Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



EFL Saudi Students Attitude

Classroom Management for Teaching

Highlights

Language is the Main Instrument

Technology Adoption and E-Learning

Discovering Thoughts, Inventing Future

VOLUME 19 ISSUE 4 VERSION 1.0

© 2001-2019 by Global Journal of Human Social Sciences, USA

Volume 19 Issue 20 was originally issued as G4

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 19 Issue 20
Originally issued as G4

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 19 Issue 4 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2019.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals Pvt Ltd
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Editorial Board

Global Journal of Human-Social Science

Dr. Heying Jenny Zhan

B.A., M.A., Ph.D. Sociology, University of Kansas, USA Department of Sociology Georgia State University, United States

Dr. Prasad V Bidarkota

Ph.D., Department of Economics Florida International University United States

Dr. Alis Puteh

Ph.D. (Edu.Policy) UUM Sintok, Kedah, Malaysia M.Ed (Curr. & Inst.) University of Houston, United States

Dr. Bruce Cronin

B.A., M.A., Ph.D. in Political Science, Columbia University Professor, City College of New York, United States

Dr. Hamada Hassanein

Ph.D, MA in Linguistics, BA & Education in English, Department of English, Faculty of Education, Mansoura University, Mansoura, Egypt

Dr. Asuncin Lpez-Varela

BA, MA (Hons), Ph.D. (Hons) Facultad de Filolog?a. Universidad Complutense Madrid 29040 Madrid Spain

Dr. Faisal G. Khamis

Ph.D in Statistics, Faculty of Economics & Administrative Sciences / AL-Zaytoonah University of Jordan, Jordan

Dr. Adrian Armstrong

BSc Geography, LSE, 1970 Ph.D. Geography (Geomorphology) Kings College London 1980 Ordained Priest, Church of England 1988 Taunton, Somerset, United Kingdom

Dr. Gisela Steins

Ph.D. Psychology, University of Bielefeld, Germany Professor, General and Social Psychology, University of Duisburg-Essen, Germany

Dr. Stephen E. Haggerty

Ph.D. Geology & Geophysics, University of London Associate Professor University of Massachusetts, United States

Dr. Helmut Digel

Ph.D. University of Tbingen, Germany Honorary President of German Athletic Federation (DLV), Germany

Dr. Tanyawat Khampa

Ph.d in Candidate (Social Development), MA. in Social Development, BS. in Sociology and Anthropology, Naresuan University, Thailand

Dr. Gomez-Piqueras, Pedro

Ph.D in Sport Sciences, University Castilla La Mancha, Spain

Dr. Mohammed Nasser Al-Suqri

Ph.D., M.S., B.A in Library and Information Management, Sultan Qaboos University, Oman

Dr. Giaime Berti

Ph.D. School of Economics and Management University of Florence, Italy

Dr. Valerie Zawilski

Associate Professor, Ph.D., University of Toronto MA - Ontario Institute for Studies in Education, Canada

Dr. Edward C. Hoang

Ph.D., Department of Economics, University of Colorado United States

Dr. Intakhab Alam Khan

Ph.D. in Doctorate of Philosophy in Education, King Abdul Aziz University, Saudi Arabia

Dr. Kaneko Mamoru

Ph.D., Tokyo Institute of Technology Structural Engineering Faculty of Political Science and Economics, Waseda University, Tokyo, Japan

Dr. Joaquin Linne

Ph. D in Social Sciences, University of Buenos Aires, Argentina

Dr. Hugo Nami

Ph.D.in Anthropological Sciences, Universidad of Buenos Aires, Argentina, University of Buenos Aires, Argentina

Dr. Luisa dall'Acqua

Ph.D. in Sociology (Decisional Risk sector), Master MU2, College Teacher, in Philosophy (Italy), Edu-Research Group, Zrich/Lugano

Dr. Vesna Stankovic Pejnovic

Ph. D. Philosophy Zagreb, Croatia Rusveltova, Skopje Macedonia

Dr. Raymond K. H. Chan

Ph.D., Sociology, University of Essex, UK Associate Professor City University of Hong Kong, China

Dr. Tao Yang

Ohio State University M.S. Kansas State University B.E. Zhejiang University, China

Dr. Periklis Gogas

Associate Professor Department of Economics, Democritus University of Thrace Ph.D., Department of Economics, University of Calgary, Canada

Dr. Rita Mano

Ph.D. Rand Corporation and University of California, Los Angeles, USA Dep. of Human Services, University of Haifa Israel

Dr. Cosimo Magazzino

Aggregate Professor, Roma Tre University Rome, 00145, Italy

Dr. S.R. Adlin Asha Johnson

Ph.D, M. Phil., M. A., B. A in English Literature, Bharathiar University, Coimbatore, India

Dr. Thierry Feuillet

Ph.D in Geomorphology, Master's Degree in Geomorphology, University of Nantes, France

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. EFL Saudi Students Attitude towards Language Errors Deduction in Written Exams: Problems and Recommendations. *1-4*
2. Classroom Management for Teaching English at Tertiary Colleges in Bangladesh: Challenges and Solutions. *5-17*
3. Technology Adoption and E- Learning in Higher Education: An Analysis by using Meta Analyses. *19-23*
4. Language is the Main Instrument of Spiritual Life. *25-26*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 4 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

EFL Saudi Students Attitude towards Language Errors Deduction in Written Exams: Problems and Recommendations

By Amani Salmeen
Jubail University College

Abstract- Jubail University College follows a strict language deduction policy for written exams in all courses in the English Language Program for bachelor students. 20% of the total number of marks is deducted for each written formal exam. This research explores student's attitude towards this policy as well as its effectiveness in improving student's performance. It outlines problems encountered by the students as well as recommendations to further improve student performance. A total of 32 female students from various levels at Jubail University College participated in this study. A survey was distributed to investigate the problem. The results of the research showed that the language deduction policy is effective to some extent in terms of making students more aware of their need to improve their language proficiency; however, it failed to provide practical solutions for students' development.

Keywords: *student's attitude, language deduction, jubail university college.*

GJHSS-G Classification: *FOR Code: 200199*



Strictly as per the compliance and regulations of:

© 2019. Amani Salmeen. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

EFL Saudi Students Attitude towards Language Errors Deduction in Written Exams: Problems and Recommendations

Amani Salmeen

Abstract- Jubail University College follows a strict language deduction policy for written exams in all courses in the English Language Program for bachelor students. 20% of the total number of marks is deducted for each written formal exam. This research explores student's attitude towards this policy as well as its effectiveness in improving student's performance. It outlines problems encountered by the students as well as recommendations to further improve student performance. A total of 32 female students from various levels at Jubail University College participated in this study. A survey was distributed to investigate the problem. The results of the research showed that the language deduction policy is effective to some extent in terms of making students more aware of their need to improve their language proficiency; however, it failed to provide practical solutions for students' development.

Keywords: student's attitude, language deduction, jubail university college.

I. Introduction

JUC strives for excellence when it comes to its graduates. To achieve that, it regularly reviews and updates its teaching practices and assessment strategies to ensure the fulfillment of its vision and mission to provide quality education. To address concerns regarding some students writing proficiency, especially when it comes to common language errors made by EFL students, it had introduced the language deduction policy in 2015. 20% of the total grade for every formal written exam (Midterm, final examination, and some quizzes) is deducted; resulting in 20 marks deduction out of the overall score of the course-100. This policy applies to all areas of the degree: linguistics, TEFL, Writing, Literature, Translation, and Language Skills. Some advocates of the deduction believe that it is the best way to encourage students to improve their English language proficiency (spoken and written). On the other hand, some teachers think of it as discouraging and impeding students rather than a motivation for change while others believe that the best way is to reduce the deduction percentage in order to boost students' confidence and provide non-punitive alternatives for improving student's language.

Author: Jubail University College. e-mail: SALMEENA@ucj.edu.sa

a) *Problem Statement*

Students' high proficiency in English as a foreign language is the main goal that the English Language Department at JUC is trying to achieve. The mission to produce graduates who meet the demands of the job market and community has inspired the language deduction policy. However, students' attitude towards this policy may cause them to actually refrain from expressing themselves freely. As a result, this study is conducted to help understand the learners' attitude and problems with the language deduction policy as well as provide recommendations to improve students attitude and motivation, which are vital to students improved performance.

b) *Significance of the Study*

Understanding students' motivation to be expressive in the foreign language is vital to fulfill the objectives of every language course. Thus, this research is carried out to help identify the issues with the language deduction policy. The findings of this research should help improve students' performance at Jubail University College in terms of written communicative competence and learners' attitude, which in turn improve students overall performance.

c) *Aims and Objectives*

The research focuses on achieving the following aims and objectives:

- To investigate students' attitude toward the language deduction policy
- To identify the problems encountered by the students when it comes to deducting marks for language errors
- To provide recommendations to improve students' performance in exams

d) *Methodology*

The primary data was collected through a survey distributed electronically among the students. A total of 32 female students from various levels at Jubail University College responded to the survey. Scholarly work, journal articles, and other online sources were used to collect the secondary data. The information gathered from the secondary data was essential in creating the foundation of this research.

© 2019 Global Journals

e) Limitations

The research has the following limitations:

- The research will be limited to Jubail University College's students only.
- The research results will be limited since only 32 students will be subjected.
- The study will focus on female students only.

II. Literature Review

According to Krashen (1992), for EFL\ESL students to acquire the language, it is important to take into consideration the affective factors, such as self-confidence and motivation (qtd. in Almohaimeed & Almurshed, 2018. P.435). Students attitude toward learning is crucial as demotivated students perform poorly and their linguistic competence tends to be lacking as a result of their demotivation. In fact, affective factors are very significant that they are juxtaposed with cognitive skills (Brown, 2014, P.143). They are very important for learning to take place. Brown (2014) comments:

It can easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of self, and belief in your own capabilities for that activity.

Affective barriers will only hinder students' development. In fact, focusing on rewarding rather than intimidation proved to be more effective. In a study to measure the impact of a positive attitude towards reading conducted by Cunningham & Stanovich (2001), children who read for enjoyment performed better (qtd. in Žolgar-Jerković, Jenko & Lipec-Stopar, 2018,p.202). Their interest in reading maximized their learning experience. Moreover, students who have a positive attitude towards learning seem to be more receptive and responsive than those who do not. The question remains whether language deduction is really as effective as it was intended to be; taking into consideration students' attitude and its effectiveness in preventing language errors.

According to James (2013), the recognition of errors in students' language may vary form one teacher to another. He refers to a study which took place in Germany by Lenghnhaun (1975) where over 30 error types went undetected by 57% of teachers. This clarifies that some teacher's ability to detect errors might be limited, and some measures have to be taken to address this point. It is assumed that some teachers are more tolerant than others when it comes to detecting language errors. As a result, students' attitude and proficiency might be affected. However, teachers training and courses have come a long way since then, and many EFL teachers undergo extensive training to meet the standards of modern education. This does not mean that the issue is completely solved, but at least the negative effects of it are minimized.

Kiparsky (1972) categorizes foreign language learners' errors into two categories. First, errors which appear in the structure of the sentence and could impede understanding, which he refers to as global errors. Second, localized errors, which occur in the secondary structure of a sentence. These errors do not affect the understanding nor hinders communication even if the structure of the sentence is not completely accurate (qtd. in Cheng, 2015). The type of errors that is tackled in this research falls under the second category. Students tend to make the same common language errors among EFL students; namely grammar, punctuation, spelling, word choice, and subject-verb-agreement. The question is no longer whether these errors should be tolerated or not as the students are already treated as English major students. The focus is on whether the deduction percentage actually improves learner's attitude and improve the overall academic performance of the students or not.

III. Research Results

The majority of the respondents (50%) were junior students, which makes it safe to say that their feedback reflects their understanding and perception of the issue and its effect on student performance as well as satisfaction. The students' evaluation of their own performance was taken into consideration. 68.8 % of the students evaluated their level of proficiency as intermediate; 21.9% as advanced and 9.4% as lower-intermediate while none opted for beginner. It is quite clear that the advanced students are far less in number than the intermediate students, which could mean that the majority of the students have gaps in their knowledge of the language. This is evident in the teacher's observation of their answers in exams.

The majority of students lose many marks for language errors despite providing accurate content, which demonstrates student's weak evaluation of their proficiency earlier in the survey. However, many of the students could be placed as lower-intermediate in a standardized proficiency test, at least based on their performance in written exams, despite being senior and junior students, due to their poor grammar and skills. Based on the survey, students seem to fail to realize the level of performance that is expected from them.

When asked about the language deduction policy, 34.4% agreed with it while 59.4% disagreed. It is safe to assume that the higher achieving students do not mind it and may even view it as a welcomed challenge while the weaker students fear its effects on their already low marks.

Many teachers constantly encourage students to work on their language; especially in EFL settings where the classroom seems to be the best option to practice the language in an authentic or semi-authentic environment. Strategies and methods of improvement

© 2019 Global Journals

vary, and a good point to start is to understand that it is not a teacher's job only but a shared task between both the student and the teacher. In fact, the students' responses support this claim as 53.1% of the respondents seem to agree that improving students spelling and grammar is a shared responsibility between the student and the teacher. Reading seems to be the most common practice among students to improve their language (43.8%). 28.1% relied on online exercises to improve their language while 15.6% did not try to address this issue outside of the class. A small percentage opted for watching movies, writing paragraphs, or joined the English Department's Writing Center. The majority of the students seems to be eager to improver; nonetheless, they seem to be lost as what to do. It appears that some students might have problems with being independent learners and do not know how to improve without guidance. Even if that is the case, some appear to fail to approach their advisors or ask for help despite having available resources and assistance in the college campus.

When asked about the most common type of language errors, a towering 71.9% selected spelling. This could be traced to a number of reasons, some of which are dependence on technology when writing paragraphs or essays, not taking notes during classes, and not practicing outside of the classroom. The second type of mistakes is grammar, which is expected in any EFL environment; however, students should work hard to try to improve their grammar by the available means. According to the survey, students seem to believe that they make grammatical and spelling mistakes in exams due to lack of knowledge and practice, pressure in exams, not revising before submitting their exam paper, lack of reading, and focus on memorizing the subject.

The vast majority of the students believe that the policy for deducting marks for language errors- especially in non-writing exams was ineffective in improving students' performance nor encouraged them to do well. On the other hand, 25% agree with the policy and experienced its effectiveness. Few express that it has helped a little, but they got discouraged when they saw their perfect score before the deduction. Few have express that marks should be deducted for grammar only and not for minor spelling or word choice errors.

For the students who opted for its ineffectiveness, they claimed that it discourages them from studying as they know that the effort they put into studying might not be fully reflected in their performance. Others think that it only demotivates them without seeing actual improvement while some fail to see the point behind deducting marks. Others thought that deducting marks for language errors is actually beneficial and students should try to improve their proficiency level rather than criticize the language deduction policy.

As alternatives for deducting marks for language errors, students suggested offering classes for weaker students, allowing students to use the language more in the class by doing presentation and activities in the class, reducing the deduction percentage, writing workshops were students write freely and receive feedback without worrying about losing marks, assign weekly readings and letting students write reviews, and mandatory classes for struggling students.

Generally speaking, students seem to worry about their marks more than their language when it comes to language errors deduction. The need for a solution for language errors in students' exams is undisputed. However, according to the students' responses, a revision of the policy and more practical solutions are needed.

IV. Discussion

To provide a cultivating environment for the students, the ELP has already taken a step this semester by proposing a revision of the language deduction policy. The ELP also provided a Writing Center as well as an Exam Help center to help the weaker students as of this academic year. Students' responses reflected that the majority of them are not well- informed when it comes to the available sources. Many struggle with language errors yet very few students actually show up to the writing center sessions. This issue needs serious consideration.

Student's attitude towards learning is very important as any noticeable progress is linked to their motivation and satisfaction. Although deducting errors might be discouraging, students' main concern seems to stem form the percentage of deduction rather than the policy itself.

While the majority of the respondents claim to read as a way of improving their communicative competence, it is not always guaranteed that it will have a positive outcome. Gass (1988) asserts that acquisition of language requires input, which reading could provide, but she questions the type of input that is needed. Reading is vital for English major students both as a skill and as learning tool; however, not all students respond to reading in the same way. That could be traced to the fact that individual learners have different learning styles and preferences. Nevertheless, For EFL English major students, it is paramount that they read as many texts as possible, or at least the assigned readings. Some students fail to read their assigned novels or articles.

One important issue with the language deduction policy is that it does not provide direct solutions to students' knowledge gaps. While it definitely makes the students aware of their areas of weakness, it does not directly address students' individual weaknesses. The reason could be because it was not designed to do so, but the value of such a step must be

© 2019 Global Journals

clear to the students. Students need to understand that it is not put in place merely to reduce their marks but to encourage them to work harder to identify their limitations and take action. The Writing Center could be a good place to start, but students must be more aware of its services and actually dedicate the time and effort to attend and participate in its sessions.

V. Recommendations

- The Writing Center and the Exam Help Center must collect feedback from the students to address the issue of poor students' attendance and devise a plan to attract more students.
- There should be an entrance exam after the prep year program for students who wish to major in English. For the department to produce highly qualified graduates, only students with a certain proficiency level should be admitted, and those who fail to meet the required proficiency level to enroll in the program should be offered other options to meet the admission requirements.
- More reading based assignments should be provided for students to practice critical thinking and interacting with texts.

VI. Conclusion

The department of English Language takes care of students' needs and aspirations as well as tries to meet the demands of the job market. Although the majority of the graduates are highly qualified, there are always areas to be improved. Society is growing and the globalized market's demands are going by the minute. This is mostly the cause to continually assess teaching and assessment practices and review them.

Students today are more conscious of their goals. They are more involved as classes become more learner-centered. The engagement of the student ensure a fulfilled objective and a qualified graduate. The study has concluded that while this policy is a step in the right direction, it needs to be assisted by other tools to achieve the desired goals.

References Références Referencias

1. Almohaimeed, M. S., &Almarshad, H. M. (2018). Foreign Language Learners' Attitudes and Perceptions of L1 Use in L2 Classroom. *Arab World Journal,9*, 433-446. Retrieved April 22, 201922, 2019.
2. Brown, H.D. (2014). Principles of Language Learning and Teaching (4th edition). Longman.
3. Cheng, X. (2015). Inter language-based Error Analysis in Higher Vocational and Technological College EFL Education in China. *Journal of Language Teaching and Research, 6*(3), 639-343.
4. Gass, S. M. (1988). Integrating research areas: a framework for second language studies. Applied Linguistics9.2: 198–217.
5. James, C. (2013). *Errors in Language Learning and Use: Exploring Error Analysis*. New York, NY: Routledge.
6. Jerković, I. Ž, Jenko, N., & Stopar, M. L. (2018). Affective Factors and Reading Achievement in Different Groups of Readers. *International Journal of Special Education, 33*(1), 201-211. Retrieved April 22, 2019.

© 2019 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 4 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Classroom Management for Teaching English at Tertiary Colleges in Bangladesh: Challenges and Solutions

By Md. Robiul Islam

Abstract- The study investigates the challenges and solutions of English classroom management at tertiary level colleges in Bangladesh through the case study of X college. Though the instructional strategy of tertiary colleges shifted from teacher-centered to student-centered learning, still the tertiary colleges are following the traditional classroom management system. For teaching English, the learners are rarely asked to get engaged in a communicative exercise in the classroom. However, to investigate the research problem, the study follows mixed method technique. It finds out the learners' fondness, opinions, learning preferences and atmosphere, and lecturers' instruction systems are involved as substantial for study. It also investigates lecturers' awareness of classroom management and their current practices regarding the issue. After analysing all data collected from teachers and students as well as correlating with other literatures, it is found that teachers are overlooking the realities of classroom management such as seating, grouping, activities, teachers' control over students, appropriate opening and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, instruction, nursing, etc. However, the study finds that learners at tertiary colleges in Bangladesh do not get the benefits of the English classrooms.

Keywords: *classroom management, teaching english, tertiary college, bangladesh.*

GJHSS-G Classification: *FOR Code: 930199*



Strictly as per the compliance and regulations of:

© 2019. Md. Robiul Islam. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Classroom Management for Teaching English at Tertiary Colleges in Bangladesh: Challenges and Solutions

Md. Robiul Islam

Abstract- The study investigates the challenges and solutions of English classroom management at tertiary level colleges in Bangladesh through the case study of X college. Though the instructional strategy of tertiary colleges shifted from teacher-centered to student-centered learning, still the tertiary colleges are following the traditional classroom management system. For teaching English, the learners are rarely asked to get engaged in a communicative exercise in the classroom. However, to investigate the research problem, the study follows mixed method technique. It finds out the learners' fondness, opinions, learning preferences and atmosphere, and lecturers' instruction systems are involved as substantial for study. It also investigates lecturers' awareness of classroom management and their current practices regarding the issue. After analysing all data collected from teachers and students as well as correlating with other literatures, it is found that teachers are overlooking the realities of classroom management such as seating, grouping, activities, teachers' control over students, appropriate opening and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, instruction, nursing, etc. However, the study finds that learners at tertiary colleges in Bangladesh do not get the benefits of the English classrooms.

Keywords: classroom management, teaching english, tertiary college, bangladesh.

I. Introduction

Classroom management for teaching English is an important issue (Fahmida, 2007) to implement sustainable development goals (SDGs) in the education sector of Bangladesh. Besides, with the need of international communicative competence, it becomes crucial to harvest an education policy that would create global citizens as well as reflect the needs of the learners (Mamun et al., 2011). To do that, effective classroom management is the best solution (Afroze, 2014). However, it is primarily strategies and management of learners learning (Allen, 2010). Billingsley et al. (2018) state that classroom management is the basic to establish effective teaching. On the other hand, Webster-Stratton et al., (2011) opine that the policies of classroom management boost student interest in learning, strengthen academic attainment and school preparation, and lessen classroom troublesome behavior. Besides, it is an analytical factor which includes strong teaching methods, significant content, and an institutional structure to guide fruitful learning (Allen, 2010). However, in modern times, lecturers are given with more complex classrooms. Large class size is a great challenge for lecturers to give direction among diverse students (Webster-Stratton et al., 2011). Thus, practices of active classroom management nourish, inspire, and stimulate learners with various advancing intelligence and educational culture.

a) *Statement of the Problem*

English has achieved the major position of our education system from primary to higher education for its global needs and acknowledgment (Karim, 2018). The government of Bangladesh has always been energetic to assume many projects to advance the students' communicative competence in English. Unfortunately, despite having twelve years of preparation, students cannot acquire communicative competence in English (Karim, 2018). There are many explanations for this catastrophe. The learners are rarely asked to get engaged in a communicative exercise in the classroom (Farooqui, 2014). Also, students do not feel easy to be more active in classroom exercise and they do not like to take liability for their study (Chaudhury, 2011). Furthermore, communication is only fixed among the more progressive students in the classroom (Mamun et al., 2011). Moreover, most of the teachers cannot communicate with each student in the large classroom (Mamun et al., 2011). Also, they are not trained in classroom management issues. Thus, this study looks to address the challenges of classroom management and realizesa way of solutions.

b) *Research Objectives*

Classroom management is a kind of issue which abundantly influences the students' outcome (Jones, 2015). However, the objective of the study is to find out the challenges and solutions of English classroom management through the case study of tertiary colleges in Bangladesh. With this determination, firstly, the study inspects the current practices of English classroom management in tertiary colleges in Bangladesh. Secondly, it finds out the challenges of English Classroom management. Finally, the study

Author: Assistant Professor in English, Ishwardi Government College, Ishwardi, Pabna, Bangladesh. e-mail: robi475495@gmail.com

© 2019 Global Journals

investigates a way of a solution to ensure the best practice of classroom management.

c) Research Questions

The study investigates the challenges of classroom management for learning English at tertiary colleges in Bangladesh. Thus, the key research questions for this study are:

i. *What are the current practices of English classroom management at tertiary colleges in Bangladesh?*
ii. *What are the challenges, if any, of English classroom management at tertiary colleges in Bangladesh?*
iii. *What would be the best practices of English classroom management at tertiary colleges in Bangladesh?*

d) Significance of the Study

English is ever present in the life of every citizen around the world. In recent years, educators suggest proper classroom management for acquiring skill in any language. Further, the national education policy of Bangladesh (2010) emphasizes effective classroom management for learning English so that it helps make the country's future cohort for the modest globalized world of the 21st century (Karim, 2018). However, since the learners occupy much time in classroom activities, it is imperative to manage the classroom so that they can learn English fruitfully. This study helps the lecturers to provide pupils with all-out learning milieu. Additionally, teachers will again think about their methods of dealing with the classroom. Conversely, no research is done in this issue at tertiary level colleges in Bangladesh previously. Thus, this study helps the policy makers to ensure quality education for sustainable development of Bangladesh.

II. Review of Literature

Though Bangladesh is a monolingual country, English is used in all subdivision shere (Farooqui, 2014). The author also says that if one is competent in English, he/she can sustain a good position within the country as well as the global margins. For learning English in Bangladesh, communicative methods are being practiced for the last three decades in the classroom with diverse challenges by the lecturers (Karim, 2018). On the other hand, Rasheed (2012) states that there are massive challenges to both students and teachers in Bangladeshi conventional classrooms. However, the main components of classroom management for student teachers are the physical organization of classrooms, instructional management, behavior management, and communication (Atici, 2007).

a) Principles of Classroom Management

For ensuring effective language teaching, it is very significant to follow the principles of classroom management (Brown & Lee, 2015). However, the fundamentals of classroom management primarily include establishment of transparent teacher and student roles, articulation of unambiguous objectives and goals, flexibility, letting students pick some choices, do activities and exercises, taking students' personal interest into knowledge, open-mindedness to all students, exhibiting enthusiasm and a positive attitude, and challenging students of both higher and lower levels of competence (Brown & Lee, 2015). However, the author observes as the head of the department that most of the principles of classroom management are not successfully maintained for teaching English in tertiary colleges in Bangladesh.

b) Physical Organization of Classrooms

Karim (2018) says that the physical organization of a classroom which consists of classroom arrangement, classroom extent, and classroom supervision has not been measured as a portion of learning and culture, but it has countless stimuli on social and theoretical results of the novices. In Bangladesh, the educators as well as the authorities hardly pay care to these truths (Karim, 2018). Besides, visible climate and space are the important foundation of classroom management (Brown & Lee, 2015). The authors also state that learners are impressed by their seeing, hearing, and feeling in the classroom. Ensuring a neat, clean, and orderly classroom, erasing whiteboards before each class period, appropriate arrangement of chairs, taking advantage of visual investigation to interested students, keeping the classroom free from external noises and ensuring efficient operation of heating/ cooling systems are to be created for the physical environment of the classroom, as opined by the authors. Nevertheless, it is a matter of sorrow that the mentioned tools of the physical organization of the classroom are not suitable in most Bangladeshi colleges (Rahman, 2015).

The seating arrangement is a very imperative issue for learning (Harmer, 2001).It depends on class size, group size, the style of the furniture and the type of activity (Harmer, 1998). Again, another vital aspect of classroom management is the class size. The large class generally builds up adverse implications of unacceptable results and problems (Harmer, 2001). The challenges in large classes are noise and behavior, feedback and assessment, blended intelligence, personal concentration and the practice of the first language (Jones, 2007). According to Evans and John (1998), a large classroom can be managed following some strategies such as engagement, communication, individualisation, and liberty. Unfortunately, almost all language classes are significantly larger in Bangladeshi colleges (Rahman, 2015). Besides, teachers do not have any training in large classroom management (Karim, 2018). Nevertheless, as suggested by Brown and Lee (2015), measures to solve the problem might involve making each students feel important by learning

© 2019 Global Journals

names, assigning students as much collective work as desirable, optimizing the use of pair work and small group work in English, considering the variation in proficiency levels in groups, using tapes, video and yourself for listening comprehension activities, using peer-editing assessment and judgment in written work whenever convenient, giving students home works and challenging tasks for students with higher proficiency, establishing small learning centers in class for individualized works, and organizing informal conversation groups and study groups. It is found in the study of Karim (2018) that all the issues mentioned are the most challenging task at the English classroom in Bangladeshi colleges.

c) *Instructional and Communication Management*

Effective instruction is the key terms of classroom management (Brown & Lee, 2015). To instruct any lesson effectively, a teacher must play multiple roles such as leader, knower, director, manager, counselor, guide, friend, parent, etc. in the classroom (Harmer, 1998). According to Brown and Lee (2015), the teacher's voice and body language are also important for effective classroom management. The most significant condition of good teaching is voice projection. Loud and booming voice is not necessary for good teaching. It is important that students sitting furthest away can hear clearly. Yet non-verbal messages are also very significant for effective classroom management (Brown & Lee, 2015).However, it is observed that most teachers cannot instruct their lessons effectively and cannot maintain voice and body language properly. Again, the author Penny Ur (1996) states that three preventive strategies such as careful planning, clear instruction and staying connected are essential for dealing problems in the classroom. A well planned and organized lesson is a stable power which is almost absent in tertiary colleges as observed by the author. On the other hand, effective teaching gives more emphasis on assignments (Jones, 2007). Dedicated and effective teachers oversee performance on tasks, giving opinions on how satisfactory assignments have been accomplished (Harmer, 2001). However, I observe that the present curriculum of English does not encourage assignment writing in the academic life of students.

There are often multiple proficiency levels among learners in the large class (Jones, 2007). In this circumstance, teachers simply avoid the higher and lower level students and they follow the middle-level students (Jones, 2007). It is a common mistake among teachers. According to Brown and Lee(2015), few techniques to deal with this kinds of problems are: avoiding overgeneralization of proficiency levels, identifying the specific skills and abilities of each students in the classroom, offering choices in individual techniques (written and extra class), using technological aids to boost proficiency levels of the students, measuring the difficulties of the classroom teacher talk for the middle of the range of proficiency and assigning group work for multiple proficiency issues. However, according to Karim (2018), English teachers of college level do not have sufficient classroom management knowledge to deal with the students of multiple proficiency levels and do not know the appropriate techniques to manage the large class.

In a monolingual country like Bangladesh, another common challenge of classroom management is the use of native language in English class (Brown & Lee, 2015). In a foreign language teaching context, an undue overuse of the native language in the classroom remains an issue. Besides, Brown and Lee (2015) state that one should never use native language in the classroom. In this issue, Hall and Cook (2012) suggest that a great amount of time can be saved by using native language for some explanations, linguistic clarifications, instructions for assignments, or literary comments. However, it is found in the study of Karim (2018) that most English teachers in Bangladesh use Bangla as a medium of instruction in the English class.

Another very energetic element of classroom management is the roles and styles of teachers that create a positive classroom climate (Harmer, 2001). In this issue, rapport is an idea that helps produce an environment in the classroom for successful learning (Brown & Lee, 2015). It is the relationship built on trust and respect between teachers and students. The guidelines to build rapport include paying attention to individual student, providing opinions and comments on the improvement of every student, inspiring students to nourish their creativity and views, welcoming and applauding their ideas, acting with them as a team, and creating a proper feel of vicarious delight when they learn something new (Jones, 2007). However, contemplating, speaking and writing that inspires many minds are the result of classroom energy (Brown & Lee, 2015). It is an aspect of creativity started by the communication of students. In addition, spiritual energy drives students to higher commitment and assistance (Brown & Lee, 2015). However, I observe that the above issues are almost non-existent in the classrooms of tertiary colleges in Bangladesh.

Finally, the study of the English language has become a vital accountability started at all levels. Thus, students' language skills are confirmed by practical and good classroom management for the purpose of studying foreign languages in tertiary education (Popescu-Mitroi et al., 2015). The tertiary education aims to enable learners with language skills accompanied by specific words and essential communicative skills. The students get benefit from these skills in the globalized world (Popescu-Mitroi et al., 2015). Yet, learners develop their soft skills in an effective as well as positive classroom environment (Popescu-Mitroi et al., 2015).

© 2019 Global Journals

However, it is observed that the assessment system of English in tertiary colleges only emphasizes reading and writing skills skipping listening and speaking skills. It is also a great challenge for effective English education in Bangladesh.

III. Methodology

This study investigates the challenges and solutions for English Classroom management at tertiary colleges in Bangladesh. The research designs, methods, sampling, setting, validity and reliability, ethical consent, data collection, and data analysis are discussed in this section.

a) Design

This study is quantitative and qualitative in nature. Thus, it is mixed method research. It finds out the learners' fondness, opinions, learning preferences, and atmosphere, and lecturers' instruction systems are involved as substantial for study. It also investigates lecturers' awareness of classroom management and their current practices regarding the issue. To find out the challenges of English classroom management, there are 12 major questions for students and another five major questions for teachers under central research questions. The questions highlight the current practices of English classroom management in tertiary colleges in Bangladesh.

b) Methods

This study uses several methods to get the answers to different research questions. For the qualitative part, the method is an interview, and for the quantitative part, the method is survey. For both of the methods, the questionnaire is the instrument. For the interview, questionnaire includes five semi-structured questions whereas for the survey it includes twelve items of four point's Likert Scale. Data collected through different instrument make data triangulation possible.

c) Sampling

Effectiveness of research depends on the utility of sampling methods (Hanefar, 2015). The demands for sampling appear straight to define the population on which the research will be organized. To accomplish the target, 34 students and 4 teachers of the department of English in IGC are chosen. I choose the respondent purposively so that I can get actual data.

d) Validity and Reliability

I am very careful about the validity and reliability issues of the study. For this reason, I carefully choose the respondents. To ensure the reliability, the questionnaire is used to investigate the issue. Besides, the data are analyzed with MS Excel, and the findings are presented graphically. Also, to ensure accuracy and consistency of study, the findings are also correlated with the findings of different articles. To gain the validity of data, triangulation has been done by collecting the same data through the different instrument.

e) Ethical Consent

While conducting this study, I try to sustain all the ethical consent very strictly. Firstly, I properly maintain the acknowledgment of others' work. Secondly, before collecting data, all respondents read and sign the ethical consent form. Finally, there is no ambiguity at any stage of the work.

f) Setting

Two types of populations are involved in this study such as students and teachers of the department of English in X College. I carry out a survey and interview for students and teachers through questionnaire. The survey is done for the students on the classroom and the interview is done for the teachers in the seminar room.

g) Data Collection

I take permission from the principal of X college to collect data from the teachers and students through questionnaire. I explain the aim of the research to the principal. As I serve as the head of the department and classroom teacher as well, so it becomes very easy for me to find out the true opinion about the present condition of the teaching-learning environment of tertiary colleges in Bangladesh. However, a major piece of the data is collected from learners' feedback by delivering close-ended questions to them. The lecturers' feedbacks are also collected from the open-ended questions given to them. However, each respondent takes10 to 20 minutes to read and answer the questions.

h) Data Analysis

After the collection of data from students, they are analysed with MS excel. The identities of the respondents are hidden. Firstly, the opinions of the students and teachers have been analyzed. Then all of the data are summarized and interpreted separately. I analyse the data collected from students quantitively and teacher's opinion qualitatively keeping touch with the central questions.

IV. Findings and Discussions

The purpose of this chapter is to analyze the data collected from students and teachers to find out the current practices of English classroom management intertiary colleges in Bangladesh. The findings are also discussed according to the survey, interview, personal observation, and review of the literature.

a) Findings and discussion of the Students' Survey

This part of the study discusses the first central research question. Many thought-provoking realities have been found in the replies of the students' survey.

© 2019 Global Journals

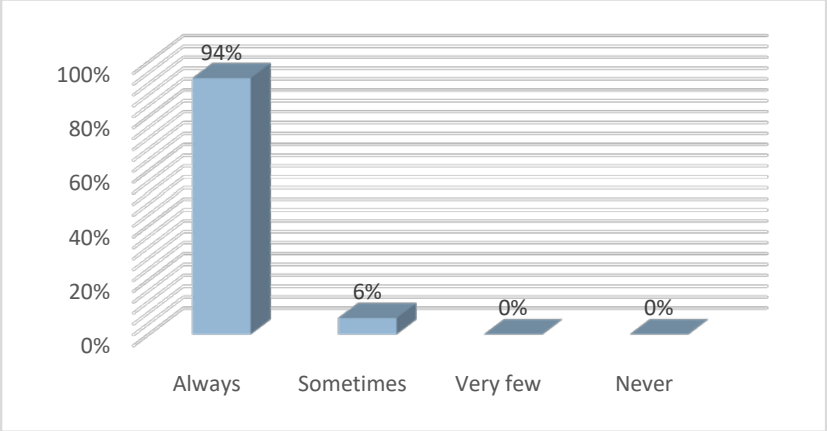


Figure 1: Whether classroom management is effective

Figure 1 Reports whether classroom management is helpful for learning English or not. This is the fundamental question which justifies the significance of research objectives.

However, in the response to the first question, 94% of the respondents opine that classroom management is always useful for learning English whereas, 6% of students say that it is sometimes good for learning English. Thus, from the opinions of the respondents, it is found that learning English is most likely related to classroom management.

The second question is set to investigate the condition of the seating arrangement in X college (Figure- 2). According to Brown and Lee (2015), it is the prime issue for the physical management of classroom which affects seriously on effective language learning in the classroom.

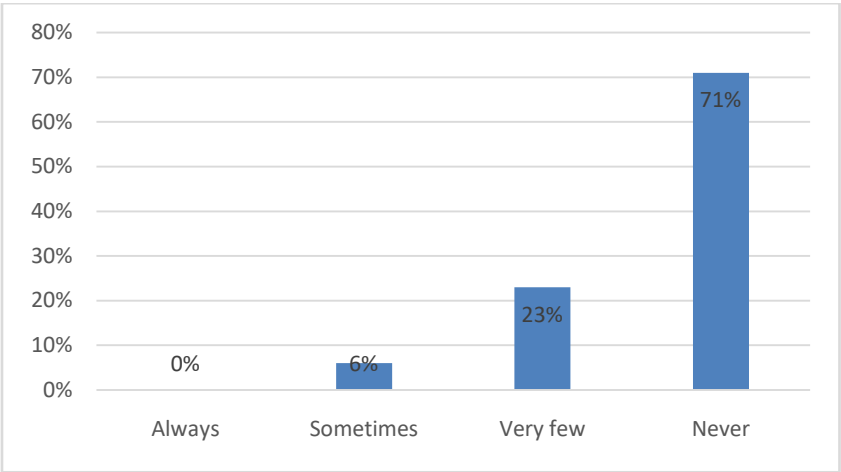


Figure 2: Condition of Seating Arrangement

However, by analyzing the data from this question, it is found that 71% of the students believe that seating arrangement in X college is never good for group and pair works. On the other hand, 23% of the respondents partially agree with the statement. Thus, from this result, it can be said that seating arrangement in X college is not up to the mark and a challenging issue for English classroom management. However, a similar result is also found in the study of Karim (2018).

The third question is given to find out whether teachers of X college can personally communicate with every student in each class.In this issue, Harmer (2001) opines that teachers personally communicate with each student in alanguage class.

© 2019 Global Journals

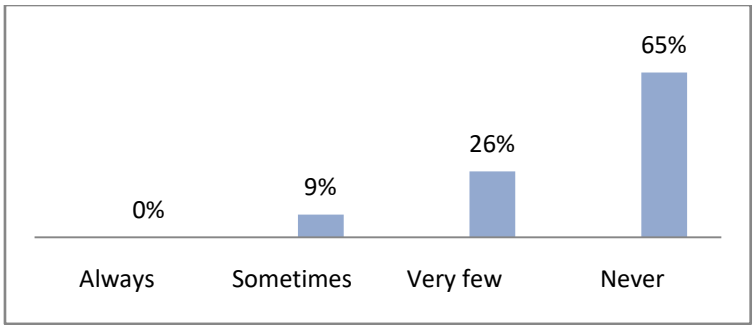


Figure 3: Personal communication of teachers with every students

The response of the third question shows in Figure 3, where65% of the total students think that teachers cannot personally communicate with every student in each class. On the contrary, 26% of the students think that teachers can hardly communicate personally with every student. This finding is similar to the study of Brown and Lee (2015) and Rahman (2015) where the large class size in X college and inadequate classroom management knowledge of the teachers are mainly responsible for this problem.

In language classes, group and pair work are the current solutions for operative instructions (Harmer, 2001). This research also finds out whether the students make group work or pair work in the classroom.

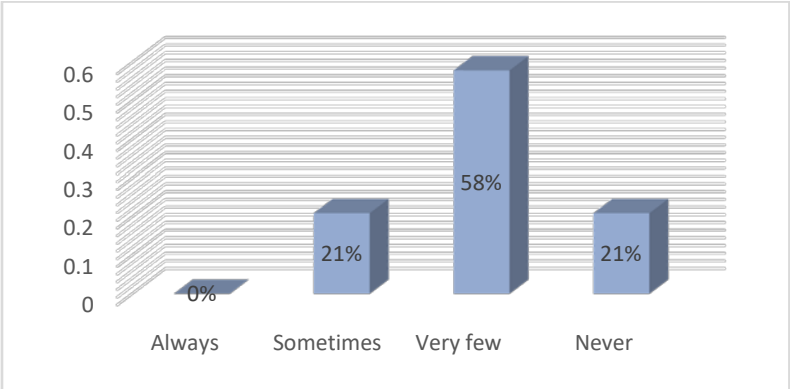


Figure 4: Whether students make group or pair work

Figure 4 shows the response of question four; a total of 58% of students say that they hardly practice group and pair work in the classroom. Besides, 21% of the total population say that they sometimes practice it, but the other 21% of the respondents never practice it in the classroom. Thus, it is found from this survey that large class size, lack of proper seating arrangement and teacher's lack of classroom management knowledge cannot encourage the students to do group and pair works in the classroom (Brown & Lee, 2015).

The fifth question is asked to investigate whether large class size always creates a communication gap between the teachers and students. Almost all educators agree that large class size is the main challenge of English classroom management.

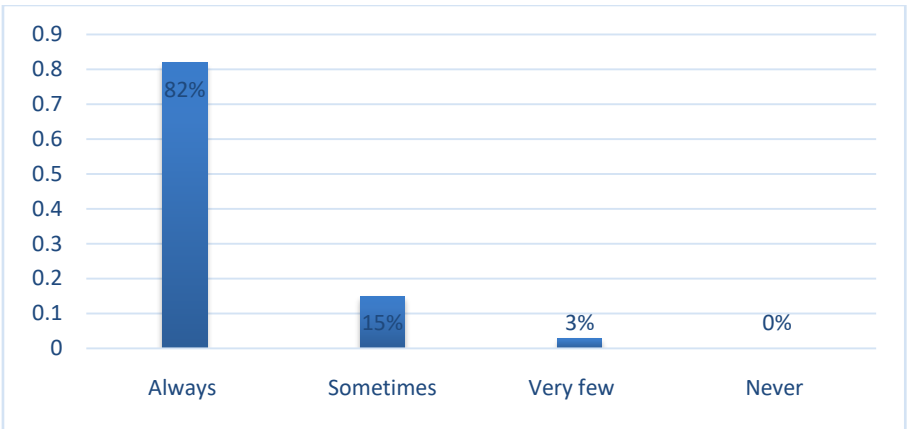


Figure 5: Whether large class creats a communication gap

© 2019 Global Journals

In the reply, most of the students (82%) think that large class size always creates a communication gap between the teachers and students (Figure 5). However, the same findings are also discussed by Karim (2018).

The sixth question is given to explore whether students get an opportunity to share their ideas in the classroom or not. However, according to Harmer (2001), students always share their ideas in a student-centered classroom.

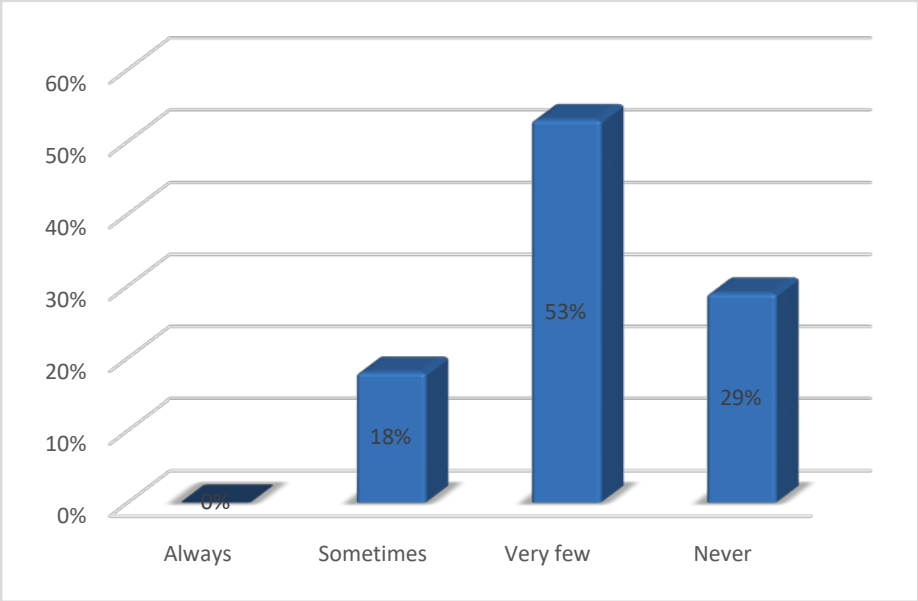


Figure 6: Whether students get opportunity to share their ideas

In response, 29% of students state that they never get an opportunity to share their ideas in the classroom. Again, 53% of the respondents share that they hardly get an opportunity to share their ideas in the classroom and 18% of them opine that they sometimes get an opportunity to share their ideas in the classroom (Figure 6). In fact, this finding also correlates with the findings of Farooqui (2014).

The seventh question is set to investigate whether the classroom of X college has enough light and air, noise free and very neat and clean. In this issue, Brown, and Lee (2015) state that the physical environment of the classroom affects greatly on effective learning and student's outcome.

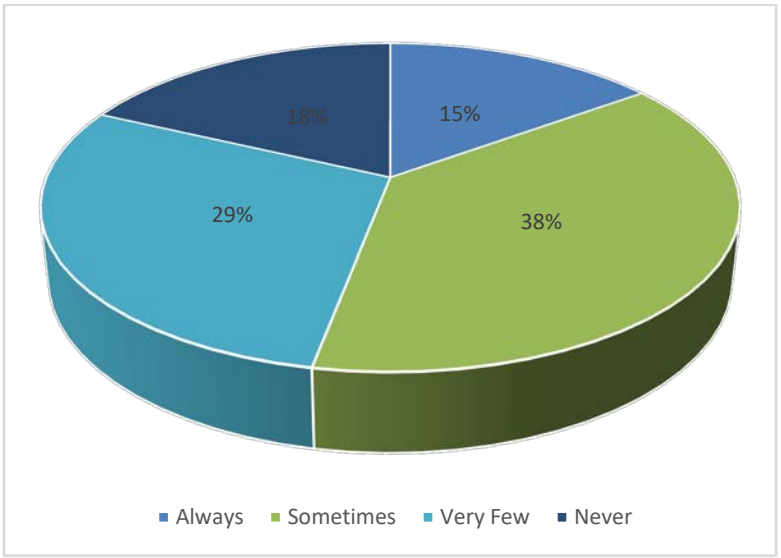


Figure 7: Physical environment of classroom

© 2019 Global Journals

Figure 7 represents a mixed opinion regarding the question. By analyzing all the data, it is found that physical management in X college is moderate.

The medium of instruction is a very significant issue in monolingual countries like Bangladesh. Using Bangla in English class is a very challenging issue (Harmer, 2001). The eighth question is asked to find out whether student thinks dual-medium (both English & Bangla) of instruction makes hindrance learning English properly or not.

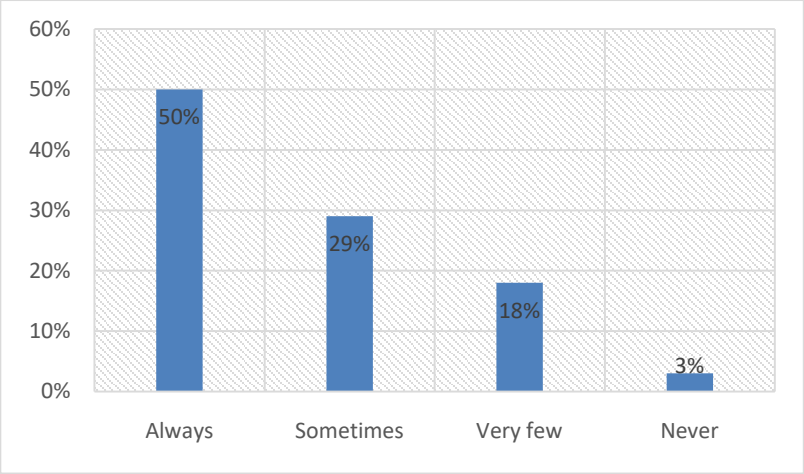


Figure 8: Duel medium of instruction

In response, 50% of students strongly agree with the statement while 29% of the total population opines that the dual medium sometimes prevents them from learning English properly (Figure 8). Thus, the findings indicate that the medium of instruction in English class should be in English (Rahman, 2015).

The ninth question is asked to examine whether teachers give feedback on assigned tasks in the classroom or not. However, in a language class, teachers should give feedback on assigned tasks in the classroom (Brown & Lee, 2015).

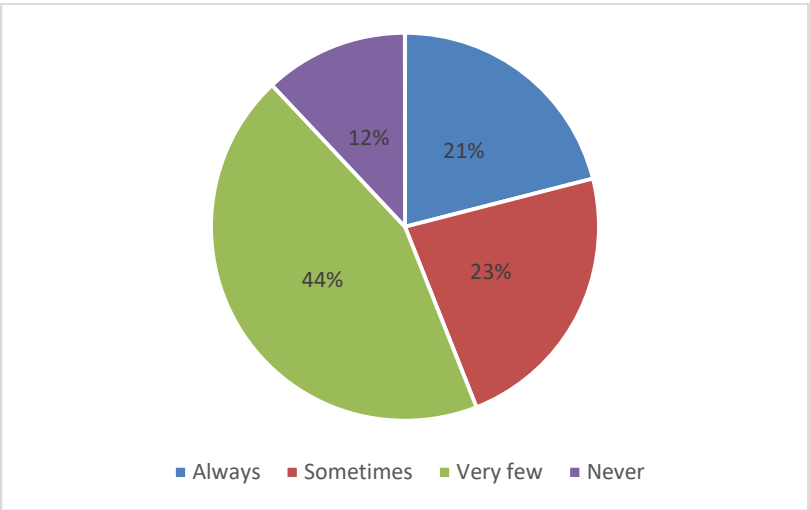


Figure 9: Teachers feedback on assigned tasks

However, in response, 44% of the respondents inform that their teachers hardly give feedbacks (Figure 9). Moreover, 12% of students say that they never get any feedback on assigned tasks from the teachers. Thus, the survey indicates the disappointing level of pedagogical knowledge of the teachers. Moreover, an almost similar result is also found in the study of Rasheed (2012).

The tenth question is asked to study whether teachers of X college follow a lesson plan or not. However, Penny Ur (1996) states that a careful lesson plan is essential for dealing problem in the classroom.

© 2019 Global Journals

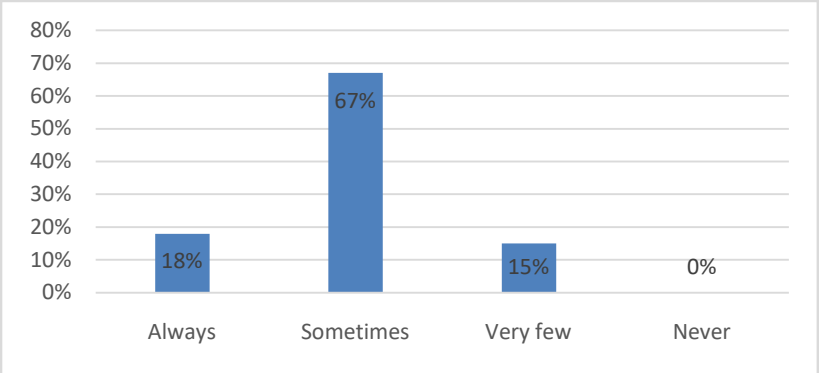


Figure 10: Lesson plan of Teacher

Figure 10 represents some surprising findings where 67% of the total population say that their teachers sometimes follow a lesson plan. However, 15% of the respondents think that teachers hardly follow lesson plans. Thus, the survey indicates insufficient pedagogical knowledge as well as the lack of attention of the teachers.

The eleventh question is asked to study whether teachers use technological tools in the classroom or not. However, according to Brown and Lee (2015), the use of technological aids boosts proficiency levels of the students in English.

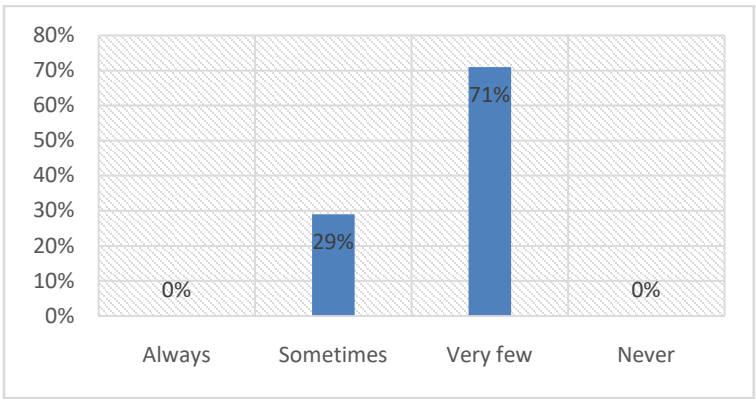


Figure 11: Teacher's use of technologcal tool

It is disappointing that 71% of the total respondents opine that their teachers hardly use technological tools in the classroom (Figure 11). Thus, the findings imply the reluctance and poor technological knowledge of the teachers to use technological tools in the classroom. It also a challenging issue for managing an English classroom.

The twelfth question is asked to study whether teachers of X college are supportive and caring in the classroom. In an effective classroom, teachers are always supportive and caring (Brawn & Lee, 2015).

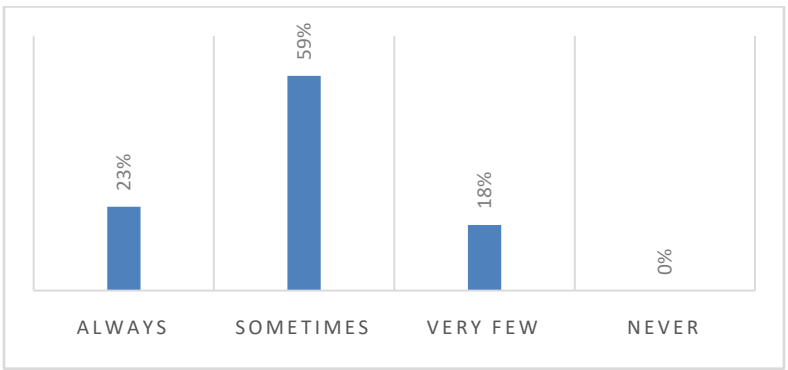


Figure 12: Whether teachers are supportive and caring

© 2019 Global Journals

From Figure 12, it is seen that only 23% of the total students say that their teachers are always supportive and caring in the classroom. On the other hand, 59% of the total population say that their teachers are sometimes found supportive and caring. However, 18% of the total respondents think that their teachers are hardly supportive and caring in the classroom. However, almost the same findings are found in another study by Karim (2018).

b) Findings and Discussion of the Teachers' Survey

This part of the study analyzes the first research question among three central questions. However, many challenging truths have been found in the responses of the teachers' interview through questionnaire. Teachers are generally asked grounded on five questions. Responses of four teachers are not all the same. There are resemblances as well as alterations in their replies.

The first question is set to find out whether teachers face any challenge in conducting their class or not. They are also asked to mention the challenges that they face in the classroom. In the responses of the first question, all of the four teachers inform that they face challenges in conducting the classes. Further, they mention that large class size, proper seating arrangement, inadequate teaching materials and lack of proper training of teachers are the major challenges for effective teaching and learning in X college. On the other hand, the same findings are also found in the study of Karim (2018). However, one respondent also adds that a weak language background of the students is also a challenging issue for effective student outcome. Another respondent thinks that lack of computer literacy of teachers and their reluctance to use ICT tools in the classroom are also challenging for ensuring effective language teaching. However, Rahman (2015) states that a weak language background of students and lack of computer literacy of teachers are challenging for effective language teaching in Bangladesh.

The second question is asked to investigate whether the teachers face any challenge to deal with the mixed ability students in the classroom or not. In this issue, Jones (2007) in his book "Student-centred Classroom" shows various strategies to deal with mixed ability students. However, In the response of the second question, all teachers opine that they face challenges in conducting with the students of mixed ability in the classroom. Two teachers share that they usually generalize the students in the classroom. Besides, one respondent follows the advanced students. On the contrary, one respondent states that he tries to understand the ability levels of the students and use various techniques according to their ability levels. The existing literature suggests that the teachers of X college lack instructional knowledge of managing mixed ability students. Thus, it is clear from this investigation that the teachers of X college do not follow any specific method to manage or control mixed ability students.

The third question is asked to find out whether teachers face any challenge to make group work and pair work of students in English class or not. According to Jones (2007), making group and pair work are an effective technique of language classroom management. However, in the response of the third question, three teachers admit that they cannot make any group and pair work in the classroom due to large class size, scarcity of time and improper seating arrangement. One teacher says that he sometimes tries to do that but faces huge challenges to implement. However, the almost same result is also found in the study of Rahman (2015).

The fourth question is asked to investigate whether teachers of X college face any challenge to use technological tools in the English classroom or not. According to Brown and Lee (2015), one of the effective methods of dealing large classroom is the proper use of technological tools. However, In the response of this question, two teachers share that they never use technological tools in the classroom. They do not feel interested in using multimedia projector and laptop. On the contrary, two teachers sometimes use laptop and multimedia projector in the classroom. However, Karim (2018) states that a teacher's lack of technological knowledge is a challenging task for successful language teaching.

The fifth question is given to find out the way of local solutions to overcome the challenges. In the response of this question, all the teachers think that the enrolment of students in higher education should be justified so that class size cannot be large. I agree with this statement. Besides, Government and the National University of Bangladesh should take proper steps in arranging training of teachers on pedagogical issues and computer literacy and should give fund to colleges so that they can solve the existing problems regarding seating arrangement and physical management of the classroom.

c) Findings

The challenges found from students and teachers' survey and interview, review of the literature and my observations are given below:

© 2019 Global Journals

Table 1: Challenges found in Teaching and Learning Environment in Tertiary Colleges

Areas of Practice	Current Practices
Teaching and learning environment	1. No proper seating arrangement. 2. No neat, clean and orderly classroom. 3. Classroom is not free from external noise. 4. No heating/cooling system in the classroom. 5. No moving or desk chair for group and pair work. 6. Lack of communication and collaboration 7. No careful lesson plan and clear instruction. 8. Extremely large class size 9. No guideline and training for large classroom management. 10. Teachers' unwillingness to use technological aids. 11. Lack of group work and pair work in large classroom. 12. No freedom of students to take decision and choose the topic. 13. Lack of positive and friendly classroom environment.

Table 2: Challenges found in Teaching and Instructional Leadership

Areas of Practice	Current Practices
Teaching and managerial capacity of college	1. Lack of proper training for the capacity development of the teachers 2. Lack of pedagogical knowledge of teachers 3. Absence of professional accountability 4. Negative mind, attitude and beliefs 5. Insufficient administrative & technical support 6. Lack of strategic plans & classroom observation 7. Lack of vision, mission and goal

Table 3: Challenges found in Soft Skills Programs

Areas of Practice	Current Practices
Soft skills programs	1. Lack of emphasis on teamwork and idea exchange in academic practices 2. Absence of focusing on open-mindedness and self-motivation among the students 3. Absence of inspiring students regarding creativity, innovation & experimenting 4. Absence of interpersonal skills and public speaking

d) Discussion

This part of the study discusses the second chief research question. The aim of this question is to investigate the challenges of classroom management while teaching English in tertiary colleges in Bangladesh. The first central question of this study investigates the current practices of English classroom management at tertiary colleges in Bangladesh. After analyzing all data collected from teachers and students as well as correlating with other literature, it is found that teachers are not aware of classroom management for teaching English. They are overlooking the realities of classroom management such as seating, grouping, activities, teachers' control over students, appropriate opening, and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, effective instruction, nursing, etc. However, learners do not get the benefits of the English classrooms. Comparing the data of student and teachers survey and interview, the author gets a clear view of the current picture of English classroom at tertiary colleges in Bangladesh. In the responses of the learners, it is found that they want to learn English in classrooms with healthier environment. Besides, they have many criticisms against the current learning methods and the teachers' way of instruction. In the responses of teachers and students, it is found that there are many challenges behind English classroom management at tertiary colleges in Bangladesh. Firstly, teachers have not enough training on English classroom management and communicative language teaching methods. So, their roles and responsibilities in the classroom are not clear to them. Most of the teachers follow the traditional lecture method in communicative English class. Secondly, the physical organization of classrooms is not up to mark. Classrooms have not enough facilities for a multimedia projector, audio system, and internet connectivity. Thirdly, the seating arrangement is not satisfactory for the language classroom. There is no desk/moving chair in the classroom for arranging group work and pair work which is must in an effective language class. Finally, all the classes are very large. In large classes, tertiary colleges face many challenges such as: providing directives, maintaining classroom discipline, arranging group works, defining a new concept, seeking for answers, weak language background of the students, drilling with new words, working with faster and slower learners, exam time, inadequate resources, practicing language skills, giving comments, reluctance of learning and using ICT tools by teachers, etc. The findings of students and teachers' survey and interview show that the tutors are incapable of managing the class. On the contrary, few teachers can manage the class and use the time effectively because of their experiences.

© 2019 Global Journals

V. Conclusion and Recommendations

The study finds out the challenges of classroom management in learning English at tertiary colleges in Bangladesh. The objective of this study is to see the instructors' consciousness regarding classroom management as well as students' awareness on their learning result in classroom climate.

a) Recommendations

Based on the outcome of the investigation, the following recommendation have been made to fulfill the requirements of the third research question.

- Appropriate training should be provided to classroom instructional leaders on classroom management.
- Pragmatic steps should be taken to solve the problems regarding teaching materials such as a multimedia projector, sound system, internet connection, heating-cooling machine, moving chair, etc.
- Teachers should perform various supportive activities for improving learners' communicative competence.
- Students should be inspired to practice English outside the classroom.
- Large classes should be cut into smaller sections. Again, the enrolment of students in higher education should be justified so that class size cannot be large.
- Time allocation should be expended more on the students' objective-based activities for developing communicative competence rather than mere lecturing.
- Activity-based learning (ABL) may be initiated in large classrooms.
- Lecturer should develop some principles such as: knowing the name of students, achieving silence before conducting the class, planning lessons thoroughly, keeping eye contact, speaking clearly, walking around the class, being friendly to the students, praising rather than punishing, using humour positively, choosing issues and task that will enable students to be active, and being a role model to the learners (Harmer, 2008).
- The lecturer should also practice some principles for proper English classroom management such as grouping and seating, proper starting and ending of the lesson, time management, behavioral problem management, monitoring, maintaining teacher's control over students, using appropriate tools and techniques, giving instructions, etc.

b) Limitations of the Study

This research has been conducted in X college only. Moreover, the research has been limited to one college only due to time constraints. Even it would be almost impossible to get in and reach the students of all classes. If there were more time available, then data would be collected from some other colleges as well. So, it was difficult to generalize the challenges of English classroom management of tertiary level in Bangladesh.

VI. Conclusion

Finally, it is obvious from this study that the learners of tertiary colleges in Bangladesh are not receiving perfect classroom atmosphere for learning English. Though they know the status of English, they show unwillingness to acquire the language as their classrooms are not suitable for them. Besides, the teachers are not trained enough to manage the classroom effectively and have little pedagogical knowledge to various problems created in the classroom. It is expected that the teachers and the scholars will take required steps to confirm determined learning chance for the students. However, creating a friendly, relaxing, collaborative and encouraging classroom climate contribute to the establishment of language performance attertiary colleges in Bangladesh.

Acknowledgement

I would like to thank CEDP project, National University of Bangladesh, Ministry of Education and World Bank for allowing me to carry out the research. I am also very grateful to my academic supervisor Dr. Hjh Shamsiah Banu bt Hj Mohamad Hanefar, Assistant Professor, Centre for Academic Partnerships & Engagement (CAPE), the University of Nottingham Malaysia who has helped me understand the context.

References Références Referencias

1. Afroze, L. (2014). An evaluation of linguistic transition among the tertiary level students of private universities in Bangladesh (Doctoral dissertation, BRAC University).
2. Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *Professional Educator*, *34*(1), n1.
3. Atici, M. (2007). A small-scale study on student teachers' perceptions of classroom management and methods for dealing with misbehaviour. *Emotional and Behavioural Difficulties*, *12*(1), 15-27.
4. Billingsley, G. M., McKenzie, J. M., & Scheuermann, B. K. (2018). The Effects of a Structured Classroom Management System in Secondary Resource Classrooms. *Exceptionality*, 1-16.
5. Brown, H. Douglas & Lee, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy, Fourth Edition, Pearson Education, Inc. www.pearsonELT.com
6. Chaudhury, T. A. (2011). Methods and Practice in the EAP Classrooms at Dhaka University. Spectrum,

© 2019 Global Journals

Journal of the English Department. Dhaka University.
7. Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches. (2nd ed.). California: Sage Publication Inc.
8. Dudley-Evans, A., St. John, A. M. (1998). Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press.
9. Fahmida, B. (2007). Classroom management: an essential aspect of teaching. An Internship Report Submitted to the Department of English and Humanities of BRAC University.
10. Farooqui, D.S. (2014). The Struggle to Teach in English: A Case Study in Bangladesh, American Research Institute for Policy Development. 3942 Tulane Avenue, Madison, WI 53714. USA.
11. Hall, G., & Cook, G., (2012). Own language use in language teaching and learning. Language Teaching, 45, 271-308.
12. Hanefar, S. B. M. (2015). Development of Spiritual Intelligence Model for Adolescents in Malaysia (Doctoral dissertation, Jabatan Kurikulum dan Teknologi Pengajaran, Fakulti Pendidikan, Universiti Malaya).
13. Harmer, J. (1998). How to teach English. Longman, London, UK.
14. Harmer, J. (2001). The Practice of English Language Teaching. (3rd ed.). Harlow, UK, Pearson Education Ltd.
15. Harmer, J. (2008). How to teach English. ELT journal, 62(3), 313-316.
16. Islam, M. M. (2013). English Medium Instruction in the Private Universities in Bangladesh. Indonesian Journal of Applied Linguistics, 3(1), 126-137. Retrieved from http://dx.doi.org/10.2013%2Fvol 3iss1pp126-137
17. Jones, L. (2007). The student-centered Classroom. Cambridge University Press 32 Avenue of the Americas, New York, NY 10013-2473, USA www.cambridge.org
18. Karim, J. S. (2018). The Role of Classroom Environment in Learning English in Bangladesh: HSC Level (Doctoral dissertation, East West University).
19. Mamun, Md. M., Sultana, N. & Saleheen, Md. S. (2011). Classroom Practices in Teaching English at Tertiary Level in Bangladesh. Eastern University Journal, Eastern University of Bangladesh.
20. Oxford Dictionary (2018). https://en.Oxford dictionaries.com/definition/english
21. Popescu-Mitroi, M. M., Todorescu, L. L., & Greculescu, A. (2015). Quality Assurance and Classroom Management in the Study of English in Technical Higher Education. Procedia-Social and Behavioral Sciences, 191, 1917-1922.
22. Rasheed, M. M.-A. (2012). Learning English Language in Bangladesh: CLT and Beyond. Critical Literacy: Theories and Practice http://criticalliteracy.freehostia.com/index.php?journal=criticalliteracy&page=article&op =viewArticle&path%5B%5D=123
23. Rahman, M. (2015). Teaching English at HSC Level in Bangladesh. ASA University Review, Vol. 9 No. 1.
24. Roshid, M. M. (2009). Performance of Teachers in Implementing the Communicative Approach in English Classes at the Secondary Level: An Evaluative Study. Teacher's World, 33-34
25. Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge Teaching, Training and Development. Cambridge University Press. New York. USA.
26. Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The Incredible Years teacher classroom management training: The methods and principles that support fidelity of training delivery. Online submission, 40(4), 509-529.

© 2019 Global Journals

This page is intentionally left blank

© 2019 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 4 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Technology Adoption and E- Learning in Higher Education: An Analysis by using Meta Analyses

By Dr. Mani Jindal
Indira Gandhi University

Abstract- The increase use of new technology has made a huge change in higher education. Use of new electronic tools as computer, internet, audio, video conferences likewise which are helpful in learning higher education. This study aims to analyze the attitude of students, teachers and administrators towards technology adoption and e learning in higher education. To accomplish the objective, it examines the ten previous research studies based on the e learning and new technology adoption in higher education. In this study, meta analyses has used as a statistical tool to analyze the study and recorded that the acceptance of the null hypothesis. This study found that the students, teachers and administrators are positively accepted the technology adoption and e learning in higher education. The teachers and students has increased their use of new technology while delivering their lectures, make their assignments, presenting their views in seminars, conferences and workshops.

Keywords: meta analyses, e- learning, technology, adoption, attitude, information and communication technologies.

GJHSS-G Classification: FOR Code: 130108



Strictly as per the compliance and regulations of:



© 2019. Dr. Mani Jindal. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Technology Adoption and E- Learning in Higher Education: An Analysis by using Meta Analyses

Dr. Mani Jindal

Abstract- The increase use of new technology has made a huge change in higher education. Use of new electronic tools as computer, internet, audio, video conferences likewise which are helpful in learning higher education. This study aims to analyze the attitude of students, teachers and administrators towards technology adoption and e learning in higher education. To accomplish the objective, it examines the ten previous research studies based on the e learning and new technology adoption in higher education. In this study, meta analyses has used as a statistical tool to analyze the study and recorded that the acceptance of the null hypothesis. This study found that the students, teachers and administrators are positively accepted the technology adoption and e learning in higher education. The teachers and students has increased their use of new technology while delivering their lectures, make their assignments, presenting their views in seminars, conferences and workshops.

Keywords: meta analyses, e- learning, technology, adoption, attitude, information and communication technologies.

I. Introduction

In a new paradigm the technology innovation has played a vital role in day to day activities. This technology advancement also spread their steps in academics and students life for learning their concepts in higher eduaction. Various e learning options are available in academics as computers, internet, audio-visual conferencing, projectors, chat rooms, bulletin boards and e mails which are helpful to connect with the staff members and students. The internet provides the all resources to students and teachers for learning and research. All these resources are used for e learning in campuses. The adoption of e learning technology transforms the people and their performance levels, provide up-to-date knowledge and improve their skills.

Chen (2012) described the e learning to such names as online learning, distance learning, virtual learning, computer based training and internet sessions which supported learning and teaching in classrooms. The e learning method requires little time from people. There is no need to contact face to face with their teachers to solve their problems. It is very cost effective technique via adoption of technology for teachers and students. It enables the faculty members and students to communicate at the same topic in both asynchronous and synchronous formats. In fact, most of the tasks has been done easily between them by adopt e learning technology.

The e learning education access better and understanding information to students, provide multiple options to learn or understand, provide various instruction for easy learning and improves satisfaction levels while studying. The success of e learning technology in higher education depends on the various factors as technology availability, perception and beliefs, students and teachers adoption of e learning technology, training sessions and attitude towards e learning technology. If the attitude, perception, behavior and beliefs of teachers and students is positive then adopted e learning technology soon and is negative behavior recorded then they stay away from the e learning technology.

The staff members sometimes unfamiliar with the new technology and stay away their selves from technology adoption. Various studies have recorded that the less use of e learning technology in premises due to the lack of training staff, lack of management support, high technology cost, comfort level and absence of equipments. These problems have to solve by the top level managers to increase the adoption of e learning technology in higher education.

II. Review of Literature

Al-alak and Alnawas (2011) investigated the teacher's behavior towards e learning concept adoption. The 5 point likert-scale data was collected from the Jordanian university experts and administrators. And found positive association between intention to adopt e learning technology and use of new technology in university department by teachers. The experts need computer knowledge to use new technology and found computer anxiety. The lecturers found management support to implement and adopt the e learning technology. Al-adwan and Smedley (2012) analyzed the full time staff and student's towards technology adoption and e- learning behavior in Jordon universities. In this study also examined the parameters which affect the students and staff members while e learning and new technology adoption as infrastructure and cultural influence. To evaluate the behavior of teachers and students, questionnaires were distributed on ICT skills, interests of respondents in e learning and their attitude towards e learning and new technology. It found that the majority of respondents did not work independently and

Author: Assistant Professor, Department of Management, Faculty of Commerce and Management, Indira Gandhi University, Meerpur, Rewari (Haryana). e-mail: mani10988@gmail.com

© 2019 Global Journals

need face to face lectures from their teachers for more learning.

Chen et al. (2012) described the adoption of e learning concept by expectancy theory in which students were motivated to adopt new e learning technology. The multiple regression analysis used to identify the students responses towards adoption of e learning technology. And found the behavior of students that they were highly motivated to succeed technology adoption. It concluded the positive correlation among use of e learning technology and the performance of students during course work with the use of new technology. Neyeloff et al. (2012) described the statistical tool meta analyses and its calculations step by step by using Microsoft excel spreadsheet. Chokri (2012) analyzed the technology adoption online education in university premises. The data was collected from the students and concluded that the use of e learning technology is familiar for them. There is negative behavior recorded in the use of ICT learning technology. Many students were high experienced in using the computer for e learning and others needed assistance. But the visual learning resources were accepted by students in e learning process.

Alkharang and Ghinea (2013) studied the barriers which affect the e-learning in higher education. The qualitative research was used and data collected from the academics and managers from the educational institutes through interview method. It analyzed that majority of respondents responded that there were lack of support, lack of management, language problem and technology speed problems in adoption of e learning in educational institutes. Kosgei (2015) investigated the ICT infrastructure indices and technical indices which influenced the qualified personnels to adopt new learning technology. It found that many of the respondents adopt internet learning technology in campuses. Because respondents found more power, internet connectivity, computers, teachers and technical support in campuses environment.

Maina and Nzuki (2015) explained the problems or factors which influence the organizations to adopt e learning management system. This study recorded the majority of responses uses less e learning technology. But they were influenced from e learning technology adoption by better performance outcomes. With the use of internet and e technology was accomplished the task more easily. It helped the students to get more information from internet, connect with the friends, accomplish the assignments, connect with the teachers and also get solutions timely.

III. Objective and Research Methodology

This paper focuses on to examine the attitude towards technology adoption and e learning in higher education from students, teachers and administrators. Keeping this into consideration, it is hypothesized as:

H_0: Positive attitude towards technology adoption and e-learning in higher education.

This study is based on the empirical results which are taken from the previous exploratory and conclusive research studies. In this study, the 10 independent previous research studies have been scrutinized through google brower during study period July 2010 to October 2015. These studies are collected primary data from students, faculty members and administrators of the colleges. This study considers the sample size to as total number of questionnaires distributed and number of questionnaires returned from the students, staff members and administrators in previous research studies. And the sample size is tested by using the meta analyses as a statistical tool. The meta analyses refers to the statistical tools which combined the results of two or more number of independent research studies.

a) Calculation of chi square statistics (q)

Jindal and Chander (2015) described in study the calculation of Q. The symbol Q represents the chi square statistics and symbol k denotes total number of studies. The degree of freedom is measured by differentiating one with the total number of studies. But in this research paper, the total number of studies is 10 and degree of freedom is 9. The null hypothesis has been evaluated against calculated value of chi square (Q). The null hypothesis is formulated as positive attitude towards technology adoption and e- learning in higher education. If the calculated value of Q is more than the tabulated value of chi square then the null hypothesis is rejected and if the tabulated value is less than the calculated value of chi square in this study then, the null hypothesis is accepted. The tabulated value of chi square in this study is 16.919 by using degree of freedom. The formula of Q has been given below as:

$$Q = \sum(w * es^2) - \frac{[\sum(w*es)]^2}{\sum w}$$

Whereas,

Q = chi square,
es = outcome or effect size of the study,
w = weights of the study and
$w\,es^2$ = squaring the weighted effect size of the studies.

Through the use of fixed effect model in this study, the chi square value is recorded as 708.63 and the null hypothesis is rejected. And the value of Q is recorded 2.92 with the use of variability random effect model which is less than the tabulated value of chi square and accepted the null hypothesis. The acceptance of null hypothesis is considered as the positive attitude of teachers, students and

© 2019 Global Journals

administrators towards e learning and technology adoption in departments. In this case heterogeneity of the study is tested with the help of I^2.

The below meta analyses figure is showing the calculation of chi square with the help of both models as fixed effect model and random effect model. These models provide the clear view of the study acceptance and rejection level.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Theoretical study: Meta analysis of 10 cross sectional studies.													
2	Author Name and Year	Events	Total sampl	Mean (es)	Standard Error (SE)	Variance	Weights	w*es	$w^*(es^2)$	w^2		W_v	W_v*es	W_v*(es^2)	W_v^2
3	Kundi et al. 2010	354	388	0.91237113	0.048491979	0.00235147	425.2655367	388	354	180850.7767		6.79478705	6.199367567	5.656124018	46.16913107
4	Al- alak and Alnawas 2011	832	1000	0.832	0.02884441	0.000832	1201.923077	1000	832	1444619.083		6.8656716	5.712238771	4.752582657	47.13744651
5	Chokri 2012	151	151	1	0.081378846	0.00662252	151	151	151	22801		6.60315787	6.603157874	6.603157874	43.60169391
6	Jan et al. 2012	159	200	0.795	0.063047601	0.003975	251.572327	200	159	63288.63573		6.72064804	5.342915192	4.247617578	45.16711008
7	Chen et al. 2012	169	173	0.97687861	0.075144509	0.0056467	177.0946746	173	169	31362.52376		6.64598118	6.492316879	6.342205506	44.16906589
8	Al- adwan and Smedley 201	79	100	0.79	0.088881944	0.0079	126.5822785	100	79	16023.07323		6.54792336	5.172859454	4.086558968	42.87530031
9	Alkharang and Ghinea 2013	15	15	1	0.25819889	0.06666667	15	15	15	225		4.72842657	4.728426568	4.728426568	22.35801781
10	Mbengo 2014	278	1025	0.27121951	0.016266665	0.0002646	3779.226619	1025	278	14282553.84		6.89252178	1.869386394	0.507014066	47.50685643
11	Maina and Nzuki 2015	600	600	1	0.040824829	0.00166667	600	600	600	360000		6.82655172	6.826551723	6.826551723	46.60180842
12	Kosgei 2015	351	385	0.91168831	0.048662322	0.00236802	422.2934473	385	351	178331.7556		6.79402306	6.19403141	5.647026039	46.1587493
13															
14	k	10				Sums:	7149.95796	4037	2988	16580055.68		65.4196922	55.14125183	49.397265	431.7451797
15	df	9													
16												v	0.144820175		
17	Q (chi square)	708.63429			Q_v	2.9195524									
18	I^2	98.729951			I^2_v	-208.266431									
19															
20	es (fixed)	0.5646187			es (random)	0.84288461									
21	SEes (fixed)	0.0118263			SEes (random)	0.12363623									

Figure 1: Combined view of 10 previous research studies in which Chi square calculated by using fixed and random effect model through Meta analyses

b) Calculation of I^2

This I^2 is used to quantify the heterogeneity between different independent studies in this study through meta analyses. If the heterogeneity of the study found low then, the fixed effect model has been used. But if the heterogeneity of the study is very high then, the random effect model is used to reduce the variability between the studies. The formula of I^2 is shown below.

$$I^2 = (Q - df)\ Q*100$$

Whereas,

I^2 = heterogeneity of the study,
Q = chi square of the study and
df = degree of freedom of the study.

The value of I^2 is recoded 98.73 through fixed effect model which is very high. Then to reduce the independent studies variability, the random effect model is used. The value of I^2 is recorded -208.27 which is very low.

© 2019 Global Journals

c) Calculation of sample variability test (v)

The study variability is not occurred only due to the sampling error but also happened due to the population error. In this variability calculation, the weights of the each and every study have been adjusted with the constant value to reduce variability in the study.

$$v = \frac{Q-(k-1)}{\sum w-\left(\frac{\sum w^2}{\sum w}\right)}$$

Whereas,
v = variability of the study,
Q = Chi square value,
k = number of individual studies in this study,
w = weights of the study and
w^2 = squaring the weights of the study.

This variability of study helps to reduce the variability between independent studies. If the value of fixed effect models chi square and I^2 is more then, the sample variability test is used to apply the random effect model.

IV. Results and Discussions

This study has recorded the behavior, beliefs, perception and attitude towards technology adoption and e learning concept by students, teachers and administrators. Through the results of meta analysis chi square value, the students, teachers and administrators are shown positive attitude towards technology adoption and e- learning in higher education. The study findings showed that the young people from students, teachers and administrators accepted and implement the new e learning technology in higher education instead of aged people group. But the young people have less experience and adopt less use of e learning technology in higher education.

The teachers and students intended to use e learning technology in higher education but they need support to adopt e learning technology for better performance. It found that the respondents adopt the technology to enhance their performance, efficiency, accomplish the work on time and reduce the student's workload. This technology helps to communicate with each other, provide multiple solutions to learn more complex points, provide online tutorials, complete assignments on time and provide answers within a seconds to the human being. So, it is beneficiary for the teachers, students and administrators to adopt the e learning technology but they need training support, infrastructure, equipments and internet speed for improvement in their daily tasks due to their less experience in use of new technology.

The top level managers solve these problems to enhancing the use of e learning technology in higher education for better long term performance in every field. This study has recorded positive attitude of teachers, students and administrators with respect to technology adoption and e learning in higher education. Due to this, it can concluded that the teachers and students has increased their use of new technology while delivering their lectures, make their assignments, presenting their views in seminars, conferences and workshops.

References Références Referencias

1. Al-adwan, A. & Smedley, J. (2012). Implementing e-learning in the Jordanian Higher Education System: Factors Affecting Impact. *International Journal of Education and Development Using Information and Communication Technology*, 8 (1), 121- 135.
2. Alkharang, M. M. and Ghinea, G. (2013). E- learning in Higher Educational Institutions in Kuwait: Experiences and Challenges. *International Journal of Advanced Computer Science and Applications*, 4 (4), 1-6.
3. Al-alak, B. & Alnawas, M. A. I. (2011). Measuring the Acceptance and Adoption of E- Learning by Academic Staff. *Knowledge Management & E-Learning: An International Journal*, 3 (2), 201- 221.
4. Chen, Y., Harold, T., Mark, T. R. & Qin, Z. (2012). Factors Motivating the Adoption of E-learning Technologies. *Journal of E- learning & Higher Education, http://www.ibimapublishing.com/journals/JELHE/2012/777468/777468.pdf, Accessed on October 25, 2017.*
5. Chokri, B. (2012). Factors Influencing the Adoption of the E- Learning Technology in Teaching and Learning by Students of a University Class. *European Scientific Journal,* 8 (28), 165- 190.
6. Jan, T., Lu, H. P. & Chou, C. T. (2012). The Adoption of E- Learning: An Institutional Theory Perspective. *The Turkish Online Journal of Educational Technology,* 11 (3), 326- 343.
7. Jindal, M. & Chander, R. (2015). Investors Rationality for IPOs Using Meta Analysis and Forest Plots in Neyeloff et al. (2012) Framework: An Investigation. *Asia Pacific Journal of Management, Research and Innovation,* 11 (1), 9- 15.
8. Kosgei, C. U. (2015). Technological Indices Influencing Adoption of E- Learning by Technical and Vocational Education and Training Institutions. *International Journal of Scientific & Technological Research,* 4 (10), 202- 209.
9. Kundi, M. G., Nawaz, A. & Khan, S. (2010). The Predictors of Success for E- Learning in Higher Education Institutions (HEIs) in N-W.F.P, Pakistan. *Journal of Information Systems and Technology Management*, 7 (3), 545- 578.
10. Maina, K. M. & Nzuki, M. D. (2015). Adoption Determinants of E- learning Management System in Institutions of Higher Learning in Kenya: A Case of Selected Universities in Nairobi Metropolitan.

© 2019 Global Journals

International Journal of Business and Social Science, 6 (2), 233- 248.

11. Mbengo, P. (2014). E- Learning Adoption by Lecturers in Selected Zimbabwe State Universities: An Application of Technology Acceptance Model. *Journal of Business Administration and Education,* 6 (1), 15- 33.
12. Neyeloff, L. J., Fuchs, C. S. & Morelra, B. L. (2012). *Meta-Analyses and Forest Plots using a Microsoft Excel Spreadsheet: Step by Step Guide Focusing on Descriptive Data Analysis*. Bio Med Central Research Notes, http://www.biomedcentral.com/1756-0500/5/52, Accessed on November 9, 2017.

© 2019 Global Journals

This page is intentionally left blank

© 2019 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 4 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Language is the Main Instrument of Spiritual Life

By Munira S Fayzulloeva
Khujand State University

Abstract- The article talks about language - a means of communication. Language reflects the spiritual world of man. The similarity of languages proves that all languages originated from one root, i.e. the languages of the world are related to each other the article describes the language as a means of communication, the similarity of many languages, the importance of studying international languages, etc.

Keywords: international terms; language; person; relationship.

GJHSS-G Classification: FOR Code: 170204



Strictly as per the compliance and regulations of:

© 2019. Munira S Fayzulloeva. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Language is the Main Instrument of Spiritual Life

Munira S Fayzulloeva

Abstract- The article talks about language - a means of communication. Language reflects the spiritual world of man. The similarity of languages proves that all languages originated from one root, i.e. the languages of the world are related to each other the article describes the language as a means of communication, the similarity of many languages, the importance of studying international languages, etc.

Keywords: international terms; language; person; relationship.

Description

The language appeared in the history of mankind in the earliest period. At the beginning of life, people spoke the same language with each other. As a result of the development of production, they settled throughout the land, and their speech dialect changed. Gradually, other languages arose, but they retained their original origin until the present days Figure 1. For example:

Languages			
English	German	Russian	Persian
Adam	Adam	Адам	Odam
Mother	Mutter	Mat	Modar
Brother	Bruder	Brat	Barodar
Daughter	Tochter	Doch	Duhtar
Sun	Sonne	Solnse	Shams
Two	Zwei	Dva	Du
Door	Tür	Dver	Dar
Ten	Zehn	Desyt	Dah
Water	Wasser	Voda	Ob
Month	Monat	Mesyts	Moh

Figure 1: They retained their original origin until the present days

Hundreds of such words, which are similar to each other, exist in many languages of the world. This proves that all languages originated from the same root, and they are related. Life is communication, and communication takes place with the help of the language, that is, language is the mode of communication between people. Language has developed over many centuries on the basis of labour. People created them, developed and enriched, that is, the language belongs to the people [1]. Language is a reflector of history, connecting the past with the present and future life. The language is the oldest wealth, which has developed verbally and in writing to this present day. Language is a means by which sacred, precious, scientific and artistic books are written, that is, language acquaints with the spiritual heritage of past generations [2, 3].

Namely, consciousness, language and work distinguish human from other beings. Language is an instrument of human consciousness, language is the science by which a person and his world are studied, and i.e. language reflects the body and spirit of a person [4]. Language is a mirror of the inner world of man. Language is like a plant and needs a person's care. Mankind should try to protect, develop and enrich the language. Mother tongue is the sacred consciousness of a nation. Everyone should love their native language, respect other nation's language, and learn the world's languages.

Earth is the common home of all mankind and, despite different languages; all people have one goal - peace and happiness. This we see in the activities of the United Nations, of which 192 countries are members [5]. This powerful organization is fighting for the restoration of peace and humanism on earth. At the United Nations headquarters in New York, the following words of the Persian thinker Saadi Shirazi are written in gold letters:

The sons of Adam are limbs of each other,

Having been created of one essence.

When the calamity of time affects one

limb, The other limbs cannot remain at rest.

If you have no sympathy for the troubles of others,

You are unworthy to be called by the name of a human.

The great humanist Saadi Shirazi in his poem calls people to friendship and unity. In today's world, there are more than 3000 different languages. There are languages that only a small group of people speak, and there are languages that billions of people own. Most people in the world communicate in English, Arabic, Spanish, Chinese, Russian and French. Therefore, these languages are declared official languages of the United Nations.

Knowing the international language is a requirement of the modern world. At all times, thinkers have spoken about the language.

In the field of language, people are an excellent mentor.

Author: Department of Historical Sciences, Khujand State University, Tajikistan. e-mail: munira_1991@mail.ru

© 2019 Global Journals

Plato
In order to learn morals, no matter what kind of nation, try to learn his language first.

Pythagoras
It is impossible to create a language, for it is created by the people; philologists only open its laws and bring it into the system, and writers only do it according to their laws.

V. Belinsky
For learning a language, free inquisitiveness is more important than a formidable need.

Augustine
To know many languages means to have many keys to one lock.

Voltaire
Who does not know foreign languages, he does not understand anything and in his native language?

Goethe
The morality of man is seen in his relation to the word.

L. N. Tolstoy
Beware of the refined language. The language should be simple and elegant.

A. Chekhov

A well-expressed thought sounds smart in all languages.

D. Dryden
A beautiful language puts on a decent form even stupid thought.

V. Schwebel
The one to whom the language is obedient usually keeps quiet.

S. Lec
The word is the commander of human strength.

V. Mayakovsky
Language is the creator of the idea and the feeling of every nation.

Humboldt
It is not the language of the poet's instrument, but rather the opposite: the poet is the instrument of a language.

I. Brodsky
The wealth of language is a wealth of thoughts.

N.M. Karamzin
Who clearly thinks, he clearly states.

N. Bualo
Language is the soul of the nation. Language is the living flesh of ideas, feelings, and thoughts.

A.N. Tolstoy
Language is as old as consciousness; language is a practical one, existing for other people, and only thus exists for me, real consciousness, and, like consciousness, language arises only from the need, from the urgent need to communicate with other people.

K. Marks.
Language is the most important means of human communication.

Lenin
Language is the first sign of a nation.

FP Filin
Mother tongue is a means that promotes human development.

MI Kalinin
There are international terms that are used without changes in many languages. For example:

- In the field of politics: socialism, democracy, party, president, republic, parliament.
- In the field of science: physics, chemistry, algebra, biology, political science, sociology, ethics, aesthetics, technology, computer, Internet.
- In the education sector: academy, university, institute, gymnasium, college, lyceum, director, rector, dean, faculty.
- In the field of medicine: polyclinic, doctor, pharmaceutics, gynaecology, cardiology.
- In the cultural sector: theatre, director, conductor, radio, television.
- Units: gram, kilogram, ton, centre, meter, kilometre, hectare.
- In the transport industry: bus, trolleybus, taxi.
- Month names: January, February, March, April, May, June, July, August, September, October, November, December.

Today, English becomes a world language. German, Spanish, French, Arabic and Chinese are also international languages. Learning these languages is the foundation of unanimity and association of all people. Thus, language is of great importance in the development of friendship and cooperation among the people of the world.

References Références Referencias

1. Fayzulloeva MS (2003) Language is bases of nation. Chkalov news Newspaper 22.
2. Fayzulloeva MS (2005) Tajik-Persian language development in Sa-manids period. Newspaper.
3. Fayzulloeva MS (2015) Ethics and professional ethics. Textbook Koni-bodom.
4. Fayzulloeva MS (2015) Ethics is a moral science. Monograph Khu-jand.
5. Fayzulloeva MS (2015) Language and society. Science and life Sci-entific journal.

© 2019 Global Journals

Global Journals Guidelines Handbook 2019

www.GlobalJournals.org

FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.



- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.





You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

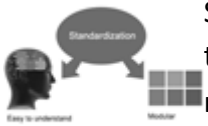
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.



The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.



The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.



MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.



The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.



MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



© Copyright by Global Journals | Guidelines Handbook

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



© Copyright by Global Journals | Guidelines Handbook

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



© Copyright by Global Journals | Guidelines Handbook

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Ambiguity · 8
Applauding · 7
Articulation · 6

C

Catastrophe · 5
Contrary · 10, 14, 15
Correlating · 5, 15

H

Heterogeneity · 21
Hindrance · 12

I

Intimidation · 2

L

Lyceum · Ii

M

Monolingual · 6, 7, 12

P

Philologists · I

R

Refrain · 1
Reluctance · 13, 14, 15
Resemblances · 14

S

Scrutinized · 20
Synchronous · 19



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals