English, and (32) ones from Department of Translation. To verify the hypotheses, the researcher has conducted a diagnostic test, which contains the context free vocabulary at both levels of recognition and production, and the context dependent vocabulary at the above-mentioned levels, as an instrument of the present study. Concerning the instrument used in the present study, face validity of the test has determined, after it has been given to a jury of specialists in English Language Teaching and the test items are judged, valid by all the jurors. The discriminating power and difficulty level of each item are determined after administering the pilot study in which one hundred students are assigned. All are randomly drawn from the second year. 50 students are from Department of English and 50 students from Department of Translation. Reliability of the test has been computed using Cronbach Alpha reliability coefficient after administrating the pilot study as well. Finally, the test has been administered to a sample of 112 students studying at second year in both of the Departments. For the analysis of data, T-test formula is used and the results reveal that the second year students at both departments of English and Translation at the Al-Ma'amoun University College encounter serious difficulties in both of context free and context dependent vocabulary at both levels of recognition and production. They also show that the achievements of the students at both departments of English and Translation at the Al-Ma'amoun University College are nearly equal, as there is no difference in their level of achievement.

"Me, and Your Cam Debate!" A Visual Discourse Analysis of Iconicity in Nineveh Photograph Post-War Images

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Emerging 'trans-disciplines' or 'cross-disciplines', so to say, has added a lot to Discourse Analysis. Doing discourse analysis has no more been confined to studying action in talk and text as the study of discourse which exhibits itself effectively in humanities and social sciences disciplines. The paper discusses the need to 'visual discourse analysis 'of Nineveh photograph post-war images. The corpora is a collection of 30 photographs shot by some prominent national citizens, activists, and amateurs in photography in different spots in Nineveh at different periods of time after liberation. Approaching the photographer's cam, the semiotic tool, *iconicity,* as catching every sign in our reality or even in fantasy, is a good way – out to reading the variety of messages in every single shot. Two questions are vital: (1) In the researcher's (audience) view, to what extent s/he could decode meaning in the photographer's lens?, and (2) What are the paths that iconicity provides in meaning-making in each post -war atmosphere? The qualitative study allows the conclusion that different messages are interpreted via in/animate icons, *as light at the end of a dark alley is read as hope* or *doves flying on a damaged steeple connoting peace*

The Role of Online Education and Its Approaches for Medical Students and its Impact on Improving Educational Quality

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Nowadays, computer technologies, web networks and mass communication are expanding and, on the other hand, the limitations of the traditional education system, such as high costs, need for space and time, have led to Recognize virtual and distance education as an effective way to improve the quality of students' education, especially in the medical Education field. The purpose of this study was to investigate the role of virtual education and its methods as well as its impact on improving the quality of medical students' learning in Iran. For this study Initially, electronic search was conducted by referring to Persian and English scientific and research journals Including Google scholar, PubMed, Science Direct, Magiran and SID whit Keywords of "virtual education, e-learning, medical students, Improving educational quality". In the second step, two teams of authors simultaneously began reviewing the extracted articles. During the four sessions, the authors discussed the selection of articles together and 256 articles were extracted and 83 articles were selected for comprehensive study after removing duplicate and unrelated articles. Finally, the findings of this study were selected and extracted from 32 published articles which were published by January 2020. The first step in assessing the effectiveness of virtual education is to receive feedback from learners and teachers. Findings of the studies showed that most students and faculty members have a positive view of virtual education. On the other hand, studies have shown that the necessary facilities, equipment and facilities must be properly utilized to make the most of this training. Also Virtual education approaches such as software, web environments and media must also be tailored to the cultural and regional contexts in order to achieve the highest level of success in achieving educational goals in all areas of education such as clinical education, training in the field, gained workshops as well as continuing education. The results of the present study showed that the use of e-learning and virtual education methods had a great effect on medical education. So, in general, given the effectiveness of this approach, the acceptability, student satisfaction, as well as the expansion of infrastructure, facilities, as well as easy access to cyberspace and web networks, it is recommended that universities except where required Students are in a clinical setting, in other cases pushing education policies and programs into virtual education.

College Admissions Without Annual Testings May Be Closer Than You Think

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Today, the college-admissions process influences many high school students around the globe. Students are so concentrated on getting into the college that they scramble to develop themselves into the individuals they inspire to become. They are more focused on obtaining a certain grade, test score, or meet certain university criteria's just to get in the college of their dreams. How does it benefit universities or students? does it drop the academic value of the college, even though enrollment numbers would be high? The study believes that one of the important reasons for that is standardized-testing systems. Different countries have different requirements. There test like TOEFL, IELTS, SAT, ACT, and so on. Students must take many of those tests during the year, or at the end of the academic cycle. If we look at college admissions, many do require tests, high school diplomas, and other supporting documents. Those tests have become a pinpoint for students. Even though standardized-testing systems are not popular among educators, we just cannot get rid of it. The study will observe and analyze how college admissions and

standardized-testing systems work around the globe. It will explore why standardized tests are so important for many colleges, and why some colleges already shifting gear in a different direction. The study will receive student feedbacks through survey studies. The research will involve a comparative study analysis and reveal if/or how close college admissions in enrollment management are ready to admit students without standardized tests.

Inquiry-Based Learning in Online Classrooms

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The methods of teaching have drastically changed, but still, teachers are required to develop and to create more effective teaching and learning approaches for the 21-st century learners. Education should be much more about thinking that involves creative and critical approaches to problem-solving and decision making process also emphasizing learning. Inquiry based learning enables teachers to transfer these skills in a productive way. With its student-centered approaches Inquiry-based learning teaches students to ask questions, gather information, seek answers, produce practical solutions and take actions. In response we are constantly trying to adequately prepare students with required skills and to be innovative in the approach but to teach with inquiry-based approaches is even more difficult and challenging in online classrooms. Learning takes on many different forms and can take place in many different settings but transitions from one type of learning to another is not easy as such kind of Remote Learning Experience is absolutely new for everybody. What is a distance learning and how can inquiry-based teaching be implemented through online classrooms while students are not physically present at school? The current situation has forced all of us to change our daily work, home and school routines. Teachers have faced a great challenge to mobilize the resources in a relatively short period of time in order to launch online education, to cover the curriculum and to retain high-quality of teaching that is followed up with appropriate classwork, homework, assessment, differentiation, feedback and follows inquiry-based approaches in online classrooms. Effective, high-quality online teaching is totally different and it requires different set of methods, resources, activities, approaches as students should cover all the learning goals without losing motivation and inspiration. So this paper will examine inquiry-based education inside and outside of online learning environments and new challenges and barriers for inquiry-based teaching in online classrooms. The article will also highlight major themes connected to distance learning and provide practical strategies for effective online, inquiry-based lessons.

Living a Bare Life: Neoliberal Bio-Politics in Edward Bond's *Chair*

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Edward Bond is a British contemporary playwright who criticizes the dominance of late-capitalism's dominance on citizens' lives. Bond believes that neoliberal governments organize society by capitalist economy, technology and administration. Such a society, Bond believes, depends on consumption. Late-capitalist consumption, however, is no longer based on natural appetite, but on insatiable desire. The human desire increases, but abundance cannot crave it. The only thing that abundance produces is inequality, because without inequality there is no incentive to work and consume. Abundance, paradoxically, produces violence. Accordingly, violence becomes the logic of postmodern bio-politics. Giorgio Agamben, in a similar vein, studies the bio-politics of western society. According to Agamben, mass hedonism and consumerism have changed the western citizens into modern avatars of bare life. Considering the dying inmates of Nazi concentration camps as an epitome of bare life, Agamben considers camp as the paradigm of modernity. Bond in his *Chair* stages a dystopian postmodern society in which society is managed by police and army. In *Chair*, he depicts a form of homo sacer modelled on the inmates of concentration camps. So, in this article the researcher tries to analyze Bond's predictions about the future of Western neoliberalism in Agamben's theories about Western bio-politics.

Online Collaborative Activities in Mathematics Course at the Higher Education Level

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Nowadays it is increasingly important to introduce one of the active learning strategies in our teaching methods and thus encourage communication and discussion. One way that can satisfy the above elements is to introduce some collaborative activities into teaching. This paper will discuss online collaborative activities, primarily online forums. The aim of this paper is to describe the advantages and disadvantages of using online forums for the purpose of teaching and learning mathematics, specifically developing students' research skills and critical thinking. Also, the paper will describe examples used by the author in teaching mathematics to the 1st year students of the professional study program at the Faculty of Civil Engineering and Architecture at University of Osijek in Croatia. The author has been used the online course in Learning Management System (LMS) named Moodle for many years, since 2011, to support face to face teaching and learning process. Two homework assignments during the year are assigned in the Moodle, requiring from students to use the Moodle collaboration tools: Forum (once in the middle of the first semester) and Wiki (once at the end of the course). It will also consider whether participation in these additional activities is related to student achievement.

Language Assessment and Placement Test: A Viaduct between Learning and Teaching

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In Iraq - Erbil many institutes teach the English language to the students, merchants, businessmen and anyone who would like to learn and speak English. The notion that speaking ability has always been a source of instructional focus in the development of L2 proficiency and in classroom-based and high-stakes assessment instruments might seem intuitive. This study shows the assessment of speaking skills according to CEFR of learners of English as a foreign language at Collins International Institute for English Language Learning in Erbil - Iraq. To do so, students are interviewed one by one in a placement test according to CEFR (Common European Framework of Reference) levels to assess their language levels. This test (interview) indicates the level at which a student will learn most effectively, the aim of the test is to create groups of learners that are homogeneous in level. It is designed to tell both teachers and students how much material the student does not know or has not yet mastered.

The Linguistic Landscape of Erbil City

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This study focuses on the linguistic landscape of Erbil city – Kurdistan Region – North of Iraq where the minority and majority languages are spoken (Kurdish and Arabic). This paper shows the use of the minority and majority languages (Kurdish and Arabic), the state language is both (Arabic and Kurdish) and English as an international language on language signs. It also shows the use of these languages as related to the differences in language policy regarding the minority and majority languages in this context (the state language, language of speaking, language of education and language of signs). The data include some pictures of language signs in some streets, Malls and shops of the context that were analyzed so as to indicate the number of languages used, the languages on the signs, and the characteristics of bilingual and multilingual signs. The results show that the linguistic landscape has connection with the official language policy concerning minority and majority languages.

A Practical Learning Tool for Traffic Police Officers in Chiang Mai, Thailand

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This article is part of research entitled "Development of a Self-Access Learning Package to Enhance Communicative English Listening and Speaking Skills of Traffic Police officers in Upper Northern Thailand". The objective of this article is to illustrate the necessity and functionality of such learning tool to improve the English communicative skills, which can be used by traffic police officers (TPOs) in order to fulfil their job requirements. Furthermore, the article discusses Phase I of the project which entails information regarding ways to create a learning tool by integrating the results of the research. This study employed a survey design to administer observations, interviews, and questionnaires in order to investigate the challenges and needs of English communication among 100 TPOs in 8 provinces of the upper northern Thailand. Moreover, the article focuses on Phase II of this project, which contains information regarding the use and the application of this learning tool. The application of this tool was determined by assessing the impact on 60 TPOs in Chiang Mai Thailand with the goal to improve their shortcoming in specific vocabulary while on duty, to enhance their knowledge of English when attempting to understand various accents of native English speakers, and finally to develop the speed of speaking which affects their ability to listen and to speak while communicating with foreigners. This article also reveals the Phase III of using this learning tool in order to narrow down the challenges of 51 TPOs from Chiang Mai Traffic Police Station during a 2-day workshop in a English communicative training course to improve the lack of vocabulary and the specific terms, difficulties in English pronunciation and their mispronunciation, as well as their shortcoming in English grammar.

Parental Participation in the Learning Process

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"It takes a village to raise a child ", this is a popular proverb with an important message, which claims that parents, school, and community play a significant role in the process of child growing up. It is important to distinguish, how and in what way should be parents involved in their child's life. In the past fathers seldom participated in the process, nowadays the situation has changed and the sphere people involved in children's rearing has increased and become much more inclusive. As experience shows, the modern model of parental participation in the teaching process is more helpful and useful than it used to be in the past. But still, according to discussing some events, it is obvious that there still exist some obstacles towards awareness of parents what means their involvement in school and their children's life and how it should be led due to getting a more convenient environment for learners' success. The main problem is that parents who try to be involved in the educational process are mostly interested in academic performance (grades) and not other vital issues, such as social communication or relationships with classmates. Most of them prefer to attend the traditional form of teacher – parents' meetings and discuss their children's problems/success in public. In general, in Georgian schools parental involvement in school life is low. Parents are less involved in their children's learning process or are participating in a harmful way (overload children with extra activities, do homework instead of them, etc.). Experience shows that nowadays parents prefer a digital relationship with teachers than face-to-face meetings, which is caused by multiple reasons., especially lack of time Our schools need more social programs that can increase parental awareness toward this issue. Educators should necessarily dedicate time to parent partnerships in schools. Due to it classroom's capacity for growth will be facilitated. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents do not just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are the key for helping students on a personal and classroom level to reach their academic potential.

Challenges of Literary Translation: Dealing with a Dialect in Translation

(sharing the experience of translating prose and poems in Pshavian dialect)

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Literary translation has always been considered as a very special kind of translation due to the challenges it faces, namely literary creativeness in addition to the thorough knowledge of the source and target languages. It is not only the contents of a text that a literary translator has to transfer correctly to another language, but he or she has to reproduce the flavor of the original, creating a text that will have the same emotional effect on target readers. This is made difficult by the author's individual style, figurative language, dialects, the difference between source and target cultures and other factors. A translator needs to find the equivalent means of expression in the target language. However, translators have to be careful, as they are more limited in their choices than authors are. One of such limitations concerns the dialects encountered in original works. The present paper addresses the issue of standard language use in dialect translation. Particularly, it concerns the translation of prose and poems written in Pshavian dialect.

The Role of the Lost Generation in American Literature

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"Lost Generation" refers to the post-World War I generation of American writers who reached adulthood during or immediately after the war.   The term came from Gertrude Stein after realizing that the generation at hand had started to lose faith after the war and considered them a 'lost generation.' It was an age of miracles, it was an age of art, it was an age of success, and it was an age of satire, wrote F. Scott Fitzgerald and he nostalgically looked back to the jazz age-the period that began about the time of the May Day riots in 1919, and leaped to a spectacular death in October 1929. The years between 1919 and 1929 were declared as a unique era, a period of paradisal bliss. The Americans had been feeling highly comfortable and the American mood was usually optimistic and up beat. People talked of a new era and a new Eldorado. 'The Aspiring Age' 'the Roaring Twenties', 'the Gay Twenties', 'the Jazz Age', 'the Era of Excess', 'the Mad Times', 'A time of Fords', 'Flappers and Fanatics'- these are but a few of the labels pasted on the decade of the 1920's in America. The years between 1919 and 1929 were years of change. Though all American history is a record of change, the change in the early years of the Twenties is especially remarkable because it was sudden, shocking, and stimulating.

Scrum Method for Student Project

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The Module "Project" is a common ingredient of the bachelor degree program. Normally, within the frame of this module a scientific or applied question/problem is independently analyzed by students under the moderating guidance of their lecturer, and solution proposals are elaborated. Depending on the qualification profile of the learning course, accompanying lecturers employ different ways of the project management. The paper describes the usage of the agile project management method "Scrum". A self-organized team is the focal point of this method. Every student should try her/himself in different roles of the project management and strengthen the capacity for teamwork. The author possesses experience of many years of project implementation in the area of software development. She analyzes the merits of agile methods, describes the approaches adapted to the student projects. She aims, while implementing the projects, at structuring of the collaboration and growing together of the team. Additional benefit of the Scrum method for lecturers is a motivated and efficient team, as well as clear flat organizational

structure and distribution of tasks, that is also helpful during the assignment of marks at the end of the project. Practice has disclosed the following benefits for the students: experience in goal-oriented implementation, time management and collaboration in a big project, encouragement of the individual merits of the project participants and development of specializations, ensuring structuring and project management.

The Image of Red Poppies in Sylvia Plath's Poetry

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Sylvia Plath is one of the most dynamic and admired American poets of the 20th century and one of the founders of the genre of confessional poetry in English-speaking literature. Confessional poetry emerged in the United States in the 1950s-60s. It is associated with Robert Lowell, Sylvia Plath, Anne Sexton, John Berryman and others. The term "confessional poetry" was coined by critic Rosenthal. This kind of poetry has been described as poetry of the personal or "I". The dominant style in Plath's poesy is confessional. Significant place occupy the so-called 'flower' poems, where she personifies the flowers, suggesting their connection with life. Of particular interest are Plath's two poems "Poppies in July" and "Poppies in October". Though the titles of both poems are connected with poppies, they present contrasting ideas regarding these flowers. In Greek and Roman mythology, poppies have been employed as a symbol of sleep, peace, and death. In Classical mythology the bright scarlet color signifies a promise of resurrection after death. Another symbolic function of the poppy is its denotation of 'oblivion'. In "Poppies in July" Plath uses images from the world around her to portray her attitude and feelings toward her inner self. The poem is abundant with intense, surreal imagery which conveys Plath's suffering and confusion. "Poppies in October" is a strange poem with an ambiguous title. The meaning can be easily lost behind the description, but the gist of it, seems to be about the contrast between life and death. The use of poppies as symbols to convey emotions allows for multiple interpretations. Proceeding from the analysis of poems "Poppies in July" and "Poppies in October", it is concluded that the image of the flower can change and thus broaden its meaning.

Are Collocations Worth Teaching in Adult Learner English as a Foreign Language (EFL) Classes?

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Since the beginning of the twentieth century communication among people of diverse cultures has become an urgent demand. There are various motives for adults to learn English as a foreign language: to develop their career or to increase their cultural horizons. But the challenges facing adult learners are quite different from those encountered by younger learners. The time adults spend in training sessions is their worthwhile investment. Teachers have to adapt their teaching methods to help their adult students acquire the target language in the limited time. This survey raises the importance of collocations in English language acquisition. The multiple choice questionnaire was applied. 58 intermediate English language learners were involved in the research in order to find out that teaching collocation in EFL groups is obviously considered to be one of the most effective methods to easily develop learners' written and oral communicative competence. The results from the research are positive enough: findings have implications for EFL teachers to encourage adult language learners to practice new words not only by remembering the separate words but their usual collocations. The study recommends remedial procedures for the curriculum in the students' collocational knowledge development.

Metaphors Used in the Iranian Print Media Coverage of Coronavirus Pandemic: A Cognitive Analysis

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Metaphor studies occupy an important role in cognitive linguistics. This paper is going to answer the question how metaphorical how metaphorical phrases were used in the Iranian print media's coverage of coronavirus pandemic. The corpus used in the current study is the Iranian print media. In order to answer this question, as an initial step, coronavirus related written news was gathered. Then metaphorical sentences were selected. The findings of the study show that 'CORONAVIRUS is ENEMY in the Iranian print media coverage of coronavirus pandemic.

Relative Effectiveness of Peer Tutoring for Children with Learning Disabilities in Mathematics

(A Case Study of Ekiti State In Nigeria)

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The condition of learning disabilities in mathematics is a universal problem that occurs in all languages, cultures and nations in the world. The study targeted children who seem to have normal intelligence in all other areas of studies but have severe difficulties in learning mathematical oral languages and solving mathematical problems. The signs and causes of learning disabilities were discussed, it was discovered that learning disabilities in mathematics is a problem that is intrinsic to individual children which could be caused by central nervous system of dysfunction, dyscalculia, dyslexia and development of aphasia that resulted to heterogeneous group of disorders that manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning of mathematical concepts and abilities. Children have different patterns of learning strengths and weakness; there is no specific profile that describes all children. Learning disabilities in mathematics may occur concomitantly with other handicapping conditions, whereas, there are some children who are physically challenged, yet they are mathematically sound. Emotional disorders or physical challenges of a child may not be a hindrance to his/her cognitive psychological development. This study considered the extent to which peer tutoring can usefully rehabilitate children with learning disabilities in mathematics to normal classroom situation in Nigeria. Calculation and reasoning are the affected areas of children with learning difficulties in mathematics, the study considered children with learning difficulties in mathematics by peering them with children who are mathematically sound. Teachers need a variety of strategies for teaching mathematical concepts, skills, and problem solving to rehabilitate children with learning disabilities to normal classroom situation.

Focus Position in Azerbaijani Turkish Short Stories

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This paper involves investigation of focus position in Azerbaijani Turkish. The corpus contains eleven short stories in Azerbaijani Turkish. Findings of the study show that the position immediately preceding the verb is the focus position in Azerbaijani Turkish. Results of such a study contribute to both linguistics and narrative studies.

Word Order in Azerbaijani Turkish Short Stories

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This paper involves investigation of word order in Azerbaijani Turkish. The corpus contains eleven short stories in Azerbaijani Turkish. Findings of the study show that with respect to 'the relative order of subject, verb, and object' typological parameter, the basic word order in Azerbaijani Turkish is SOV. The results of such a study contribute to both linguistics and narrative studies.

The Effect of Comprehensive Written Corrective Feedback on English as a Foreign Language Learners' Written Syntactic Accuracy

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This quasi-experimental study, using a pre-test-treatment-post-test-delayed post-test design, investigated the effects of two comprehensive corrective feedback strategies: direct corrective feedback (DCF), and metalinguistic explanation (ME) on L2 learners' written syntactic accuracy. The participants were 90 Turkish EFL learners. After ensuring their homogeneity in terms of L2 proficiency using Oxford Quick Placement Test, they were assigned to three groups: DCF, ME, and NF (i.e., no feedback). The treatment/control period lasted for five weeks, during which the experimental groups wrote an argumentative essay in class, received the unfocused feedback, and revised their corrected text. Results of the post-tests and delayed-post-tests (i.e., after a two-week interval) revealed that both experimental groups significantly outperformed the NF; however, no statistically significant difference was found between the DCF and ME groups.

The Flipped Pedagogy: Effects on Grammatical Competence and Writing Skill of Basic Users of English

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This experimental study, using a pre-test-intervention-post-test design, aimed to explore the effect of semi-flipped instruction on the grammatical competence and writing skill of basic users of English, who were also considered as low achievers among their classmates, based on the teachers' opinions, criteria of the institute as well as Common European Framework of Reference for languages. The participants were 53 Iranian students, who were assigned to two groups: the flipped and non-flipped. Each group received ten sessions of intervention. First, whether there was any significant difference between the two groups in terms of their grammatical competence and writing skill was investigated. The flipped group significantly outperformed the non-flipped one. Next, whether the non-flipped intervention caused any significant change in the grammatical competence and writing skill of the non-flipped participants was examined, and significant changes were found. The superiority of the flipped pedagogy can be attributed to the process of actively engaging the students in their learning in addition to including various techniques, such as collaborative writing, in-class teacher-learner interaction and negotiation as well as the video screen-casting, because it is argued that the essential point in flipped instruction is how the instructors best utilize in-class-time with the learners.

English as a Foreign Language Teachers' Writing Assessment, Literacy, Beliefs, Practices, and Training Needs: The Context of Turkey

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Teachers' assessment literacy, beliefs, and practices contribute to encouraging or undermining students' learning. Therefore, investigating the literacy to fulfill the teachers' training needs is essential. This quantitative survey study investigated the current level of Turkish EFL (English as a Foreign Language) teachers' writing assessment literacy (WAL) and identified their training needs in this area. Further, this research explored the teachers' beliefs about different writing assessment methods, general assessment issues in writing classrooms and then scoring accuracy in writing assessment. Moreover, the teachers' writing assessment practices were studied. The participants were 152 Turkish EFL teachers. The data was collected through a questionnaire. A vast majority of the participants (over 90%) expressed their needs for receiving training in all the investigated WAL areas. Nearly half of the teachers (over 45%) reported that they seldom or never integrate writing with other skills, use portfolios, use computer technology, and ask students to do self-assessment. It also seems that there is not enough collaboration among the teachers. The detailed findings regarding the teachers' beliefs in the above-mentioned issues are explained and discussed in the paper. To improve the situation, the shortcomings in the language teacher education programs in Turkey had better be addressed.

Cultural Violence Representation in And the Mountains Echoed by Khaled Hosseini

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This paper explores the topic of cultural violence as it is represented in Khaled Hosseini's And the Mountains Echoed (2013). The aim is to look at the possibilities of translating various forms of violence into fictional context. I will accordingly analyze the novel in order to see how violence is represented in a fictional form. For this, this article will apply cultural violence of Johan Galtung's theory on violence triangle. This is the incipient form of violence defined by Galtung as invisible (cultural) violence.

Strategic Management in Education as a Key Element for Learners' and Their Instructors' Self-Actualization

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The 21-st century world is more demanding for changes and restructuring. The demands on educational institutions are focused on the schools and higher educational institutions to find the ways to meet the needs of students' effective learning and teachers' productive work. Teachers as managers should address to apply two necessary factors while managing: diagnosis (the process of assessing the situation and highlighting the main issues) and evaluation (determining the most appropriate solution to the problem). Students are no longer seen and perceived as only learners who follow the directions passively without expressing their opinions and asking the questions "why" and "how", but they are active, curious, demanding and full of questions. In order to maintain the effective management of the classroom and the whole educational process the need to analyze, evaluate and implement appropriate strategies and principles of the educational management aspects became indispensable. Strategic management in education is one of most effective and appropriate way and tool to satisfy students interest, their needs and make fundamental bases to give profound answers to the students questions beginning with: why and how? Effective strategic management is essential for long-term educational process. It involves defining different educational strategies and choosing the most relevant, it guarantees the flexible operation and strategy implementation tailored to the students' needs, considering the existed environmental, cultural and other essential peculiars among learners in the classroom. As students become involved

and engaged in the management process with planning and operating the classroom activities and life, they become motivated and responsible, realizing that their voice is heard and their opinion is understood. These aspects of motivation and encouragement will foster students to be active and actualized, empowered to seek, identify and maintain the interesting and useful strategies of classroom management under the teacher's guidance.

Teachers as Educational Leaders

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There is a certain contradiction between the student-centered approach to learning and the need in shared leadership, according to which each teacher, in order to perform his/her duties efficiently, at least sometimes needs to be a leader, both in the classroom and among colleagues. However, this contradiction is based on the misunderstandings dealing with teacher role in a student-centered classroom. The paper will try to remove this contradiction and to define what it means for a teacher to be a leader. 87 respondents took part in questionnaire survey. On the whole the obtained results are quite positive. The majority of the respondent teachers take up leaders' roles at least from time to time.

Career Decision-Making Difficulties and Self-Efficacy, as Well as Autonomous Functioning among First-Year University Students

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University students often experience many difficulties in the career decision-making process that is related to internal and external factors of decision making. To make well-informed career choice is dramatically important, as far as it is difficult to occupy the position in today's labor market and also, to be able to match your interest and skills to the profession. The paper covers the difficulties of decision making that was suggested by Gati, Osipow and Krausz in 1996. The lack of readiness, lack of information and inconsistent information are the main categories of difficulties that could be influenced by many personal features, like self-confidence, autonomy, self-awareness, and inner and outer self-control. The sample group consisted of first-year University male and female students at Ilia State University. The data were collected online. Four instruments were used in this research, namely: Career Decision Making Difficulties Questionnaire (CDDQ), Career Decision Self-Efficacy Scale Short Form (CDSES-SF), Index of Autonomous Functioning (IAF), Satisfaction with Life Scale (SWLS). The results indicate that there is a statistically significant relationship between career decision-making difficulties and career decision self-efficacy, interest taking and sustainability of control. No correlation was detected between career decision making and authorship, with the third category of autonomous functioning. It should be noted that career decision self-efficacy had the strongest influence on career decision-making difficulties. The paper investigates the importance of career counseling as a contributor to career self-efficacy, which decreases the level of difficulties in career decision making. Based on this finding, it is imperative for students to enhance their self-knowledge, self-confidence, occupational exploration in order to make the transition process from high school to university less painful. Different strategies of school and university counseling are also discussed in the paper.

Communication Skills of English for Specific Purposes Learners in the Scopes of Digital Technology

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The aim of the research paper deals with the identification of communication skills of ESP learners in the framework of digital technology. Since the world has currently encountered with the pandemic virus COVID-19, the teaching and learning process has promptly moved on distance education worldwide including almost all the higher educational institutions in Georgia. Moreover, learning institutions try to adopt and use various types of e-based tools for continuous education process. During this spring semester ESP learners are tightly bound to the digital equipment revealing their communication abilities through four basic language skills by using soft skills. Therefore, it is interesting to explore how the ESP learners exchange their verbal, nonverbal and visual communication skills and what are those challenges they face during the distance learning process. The study is carried out on the samples of Georgian experience.

Globalization of Higher Education: Contradictions and Innovations

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In the research, modern topics of the Globalization of High Education (GHE) are analyzed. The influence of globalization on the GHE transformation process is presented. The contradictions of globalization, main tendencies and new forms of the global research Universities development are reviewed.

Teaching Grammar in an English as a Foreign Language (EFL) Context: Different Approaches, Their Peculiarities and Student Views

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Grammar is one of the key aspects of a language and it has always had a central role in foreign language teaching. The purpose of this paper is to describe types of grammar instruction in an English as a Foreign Language (EFL) context. Very often there is a wrong association of explicit teaching of grammar with deductive approach, and implicit teaching with inductive one. The paper attempts to draw a clear distinction between these terms and investigates the peculiarities of explicit and implicit grammar teaching and further looks at deductive and inductive approaches within the explicit teaching. A research was carried out at one particular Higher Education Institution of Georgia to examine students' general views of the role of grammar in EFL learning and explore their attitudes and preferences for grammar teaching approaches.

Learning from Mistakes as a Didactic Tool - the Case of War Representation in Films

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A significant concept in educational literature in the past decade has been learning from mistakes. In this paper, we propose to use this strategy to improve teaching the history of wars. Teaching through films is a common practice. Social science and history teachers constantly seek for accurate cinematic examples to demonstrate the phenomenon. However, we offer a change in approach, tracing the errors in cinematic versions of historical wars. Searching for mistakes makes students critical toward media narratives, pinpoints their knowledge of history, establishes an evidence-based argument, distinguishes between primary and secondary sources, etc. The research tool focused on the analysis of three battles from different historical periods: Troy as a representation of antiquity, Henry V for the late Middle Ages, and 1917 for modern times. The selected films are relatively new versions from the 21st century. The cinematic language is familiar to the current student generation, as well as the actors, which may help them make the subject accessible. The proposed teaching method involves screening the film, grouping students into teams, and announcing a competitive assignment. Students are asked to document as many gaps and mistakes between cinematic fiction and reality as it emerges from historical sources. The gaps can be expressed in concrete differences such as the motives for war and its duration. However, it is more interesting to direct students to locate normative gaps, such as the reflection of class differences, expectations from a leader, and the ethics of wars in historical realities and contemporary cinematic versions.

A Learner–Centered Approach to Developing Transferable Skills through M-learning Activities in Higher Education Institutions (HEIs)

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The traditional way of teaching has always been regarded as a process of transmitting knowledge to learners who act as passive recipients of information. There has long been a controversy over traditional pedagogical style of lecture delivery as opposed to active learning environment in which learners are engaged in the learning process itself. Educators are trying to apply various teaching methods to promote the learner-centered approach and engage students in active learning, as dynamic learning environment stimulates students' interests and motivation. Furthermore, this new model of teaching promotes the development of transferable skills that has become the primary objective of Higher Educational Institutions. In the light of this innovative teaching approach, emphasis has been laid on m-learning, i.e., engaging learning practices through creating more digital learning environment. Incorporating m-learning tools in teaching English as a foreign language (EFL) in higher education stemmed from the rapid move towards viewing language learning as more autonomous as well as keeping pace with the recent development of technological devices in education. Consequently, the paper sheds lights on various ways of implementing m-learning approaches in the classroom, which aims at managing learner-centered learning environment. It examines different educational tools, which can create an engaging learning environment that contributes to the development of transferable skills and fosters students' motivation.

Students' Perception of Transformation Approach to Multicultural Education and their Global Citizenship Qualities

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In a complex global society, it is essential to appreciate the diversity among nations, cultures and individuals. Understanding and respecting diversity leads to tolerance of perspective, which, in turn, ensures anti-discriminatory practices. Understanding and wisdom can only come from perspective transformation. This mixed-methods study focuses on the students' perspective at different levels of education in Mumbai, India, on whether the school curriculum integrates transformation approach to multicultural education. Besides, the research also investigates if there exists a relationship between the transformation approach to multicultural education and students' global citizenship qualities. The theoretical framework of the research is based on Jack Mezirow's Transformational Learning Theory. The quantitative analysis shows that there is a positive, significant and moderate relationship between primary students' perception of transformation approach to multicultural education and their global citizenship qualities. The secondary and higher secondary students show a low but positive correlation. The relationship was further explored through data collected through a focus group interview. The article includes a summary of the research and also discussions of data analysis.

Dimensions, Benefits, Obstacles and Challenges of Behavioral Sciences Application in Medical Education

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Medical science is rapidly expanding, but along with its benefits, it has made it possible to forget about a human perspective in medical science, to view patients as a series of pathological cases, and to view students and physicians more as a database. This can leave irreparable psychological effects on the parties and make it difficult for students to understand and solve pathological problems. This study attempts to highlight the different aspects of behavioral sciences and its importance and application for medical students and can play a small role in achieving the main goals of medical education. This narrative review was conducted in 2019. For this purpose, authorized English and Persian academic database include Web of Science, Science direct, Google Scholar, Magiran, SID, international database and library in medical research filed with keywords including "behavioral sciences, teaching communication skills, medical ethics, stress in medical students, behavioral sciences in medical curriculum, work load in medicine" without date limitation until 2019.12.11 were screened. Overall, 93 articles were selected and after careful reading, 34 article with related subjects were selected for material extraction. The most important aspects of behavioral science in medical sciences include physician-patient communication, medical community self-care skills, and medical ethics. In most curricula, these are considered unnecessary for students as a series of marginal sciences. However, due to the lack of attention to this issue, the morale of the students and the medical community, and consequently the patients' satisfaction with their treatment process, is not acceptable. Educational curriculums need to work harder to solve students' psychological problems. Teaching communication skills between physician and patient has a special place in the curriculum, but it has not been effective due to performance problems so far. It was concluded that universities active in the field of medical sciences should address the issue of curriculum design with a new, humanistic approach. Although in the world of world science exchanges, every university uses the information

and scientific and educational findings of other universities, but it should not neglect the production of behavioral science as it depends on the culture and circumstances of each department

Using Reflective Teaching Methods to Investigate the Benefits of Activity-Based Blended Learning Approach on Perspective Students' 21st Century Skills

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This research aims to study the perception and attitude of participants towards the effectiveness of activity-based blended learning process to enhance students' 21st century skills. The research was conducted in 2019 for one semester using activity-based blended learning approach that consists of 5 main components: 1) ON and OFF campus learning activities 2) Teachers as facilitators; 3) Blended-learning environment; 4) Special Libraries as realistic project settings; and 5) Assessment. The samples consist of 35 undergraduate Information Studies students who registered in Organization of Electronic Information Resources course and 5 key informants (including teachers and librarians). Different reflective teaching methods are used to collect quantitative and qualitative data from three stakeholders —students, teachers, and librarians. The quantitative results show that the students' opinion on the overall activity-based blended learning strategy is at the highest level in all 5 aspects: types of learning activities, teachers' role, blended learning approach, ICT tools, and benefits of variety of activity-based learning to enhance 21st century skills. The qualitative results of all three groups' reflection on ABL process is distinctive. They agree that ABL is a practical learning process. It is an effective approach that helps with students' learning outcomes and is appropriate to the behavior and learning style of students in the new era. It encourages students to actively participate in their own learning experiences through practical activities such as digital repository project. Students enjoy their learning experiences and are able to learn independently. ABL motivates students to practice self-direction learning behavior and develop higher-order thinking skills in various dimensions such as design thinking skill, problem-solving skill, creative thinking skill, ICT skill, interpersonal communication skill and collaborative learning skill. These are 21st century skills that are essential to students' future careers.

Development of Digital Preservation Framework for Archive Institutes in Thailand

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The archives are the nation's, organization's, or individual's intellectual properties which should be preserved to maintain the accessibility of digital archives beyond the limits of media failure and technological change. Digital preservation refers to the series of managed activities necessary to ensure continued access to digital archives for as long as necessary. The purpose of this study was to investigate a framework of digital archives' preservation. Qualitative research method was conducted to interview fifteen key informants - archivists and librarians. Content analysis was necessary to synthesize the concept of preserving digital archives in three aspects such as policy, process, and technology. The digital preservation policy is an essential guideline including organizational structure, staff, budget, and plan. The processes consisted of migration, refreshing, emulation, and backup. The technology included hardware, software, and the network that provide the document management system for creating, organizing, storing, and retrieving. A questionnaire to study the needs assessment in the next phase of the research project was applied for the purpose.

Dynamic of Lexical Units in a Language as its Inseparable Factor

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As the time passes, many things alter around us. If considerable alterations take place, they are reflected in every sphere, especially and instantly in a language. Language is very sensitive; it depicts any changes occurring around the word. Time passage is inevitably connected to creation of new things or giving birth to new ideas, scientific innovations, launching new products and so on. All this is simultaneously tied tightly to appearing new lexical elements in a language. But the main focus for the work is the longevity of these new lexical units. The goal of this article is to analyze how far these changes tend to remain in a language and enter its core, become its basic part, or whether they are just temporary spots in a period of time that will disappear sooner or later. Changes in a language are due to the necessity to have effective communication with people around the world. Modern challenges require some altering factors in it, for instance, the recent name of the virus "Covid-19" has just started its existence. The paper analyzes the ability of these words to stay in a language. It deals with the fact whether all active lexical units remain active or leave the language even without entering its core. The work provides Russian and English examples in the Georgian language.

Importance of Integrating Technologies for effective usage of authentic materials in ESP Classroom

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We are living in a world of advanced technology and most learners are exposed, where Technology Integration into the learning process currently serves one of the hottest buzzwords in education all around the world. Nowadays, especially after the Outbreak of COVID 19 TECHNOLOGY INTEGRATION has become not only recommended but inevitable way of running any academic process, among them EFL and ESP classes. The use of technology for teaching, learning, practicing and assessing foreign language has many advantages, particularly in the English as a Foreign Language (EFL) contexts where learners have opportunities to practice and assess their language skills. Therefore, the presented article will serve as an attempt for showing the importance of Integrating technologies in EFL education at the level of tertiary education in Georgia. Therefore, presented paper will highlight the importance of integrating ICT for effective usage of authentic materials, i.e. TED talks, livestreams and etc. in EFL classroom, particularly while teaching English for Specific Purposes, i.e. Business English and Business Communications in English.

A Survey on Self-Directed Learning of Georgian Adult Learners of English

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The purpose of this paper is to investigate the beliefs and behaviour of Georgian adult learners as autonomous English language learners and identify the adults' readiness for individual/ autonomous language learning. To achieve the purpose of the study, we adopted a questionnaire form from Wagner's study (2014). A sample of 115 adults (82% female, 17% male) filled in the electronic questionnaire in March-April, 2019. The results show that Georgian adults were enthusiastic about learning English, they were aware of their weaknesses and strengths as foreign language learners; however, the majority of them were unable to demonstrate specific autonomous behaviour. More than half of the respondents reported having a study plan before starting English classes, although only about a third of the respondents had a time-bound plan. About 90% were willing to continue English classes and about 60% expressed readiness for self-directed learning of English. The study disclosed the reasons why the adults were eager

to start a self-directed English learning program such as preference for independent learning, saving some finances, an interesting experiment to observe oneself as a learner, etc. The preference for studying with a teacher was highlighted by those who reported that they were unable to study autonomously, wanted to bear responsibility in front of someone and preferred lessons planned by a teacher. The reported outcomes suggest that it is essential to conduct experimental self-directed English programs for Georgian adults and develop recommendations for autonomous adult language learning.

Material Design and Textbooks in ELT

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Textbook materials have been discussed for many years. Designing and adjusting materials to textbooks are most challenging for teachers all over the world. This article focuses on material usage in the classroom. The article will show what differences exist between materials and issues textbooks might have. Materials encourage and determine an effective lesson. The aim of this research is to identify if English language teachers design materials for the learners and what task types they create. This research illustrates what problems teachers think textbooks have in general. Data is gathered through a survey. English language teachers answered multiple-choice and open questions in the survey. This survey was sent through online platforms. The teachers mentioned what issues textbooks have in general. Materials should be adapted to the students` interests and the learners will be more involved and motivated. This research had several results. Most teachers mentioned that textbooks contain uninteresting topics and textbooks lack some authentic texts and tasks. Textbooks are not adjusted to students` needs especially in terms of language input. Teachers have to design tasks to make textbooks interesting.

Linguistic Representation of the Abkhazian Identity in the Media Discourse

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Our research will focus on finding out how the Abkhazian national identity is represented and framed in the media discourse. We will try to understand the contribution of the media in raising the awareness on current discourses concerning Abkhazia, how the 'Us' and "Others' are represented while speaking about Abkhazian national identity and what kind of power relations are highlighted in the dominant national identity narratives. Due to the fact that combining corpus linguistics and Critical Discourse Analysis enable us to work with larger quantity of data, we will try to avoid or at least reduce researcher bias. The discourse-historical approach which was developed by the Vienna School of CDA is nowadays widely applied in numerous studies on national identity. It concerns three aspects: interdisciplinarity, triangulation and ethnographic approach in order to connect linguistic analysis with other scientific research. This approach helps 'to integrate a large quantity of available knowledge about the historical sources and the background of the social and political fields in which discursive 'events' are embedded (Wodak, 2001: 651)'. Software analyzers of linguistic corpora will enable us to offer both quantitative and qualitative perspectives on the collected material and represent objective picture of the linguistic representation of Abkhazian national identity in the world press and social media.

Students' Self-Esteem in Speaking in Benue State, Nigeria: Can it Be Enhanced by Using Role Play Strategy?

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This study investigated the effects of role play strategy on JS2 students' self-esteem in speaking in Benue State, Nigeria. It was guided by two research questions and two hypotheses. One group pre-test post-test experimental design was adopted for the study. The population consisted of 1, 237 JS2 students from 12 government secondary schools during the 2019/2020 academic session. A sample of 58 JS2 students was selected in two intact classes from two schools using purposive sampling technique. Self-Esteem in Speaking Questionnaire (SSQ) with reliability coefficient 0.84 was used for data collection. Mean and standard deviation were used for answering the research questions. The hypotheses were tested using t-test at 0.05 level of significance. The findings revealed that role play strategy ($p=0.00<0.05$) has significant effect on students' self-esteem in speaking. The results further revealed that there is no significant difference in the mean self-esteem ratings in speaking between male and female students exposed to role play strategy ($p=0.10>0.05$). Based on the findings, it was, therefore, recommended among others that English Language teachers should adopt role play strategy to teach speaking. Reading Association of Nigeria (RAN), English Language Teachers' Association of Nigeria (ELTAN) and Federal and State Ministry of Education should regularly organise workshops, seminars and symposia on how to use effective strategies of teaching speaking such as role play.

On the Importance of Collocations in Translation Practices and Ways of Teaching Them

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Using the right collocations in translation practices is often related to challenges, especially when negative transfer from L1 (or L2) is involved that might result in an incorrect word choice in the target language. Since collocations are often considered markers of 'nativelikeness' (Carl. 1998; Erman, 2009; Waller, 1993; etc.), it is of utmost importance that teachers lay emphasis on teaching collocations to students and make them aware of the nature and use of these constructions, otherwise the target text will fail to meet the expectations of the reader. A possible way of doing this is by incorporating exercises in class that shed light on collocational patterning and range in different types of texts, in both the source and target languages. In addition, in order to offer a deeper insight into the use of collocations it is highly recommended that students be made familiar with collocations dictionaries, the use of electronic corpora, as well as other electronic databases that offer examples of everyday language use. In line with Construction Grammar (as understood by Goldberg 1995; 1997; 2006) it is believed that collocations should be taught as constructions, pairings of form with a specific meaning, including patterns with varying degree of predictability and fixedness (e.g. *read a book*, *blue sky*-predictable with high degree of variability, *run a program*, *pass a law* unpredictable, low degree of variability). Treating collocations as constructions will help students to acquire a deeper understanding of how ideas are expressed in a language, namely through multiword chunks and expressions rather than individual words. The paper has been written with Hungarian-Romanian bilingual speakers - translation students at Sapientia Hungarian University of Transylvania in mind.

Academic Library Service Access for Students with Disabilities in Thailand

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Academic libraries are an essential learning place for higher education that provide services without discrimination to numerous users including disabled students .The purposes of this study were to investigate the library service access of the disabled students focusing on the physically handicapped and visually impaired students at universities in Thailand .The documentary research concerned the analytical sources, libraries and online databases .In addition, the interviews of twelve key informants consist of librarians, disabled students, and disability service staff .Content analysis was necessary to synthesize the library service access for the disabled students in five aspects such as building, information resources, assistive technology, services, and staff

Instructional Module Design for News English Learning

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Teaching News English demands multidisciplinary knowledge from language instructors, including international affairs, world economics, global politics, historical socio-cultural conflicts to support the genre-specific language instruction. English language learners who strive to process English news from international media will need deliberate facilitation and structured learning modules during the complex knowledge processed in the target language. This research explores the value of an innovative English for Specific Purposes (ESP) training featuring blended role-play, cross-disciplinary team-teaching, and task-based language learning to introduce international literacy to 26 college-level Taiwanese English learners and guide them to develop analytical perspectives on global news and discussion strategies. The training module is supported with flipped learning components and interactive technology. The first significant instructional component is the inquiry-based poster presentations which create affordance to re-educate news readers/viewers by equipping them with journalistic knowledge and clear logic. The second feature is online and face-to-face role-play which facilitate students to contextualize global news from the media and develop relevance and insights. As the culminating task for the students to apply their knowledge to a work product, students strive to generate news materials based on the knowledge they learn from various international news and the role-plays. Data collection includes three work products from the students and teaching logs from two instructors (one from Language Education and the other from Mass Communication). Content analysis unfolds the induced effects of the training. The learning outcomes show positive progress, in both students' confidence in voicing themselves and their strong drive to accomplish the learning tasks. The teaching logs reveal more than participants' learning needs, difficulties but also their growth of intellectual discussion ability

All You Need to Know About Personalized Learning in Education

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Personalized learning has been from the time past as a learning which focuses on aptitudes, interests, and needs of a learner. Owing to its importance in the teaching and learning world, it has availed manifold popularity. Ten years ago, many nations such as United Kingdom, USA, New Zealand as well as Australia have integrated this mode of training. It is seen and promoted as the major learning technique for preparing the youths towards the 21st century pre-requisites as well as the expectations of the society from them. According to some scholars, it is very understandable in the aspect of vocational learning. Personalized learning

customizes learning as per a specific student's needs, skills, strengths as well as interests in these techniques. Each scholar is given an erudition scheme which is as per his/her best process of learning as well as knowledge. However, personalized learning cannot replace other strategies like a 504 plan, IEP or an intervention program. This article deals with all aspects of personalized learning which comprises a brief introduction of the subject matter of personalized learning, and some of the reviews of literature on personalized learning. The paper will also focus on why personalized learning really matters, what is obtainable and what is not in the field of personalized learning. It will also deal with the best guides to personalized learning, especially educational elements. Some examples of what personalized learning is like as well as some personalized learning strategies with samples will be looked into. Finally, the article will run through the summary of the subject matter of personalized learning and its importance in educational field.

Student-Teacher Perception on Local and Global Environmental Status, Their Environmental Knowledge and What Is In-Between

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Rapid technological development in the last century led to a global environmental crisis. One way to reduce the harm to the environment is to promote environmental education as a stage that may empower pro-environmental behavior. Thereby**,** teachers have a major role for a sustainable future, since they are educating future generations. Higher education institutions that train future teachers, have an important role in educating and shaping future teachers, therefore, environmental education must be included in their curriculum. Many educational institutions around the world and in Israel are undergoing a green campus certification process. In a study conducted at a teacher college in Israel, that underwent a campus greening project, formal and informal environmental education was introduced, in addition to diverse administrative operations. The formal education was introduced by courses, and the informal education was done by activities such as a green market, green days, earth day, an environmental quiz, bulletin board and more. The project was evaluated using questionnaires, that students completed before (pre) and after (post) the project, assessing the project implications on students' perceptions about the local and global environmental statues and their environmental knowledge. Findings revealed that students graded the environmental statues in their neighborhood and in their city as better than the situation in their country and in the world. Similar values were obtained for the pre and the post, except for the statues in their neighborhood that was graded slightly worse at post. Students' knowledge of basic concepts that are usually unknown to the public and are learned during a formal curriculum was improved. It seems that despite improvements in students' understanding of environmental issues, they do not link this theoretical knowledge with the local and global environmental situation. Teaching strategies that may overcome this gap are suggested.

Teacher Competencies: Modeling and Remodeling

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Teacher education and training programs all around the world have one prime aim: educating and training pre-service and/or in-service teachers to become (more) 'competent' in their majors. Meticulously and assiduously prepared content is entrusted to educators and trainers, hoping that what has been designed and implemented would yield optimum benefits for all parties: the trainee, the trainers, and the institution. This is one side of the coin: 'off-field' work initiated with good intentions. Yet, the other side, 'in-field' work, in most cases, presents a completely different picture: The proof of the pudding is in its eating! Preaching is

one thing and doing is another. A four-year BA program devoted to building and enhancing competencies is put to the test once the student embarks on the teaching profession. Competencies that have been expounded time and again during formal education face the stark reality at school: a teacher replete with formal theoretical knowledge, and students who hardly relate to teacher's practices! This is a dreadful scenario alas most teachers put to work encounter at the early stages of their careers. Based on these observations, the researchers conducted this piece of research with the English Language Teaching Department students at Cukurova University, Turkey. The participants, all fourth-year students, and doing their practicum at state schools, were interviewed once a week focusing on language competencies introduced to them during formal education, and their practices at host schools. Protocols conducted with the participants revealed a mismatch between the BA curriculum along with its focal competencies and competency requirements highlighted in the curriculum of the Turkish Ministry of Education for high schools. This being the case, student-teachers naturally felt at odds, not knowing what to do: implement what they were taught during their degree education, or comply with the requirements set in host schools' curriculum. The study has significant implications for all parties involved in curriculum design, teachers and administrators

EB21cS (English as a Baton for Guiding the Development of 21st Century Skills)

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Beyond doubt is the fact that higher educational institutions need no longer highlight knowledge as their key intended learning outcome (ILO). The omnipresent knowledge-based teaching and learning paradigm has long been challenged by the necessity of endowing the graduates with skills and competences they would be able to use in different walks of life: when recruited, in their continuous professional development, as citizens of the countries they represent, as parents, etc. Notwithstanding the fact that conversations around skills and competences have been there for more than 3 decades now, tertiary level institutions (TLIs) still find it hard to teach/train and to assess those. This can be proved by casting a look at expert panel reports of quality assurance agencies of a number of countries. This holds true for Armenia as well. Almost all expert panel reports (95%) highlight that not enough heed is paid to training the skills and competences that are necessary for educating individuals endowed with what we call 21st century skills. The researcher's conviction is that in the majority of cases we-the teachers, do not even know what is meant by saying teaching/training the 21st century skills. Sometimes we think that we need to allocate some hours of instruction in order to make sure our students have "mastered" critical thinking or problems solving skills, and we constantly complain that our curricula do not allocate enough hours for doing so. In reality, every single task that our students perform, can be suited for gradual training of many of the skills that the 21st century imposes, and this presentation will focus on minute changes that our usual activities can undergo to ensure that English turns into a baton for guiding the development of those vital skills.

Laz lexical data from English-Laz (19th c.) and Laz-English (21st c.) lexicographic sources

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The paper presents a systematic discussion of the Laz lexical data extracted from the three English-Laz and Laz-English lexicographic sources published in the late 19th and early 21st centuries: 1. Peacock, D. R. 1887. Original Vocabularies of Five West Caucasian Languages. Journal of the Royal Asiatic Society of Great Britain and Ireland 19/1: 145-156; 2. Amse-de Jong, T. H. 2004. Laz-English Dictionary. Feudenstadt: Kaukasus-Verlag; 3. Kurdazde, R., Shonia, D., Tandilava, L., Nizharadze, L. 2015. Georgian-

Megrelian-Laz-Svan-English Dictionary. Tbilisi: Petiti, 2015. Lexical items and their translations from the aforementioned sources are compared taking D. R. Peacock's dataset as a point of departure. The present paper is part of a series of our joint publications on the history of English-Caucasian lexicography mostly based on D. R. Peacock's and G. Ellis's lexicographic collections.

Contrastive Socio-Pragmatic Analysis of Polite Phatic Compliments (On the Material of English and Georgian Prose)

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Knowledge of phatic communication –a type of communication which aims at making close, friendly relationship with interlocutor, plays an important role in conducting successful conversation and avoid misunderstanding especially among representatives of different cultures. Phatic topics, expressions vary according to culture and lifestyle of the countries. However, there is a significant coincidence between languages in terms of their usage. In this paper, contrastive socio-pragmatic analysis is conducted to state similarities and differences among polite phatic expressions of compliments on the material of 20-21st century prose of two unrelated languages – English and Georgian.

The Role of Leadership in Motivating Academic and Administrative Staff for the University Success and Promotion

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The presented article examines the role of leadership style in motivating academic and administrative staff, and underlines its importance, for university success and promotion. The effectiveness of universities largely depends on the motivation of their academic and administrative staff. Employees' motivation requires cooperation of both managers and employees. Motivated staff is more productive, happy and highly committed to their job which is essential for the university success and promotion. Building organizational commitment and trust, providing good working conditions by considering employees' needs and promoting good social relations will generate effective leadership process. Small scale research findings are presented in the given article to mirror the correlation between the effectiveness of universities and highly motivated personnel due to the application of the appropriate leadership style.