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English as a Second Language in India

Chinese Student Pursuit of Education in US

Highlights

The U.S. Model of Social Work Education

Rhetorical Topics & Ciceronian Scholarship

Discovering Thoughts, Inventing Future

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Applying the U.S. Model of Social Work Education Curriculum to Libyan Education

By Zeinab Abulhul
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Abstract- The Libyan government urgently needs a professional social workers' mission to help decrease social problems that have emerged and been aggravated due to civil war and political conflicts. However, the present social work community in Libya cannot mitigate social problems or simplify social services effectively to meet people's needs. Thus, teaching and learning methodologies need to be developed inside and outside educational institutions so that the challenges presently facing Libyan society can be overcome. The purpose of this paper is to suggest adopting an American social work curriculum experience in Libyan social work education according to Libyan ideology. The researcher depicts nine social work competencies (e.g., knowledge, professional values, skills, and professional processes and practices), as well as a set of behaviors that reflect social workers' competencies that relate to the social work curriculum applied in colleges in the United States. The author's goal is to encourage Libyan social work professionals to take advantage of this knowledge and these experiences to develop the Libyan social work education curriculum. This could ensure that graduates of social work programs are qualified to help people deal with social problems when they enter the workforce.

Keywords: *libya, government, mission, ideology, american, social work, curriculum, education, teaching.*

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Applying the U.S. Model of Social Work Education Curriculum to Libyan Education

Zeinab Abulhul

Abstract- The Libyan government urgently needs a professional social workers' mission to help decrease social problems that have emerged and been aggravated due to civil war and political conflicts. However, the present social work community in Libya cannot mitigate social problems or simplify social services effectively to meet people's needs. Thus, teaching and learning methodologies need to be developed inside and outside educational institutions so that the challenges presently facing Libyan society can be overcome. The purpose of this paper is to suggest adopting an American social work curriculum experience in Libyan social work education according to Libyan ideology. The researcher depicts nine social work competencies (e.g., knowledge, professional values, skills, and professional processes and practices), as well as a set of behaviors that reflect social workers' competencies that relate to the social work curriculum applied in colleges in the United States. The author's goal is to encourage Libyan social work professionals to take advantage of this knowledge and these experiences to develop the Libyan social work education curriculum. This could ensure that graduates of social work programs are qualified to help people deal with social problems when they enter the workforce.

Keywords: libya, government, mission, ideology, american, social work, curriculum, education, teaching.

I. Introduction

Continuous developments in technology have made daily life more complicated, and have consequently affected perceptions of countries' political, social, and economic conditions. In addition to changing our understanding of social problems and ways of addressing them, constant technology development requires a change in the way social work is taught and learned, so that the social work profession stays linked to social and educational institutions (Serogi, 2012). This linkage could not be successful without changing our teaching and learning methodologies inside and outside of educational institutions (Serogi, 2012).

Many social work professionals in developing countries believe it is important to look to developed countries for ways of improving teaching and learning methods, and educational curricula (Pawar, 2014; United Nations Educational, Scientific and Cultural Organization [UNESCO], 1999). They consider that development is the backbone of upgrading the social work profession and social workers' professional performance to keep up with contemporary social issues resulting from changes in social, economic, and political contemporary circumstances (Pawar, 2014; United Nations Educational, Scientific and Cultural Organization [UNESCO], 1999).

Many developing countries have acknowledged there is an essential need to improve social work education. For instance, in Saudi Arabia, a survey on social work education (Albrithen, 2014) revealed that social work professionals acknowledged there were some negative aspects of current social work education that required curriculum reform and improvements in education processes. They also acknowledged scientific standards need to be developed to assess the social work education curriculum. (Albrithen, 2014). Another a study on developing social work education, conducted in Egypt, showed there was a need to modernize social work education and educators to address contemporary social issues by creating a model that can evaluate the Egyptian social work education curriculum (Soliman & Abd Elmegied, 2010).

Developing countries that have changed their political paths, such as Libya, are now working to upgrade their social work curriculum (Libyan Cloud News Agency, 2018). It is important these countries understand that producing high numbers of social workers without adequately educating them to changing social conditions would burden the state budget, which would create detraction from the need to have qualified social workers in public social institutions. Therefore, to be successful in producing qualified social workers who can address contemporary challenges, contribute to social changes, and influence decision-makers to consider their recommendations, Libyans should be open to learning from other cultures and taking advantage of more advanced countries' experiences with social work education.

The United States has successfully connected and integrated the social work profession with its social and educational institutions (Council on Social Work Education [CSWE], 2015). This success resulted from continuous assessment and development of the social work education curriculum, with a focus on maintaining social workers' competencies and training social workers to face global challenges (CSWE, 2015).

In this paper, I describe my proposal for Libya to take advantage of the United States' knowledge and

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experience in developing a social work education curriculum. By developing social work education, Libya can encourage social work professionals to apply this knowledge and experience to improve social work education. Other developing countries have successfully applied the U.S. social work education model in developing their social work education curriculum, such as India, Philippines, Indonesia, and Singapore (Brigham, 1982). This proposal refers to the CSWE 2015 Education Policy and Accreditation Standards for baccalaureate and master's social work programs in the United States to inform Libyan social work curriculum development. Using the American model can help upgrade Libyan social work education curriculum to be consistent with Libyan ideology.

II. Social Work Educational Competencies

The primary objective underlying the CSWE's (2015) policy of developing a consistent social work education curriculum in the United States is the belief that the social work profession can achieve positive changes in human rights locally and internationally. This belief is based on the profession's philosophy and work as a defender of people's rights, with a focus on limiting poverty and suffering, and on providing opportunities to help people live decent lives (CSWE, 2015).That mission can be achieved by providing education based on competencies associated with qualified social workers. These competencies include dimensions such as knowledge, professional values, skills, and professional processes and practice, as well as a set of behaviors that reflect social workers' competency (CSWE, 2015).

According to the CSWE (2015, p. 8), there are nine social work competencies related to a social work curriculum:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities, and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Next, I will review these nine competencies, and describe how each competency can be applied to Libyan social work education.

a) Competency 1: Demonstrate Ethical and Professional Behavior

In the United States, social workers are equipped with knowledge about social work practice. This knowledge includes history, philosophy, roles, responsibilities, and missions of the social work profession. Moreover, social workers believe in the principles and values of their profession, as described in the *Code of Ethics of the National Association of Social Workers* ([NASW], 2017). Social workers can distinguish between individual values and professional values in practice situations, when working with individuals, groups, families, and social organizations in the community. They are committed to upholding their ethical code when conducting research and issuing findings. Social workers also know that assessing their interactions with others is important for maintaining competent performance; they are aware that personal experiences can impact social work behavior and professional judgment. Social workers know that there is no limit to learning, so they consistently acquire updated information that helps them develop their skills and professional performance (CSWE 2015).

In this respect, the principles of ethical and professional behavior in the U.S. social work profession can be applied to Libyan social work education. These principles are contained in the NASW *Code of Ethics*, which focuses on preserving people's dignity and their right to live decent lives. This principle of ethics and professional behavior is consistent with Libyan ideology; Libyan education is grounded in the Islamic religion, even though some Libyan educators consider these ethics to be personal obligations (Abdulsalam, 2010). Thus, Libyan social workers are not penalized if they do not adhere to professional ethics. My perspective is that the NASW's ethical code is important for the Libyan social work profession and should be integrated into Libyan education. The NASW ethical code is continually being reassessed to ensure it is valid and relevant to contemporary challenges faced by social workers. Also, the *Code of Ethics* is concerned with social workers' competencies to ensure high quality practice. Libyan social work educators should work earnestly and urgently to adopt the NASW ethical constitution to use as a regulatory pathway for evaluating social worker competency. In 2008, Libyan social workers began their attempt to draft an Arabic social work ethical constitution based on the ethical codes used in the United States, the United Kingdom, Canada, and Australia (Al-Barithin, 2010). In this paper, I make a case for Libyan educators to complete and apply this code to the social work profession in Libya.

b) Competency 2: Engage Diversity and Difference in Practice.

This competency focuses on social work professionals being educated about the effects of

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diversity among people and recognizing that all people are not exposed to the same life events. In other words, individuals have different lives and different experiences. These experiences, both positive and negative, include injustice, poverty, marginalization, isolation, and individual power or social privilege. Social workers also are aware of diverse characteristics, such as "age, class, color, culture, gender identity and expression, immigration status, marital status, political ideology, race, religion, spirituality, sex, sexual orientation, and sovereign tribal status" (CSWE 2015, p. 7). Competent social workers also understand the impact of cultural, social, economic and political conditions on individuals, and how these conditions influence individuals' lives and behaviors and shape their identities. This knowledge makes social workers able to effectively defend people's rights (CSWE, 2015).

Engaging diversity and difference in practice is essential to developing a Libyan social work curriculum, with the exception of some areas that conflict with religious principles. For example, homosexuality and transgenderism are not accepted in Libya's general social system. Even with these exceptions, because this competency requires accommodating all people, regardless their differences, and working with and for them, using this competency will help move Libya in the direction engaging diversity in practice. Thus, this competency will upgrade social work performance in Libya. Libyan professionals should apply the U.S. model in social work education, which condemns discrimination based on race, sex, age, social class, nationality, color, political belief, personal opinion, and level of ability or mental disability. Furthermore, social workers should be prohibited from engaging in professional fraud, deception, or lies.

Professional and personal difficulties or problems, such as psychological difficulties, legal problems, addiction, and difficulties with mental problems, which could affect service provision and professional conduct, threaten the interests of clients should not be allowed to affect social workers' judgments and professional manner (Abou El Nasr, 2008).

c) *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

This competency emphasizes that social work professionals should understand the role of global interdependence, are aware of the theories of human needs and social equality and know strategies to boost social and economic equality and human rights. Also, this competency demonstrates that social workers are well-educated about human rights issues and are knowledgeable about international efforts calling for social justice for the whole of humanity (CSWE, 2015).

Professional preparation helps social workers to absorb the essential information about human rights. It also helps them to better comprehend people's issues, and help marginalized populations obtain their legal rights, such as "freedom, safety, privacy, an adequate standard of living, healthcare, and education" (CSWE, 2015, p. 7). That understanding helps social workers advocate for vulnerable people. by influencing decision-makers to make positive changes, and to consider people's social and economic issues when they make social, economic, and political policies (CSWE, 2015).

In my experience, Libyan social work emphasizes meeting people's basic needs socially and economically, but their practice does not include political rights. Libyan social workers in the Qaddafi regime understood that the nature of the political government did not tolerate opponents; however, they were working with individuals, groups, and communities to defend people's rights according to state policy, which made them more knowledgeable about using their professional skills to influence decision-makers to obtain social services for people in need. Since the Libyan people changed their political regime in 2011, Libyan social workers need to integrate the U.S. principles of advancing human rights and social, economic, and environmental justice into the Libyan social work curriculum. This step will expand social workers' professional potential to face social and economic issues that emerged with the new political regime, as well help social workers be open-minded about developing their practice in different social work fields (Abdul Hamid, n.d.).

d) *Competency 4: Engage in Practice-informed Research and Research-informed Practice*

This competency requires that social workers know various methods of inquiry and analysis in social work research. They must understand how to use quantitative and qualitative research to inform their practice. In addition, this competency demonstrates that social workers understand the rules of scientific research, and that they must be educated in dialectic thinking to answer research questions using culturally and ethically appropriate methodologies that can produce scientific social knowledge. Social workers should also understand how to connect research information to theory, and how to use a variety of resources to support the validity of their scientific social research (CSWE, 2015).

Libyan social workers use outdated information when they are enrolled in master's or doctoral programs (Dahir, 2013). According to Dahir, the influence of culture on the society makes social work students conduct research only to earn their academic degree. In order for Libya to develop a social work curriculum that is on par with international education in social work, the Libyan social work profession should adopt the U.S. standard of engaging in practice- informed research and research-informed practice. This action requires

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developing the social research curriculum of Libyan universities to keep up with education in developed countries. Using the U.S. model would help social workers conduct rigorous research in the social sciences, free from the influence of social culture (Dahir, 2013). I think that culture and society inevitably affect social sciences research. Social workers in every society, including the United States, face social and political pressure when selecting research topics and conducting research. However, being competent in research-informed practice and practice-informed research provides some guidance and protection to social work researchers, as well as educational institutions. This competency gives them a foundation for pursuing research that is in the best interests of people and communities (Houser, 2018).

e) Competency 5: Engage in Policy Practice

U.S. social work professionals know that governmental policies ensure people's rights, social equality, social welfare, and social services (CSWE, 2015). They also understand how to use local policies and resources to provide social services to people on different levels in society. Furthermore, social workers are equipped to understand the background for social policies' changes and the influence of historical, cultural and economic and global changes on social policy performance (CSWE, 2015).

The social work education curriculum in Libya includes the principle of public practice in social work, which provides the analysis of concepts contained in general practice in social work and application of general practice process in the social services and the social workers' roles in the social policy theoretically more than in practice. Taking advantage of the U.S. model would help Libyan social work professionals enrich professional practice to broaden Libyan social workers' understanding that they need to consider the implications of political changes on social workers performance with individuals, groups, and social institutions. This change could motivate Libyan social workers to critically think of ways to increase the quality of their practice, as well as the quality of all social services (Salih, 2000).

f) Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

This competency refers to social work professionals in the United States being equipped to know the importance of human interaction among individuals and groups, and the positive impact of such communication on those entities within their social environment. Also, social workers understand how personal experiences might affect professional performance and know how to manage personal influences when working with clients. Moreover, social workers are educated to use social theories to guide their practice with individuals and community organizations (CSWE, 2015).

The social work education curriculum in Libya includes such principles as the importance of engaging social workers within different social units, such as individuals, groups, and organizational communities. Also, the Libyan social work curriculum emphasizes the importance of social workers' obligation to understand effective mechanisms that can help them improve their performance. Adopting and integrating new professional methods in the Libyan social work education curriculum would upgrade social workers' tools (e.g., technology, knowledge, and practice skills), especially when the methods are taken from advanced countries, such as the United States. Integrating these methods would help Libyan social workers improve their performance in practice, and would help social work students acquire a greater range of attitudes, skills, and knowledge. It would also help Libyan social workers gain the technical and intellectual skills that would allow them to better understand themselves and their communities (Abdu Al Aleem, n.d).

g) Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

This competency demonstrates that social workers should be able to assess individuals, families, groups, and social institutions in the community. Moreover, professional preparation can support social workers in applying human behavior theories when assessing social units, such as individuals, groups, families, social institutions, and local communities. Assessment skills can help social workers evaluate their own professional weaknesses and strengths, and how to use effective assessment processes to improve their practice performance. In addition, competent social workers know how to engage with other professionals in the assessment process, and are equipped to understand that their personal experiences might affect assessment results (CSWE, 2015).

Libyan social work professionals know the value of broadening social work students' knowledge and skills to improve their performance in professional practice. Also, they know that improving professional performance can help social workers make positive changes in the social work education field, and that integrating the U.S. model would strengthen the Libyan social work curriculum. Thus, I encourage social work professionals to consider contemporary social work education curricula and integrate modern social work concepts into the Libyan social work education curriculum. By borrowing advanced models from developed countries, and applying them according to the Libyan context, especially concepts concerning the principles of professional skills in the evaluation process, Libyan social workers would be able to provide assessments, and understand social roles and human

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relations and the influence these areas have on social situations. (Ajlani, 2005).

h) Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

This competency demonstrates that social workers can provide effective interventions. It emphasizes the importance of intervention processes that are grounded in social theories, which explain human behavior within the social environment. In addition, such professional preparation can help social workers understand the importance of collaborating with other professionals in the intervention process and encourage them to employ professional methods that fully consider the causes and effects of the social issues when helping individuals, groups, families find solutions to their problems (CSWE, 2015).

Developing a social work curriculum that includes competency in professional intervention skills would boost Libyan social workers' performance when critically analyzing problems and applying social theories to assist their clients (Shall, 2013).

i) Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

This competency emphasizes the need for social workers to be able to conduct evaluations with individuals, groups, families, and organizations, and communities. Qualified social workers know that professional evaluation increases practice performance and develops the quality of social services in social institutions, which help them meet their clients' needs. Social workers also know how to use professional evaluation by collaborating with other professionals in different disciplines, and that evaluation must be based on knowledge about social theories of human behavior in the social environment. Having quantitative and qualitative research skills would help social workers engage in evaluating social situations without bias, as well advance the effectiveness of their professional practice (CSWE, 2015).

Taking advantage of the U.S. model for teaching this competency would improve the Libyan social work education curriculum and expand social scientific knowledge in the Libyan social work literature. Social work educators know that integrating the principle of professional evaluation would enable them to apply social theories and quantitative and qualitative research to develop practice performance and improve social services. Therefore, I conclude that this competency provides a good opportunity for social work professionals to consider the advantages of improving social work education and collaborating with other countries in the social work field when studying the contemporary international social issues.

III. Social Workers' Qualities

According to the CSWE, the nine social work education competencies should produce social workers with the following qualities:

1. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes and use supervision and consultation to guide professional judgment and behavior.
4. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
5. Present themselves as learners and engage clients and constituencies as experts of their own experiences and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
6. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice;
7. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
8. Assess how social welfare and economic policies impact the delivery of and access to social services;
9. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
10. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
11. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
12. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
13. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
14. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention

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strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies;
15. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
16. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
17. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
18. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals;
19. Select and use appropriate methods for evaluation of outcomes;
20. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; and
21. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (CSWE, 2015, pp. 7, 8, 9).

The CSWE policy program assessment includes two kinds of assessments: educational policy to evaluate student learning and outcomes, and an accreditation standards assessment.

a) Social Work Student Learning Outcomes

The nine CSWE competencies include the skills, knowledge, social values, and methods of assessments that can help social workers be effective in their practice. Social activities give social workers opportunities for training to develop their social skills, knowledge, and the practice of professional interventions according to social situations. Also, the evaluation process reflects on the explicit and implicit content in the social work curriculum as it relates to social workers' performance (CSWE, 2015).

b) Accreditation Standards Assessment

Each competency is subject to two assessment measures to show the proficiency in real practice and in simulation cases. The evaluation policy measures the degree to which each competency reflects how academic knowledge on social work practice is reflected in students' performance (CSWE, 2015). As stated by CSWE, "an explanation of how the program determines the percentage of students achieving the benchmark," and "copies of all assessment measures used to assess all identified competencies" (CSWE 2015, p. 18).

Each accredited social work programs in the United States must provide an annual summary of its evaluation of competency outcomes; each social work program has the option of issuing the results of its evaluation every two years. All social work education programs report on student learning and outcomes. The reports detail how well student performance meets the nine competencies and mastery of social work practice. Social work programs consider the students' scores and whether they meet the CSWE's criteria. Each program provides an evaluation summary that includes an explanation of its process for evaluating the results, and any changes made to the program (CSWE, 2015; Form AS4 (B).

Table 1: Baccalaureate social work program assessment of student learning outcomes (Form AS4 (B) (Assessment-of-Student-Learning-Outcomes, 2016).

Competency	Competency Benchmark	Percentage of Students Achieving Benchmark
Competency 1: Demonstrate Ethical and Professional Behavior	80% of all students will rate a "4" or higher	90.3%
Competency 2: Engage Diversity and Difference in Practice	80% of all students will rate a "4" or higher	95.2%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of all students will rate a "4" or higher	89.2%
Competency 4: Engage in Practice informed Research and Research Informed Practice	80% of all students will rate a "4" or higher	86.2%
Competency 5: Engage in Policy Practice	80% of all students will rate a "4" or higher	86.9%

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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of all students will rate a "4" or higher	90.6%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of all students will rate a "4" or higher	91.9%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of all students will 80% of all students will rate a "4" or higher	89.5%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of all students will rate a "4" or higher	81.4%

Libyan social work educators can apply the CSWE assessment process in their social work education programs to develop students' performance and keep up with international social workers competencies.

In this respect, I give as an example, the basic requirement of undergraduate and graduate social work majors in Widener University's (WU) social work education curriculum. These requirements help students meet the CSWE competencies. The courses are as follows:

- Introduction to psychology and sociology
- Social work history and policy
- Social work and social welfare
- Human behaver and social environment, and culture diversity
- Interpersonal process,
- Social work field placement,
- Social work practice with individuals, families and groups, Social work with organizations, and
- Social work with communities. (WU, 2016, p. 122; WU, 2018, p. 8)

c) Recommendations and Vision for Establishing a Libyan Social Work Board

As a social worker, I am concerned about, and interested in, the social work profession, and I believe in the principles of the social work profession. Therefore, I encourage Libyan social work professionals to take advantage of modern model of social work education, and use the U.S. model of social work education to develop the Libyan social work education curriculum. In addition, I have several recommendations that might open the door for collaboration between Libya and the United States in the social work field:

- Re-examine the Libyan social work education curriculum and the methods of teaching students of the social service profession, where it is necessary, to graduate capable practitioners who can apply strategies that strengthen social work performance.
- Libyan social work educators should keep in mind that an outdated social work curriculum produce social workers who would not find a place in the contemporary workforce, and would not be able to ameliorate social issues, such as addiction, unemployment, poverty, violence, and lack of healthcare.
- Libyan social work educators should narrow the gap between advanced education that is technology-based with local education based on traditional education.
- Libyan social work professionals should follow the footsteps of developing countries that have applied advanced models of education to develop social work education. For example, the Malaysian models in Saudi Arabia, the Japanese and German models in Egyptian education, and the U.S. and Finnish models in United Arab Emirates education can all inform Libyan social work curriculum development.
- Libyan social work professionals should be open to applying advanced social work curriculum standards, such as the U.S. model, to develop the Libyan social work curriculum within the Libyan context. They should work to consolidate knowledge, skills, and work, in balance, to consolidate life skills and establish links between theoretical subjects and professional materials, to match the requirements of the local,national, and global labor market to meet the needs of disciplines and professions.
- Libyan social work professionals should be open to applying advanced social work curriculum standards, such as the U.S. model, to develop the Libyan social work curriculum within the Libyan context. They should link between theoretical subjects and professional materials to meet the needs of disciplines and professions, also, to match the requirements of the local labor market and the international market.
- Libyan social work educators should collaborate with U.S. social work educators, so they can take

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advantage of exchanging experiences and knowledge. In addition, Libyan social workers should attend U.S. social work conferences to access updated information about social work education and developing a curriculum.

- Libyan social work educators should take advantage of the CSWE's policies to establish a Libyan social work education board.

d) Vision for Establishing a Libyan Social Work Board

My general vision of establishing social work board in Libya is to create an independent social work education board within the high education ministry. This board would have an independent social work constitution, legislation, and career hierarchy in government institutions. It would also provide direct supervision to social and academic institutions, according to the social work profession, and would have its own budget and social work-related activities. Moreover, the board would have a right to work with social policy affairs and provide its vision and findings of social researches to help social policy convert social plans to social programs to facilitate providing social services. Furthermore, it would be independent entity, capable of developing social work divisions based on social work practice and would improve its social work education curriculum according to advanced social work education practice around the globe. This board would have own divisions to train social work students. Also, it would be free to make decisions on developing social work knowledge, skills, professional practice, and professional interventions according to social situations needs. The board should have own social researchers, research, policies based on that research, and a modern academic library. It should also have a dedicated website to publish scientific social research outcomes to make recommendations on dealing with contemporary social issues. Furthermore, the board would be able to track social workers' performance in the different social work fields and in educational institutions, and would be able to promote qualified social work professionals into positions in the Libyan council social work board, and represent Libya at international social work conferences and United Nations conferences. The Libyan board would be able to take advantage of different experiences from different cultures and attend advanced educational conferences that relate to development social work methods and upgrade the social workers performance. Moreover, one of the board's missions would be to train and employ social workers to work in educational and social institutions, based on different specializations and educational degree.

The board would have the authority to establish educational institutions that provide resources for social workers who wish to improve their social performance, professional career, academic and social knowledge, as well as their professional practice. Another of the board's missions would be to collaborate with advanced countries that have experience in integrating social workers within social institutions, which would help save both time and money, and help address Libyan social issues. By linking the social work board with Libyan government departments, and establishing social work departments in all government institutions, progress on solving social problems could be tracked to ensure that outcomes are consistent with the social work board's policies, as well as the Libyan government's policies.

IV. Conclusion

This paper presented a proposal of applying the U.S. social work education experience to Libyan social work education. This proposal falls within the framework of developing social work curriculum that is both generalist and specialized. Since Libyan professionals are currently planning to develop the state's institutional missions to address the challenges of contemporary social issues and to develop social workers knowledge and skills to improve social work professional performance in social work education, I have suggested that Libyan social work professionals take advantages of the U.S. model in developing social work education. The reason for this recommendation is that the United States has successfully connected and integrated the social work profession with its social and educational institutions. In addition, the United States has an advanced program in social work education and works continuously on assessing and developing its social work education curriculum to ensure that social worker are competent and able to face global challenges.

I include in my proposal the nine U.S. competencies in social work education to encourage Libyan social work professionals to take advantage of integrating the U.S. model into the Libyan social work education curriculum, according to Libyan ideology. In addition to the proposal, this paper concluded with some recommendations that may help Libyan social work professionals develop the framework of social work education. I created a general vision for establishing an independent social work education board that can make its own decisions, has its own budget, and can advance the Libyan social work education missions free of the influence of traditional procedures.

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Impact of Covid-19, Economic, Racial and Political Tensions on Chinese Student Pursuit of Education in US

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Introduction- Chinese international students account for a significant portion of the US higher education system. This impact is amplified by the fact that many of these students are paying higher out of state tuition costs that many universities rely on to meet their pecuniary needs. This past year has undergone significant changes in the area of China-US relations which could jeopardize the prior model used by US universities. This article examines four of the key political issues affecting the China-US relationship and measures the extent Chinese students are influenced by these factors when deciding to pursue education in the US. The four factors analyzed are the US Covid-19 situation, the China-US trade war, the social upheaval associated with the Black Lives Matter movement, and the most recent political tensions between the US and China. This study also compares results to research extrapolated from the same population a year earlier to assess any change over time. Key findings indicate that only about half as many students are willing to consider studying in the US and that Covid-19 seems to be the most influential factor in most student's reasoning.

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Impact of Covid-19, Economic, Racial and Political Tensions on Chinese Student Pursuit of Education in US

Dr. Brian A. Swanson [α], Dr. Huan Wang [σ] & Kate Muagham [ρ]

I. Introduction

Chinese international students account for a significant portion of the US higher education system. This impact is amplified by the fact that many of these students are paying higher out of state tuition costs that many universities rely on to meet their pecuniary needs. This past year has undergone significant changes in the area of China-US relations which could jeopardize the prior model used by US universities. This article examines four of the key political issues affecting the China-US relationship and measures the extent Chinese students are influenced by these factors when deciding to pursue education in the US. The four factors analyzed are the US Covid-19 situation, the China-US trade war, the social upheaval associated with the Black Lives Matter movement, and the most recent political tensions between the US and China. This study also compares results to research extrapolated from the same population a year earlier to assess any change over time. Key findings indicate that only about half as many students are willing to consider studying in the US and that Covid-19 seems to be the most influential factor in most student's reasoning.

II. Literature Review

During the Trump administration, the relationship between the US and China has undergone considerable changes. Beginning in 2018 with a retaliatory series of increasing tariffs, the two countries engaged in what has been popularly described as the US-China trade war (Avadaliani, 2019; Delaney, 2018; Kuo, 2018; Lukin, 2019; Sachs, 2019; Wong and Koty, 2020). Over the course of multiple years and continuing to the present day, both sides implemented numerous measures to alter the economic situation between the two countries (De Graaff and Apeldoorn, 2018; Herrero and Iwahara, 2019; Liu, 2018; Liu, 2019; Morrison, 2018; SBS News, 2019; Tang, 2019).

As the trade war continued to escalate, China's Hubei province became the epicenter for the worldwide Covid-19 pandemic (Chakraborty and Maity, 2020; Gorbalenya et al., 2020; Huang et al., 2020; Wang, Horby, Hayden, and Gao, 2020; WHO, 2020). This pandemic ultimately led to the systematic closure of nearly every nation in the world and unprecedented strain on the world's economy (Ahmad, et al., 2020; Guo, 2020; Kabir and Muhammad, 2020; OECD, 2020; Zekra, 2020).

Amidst this Covid-19 lockdown in America, a political protest coined the "Black Lives Matter" movement (BLM) erupted throughout America and abroad (Del Real, Robert, & Tim, 2020; Dennis and Dennis, 2020; Hua, 2020; Hua and Yang, 2020; Oborne and Cooke, 2020; Pierce, 2019; Rickford, 2015; Ridgwell, 2020). The BLM movement led to heightened political unrest in many parts of the US and induced a perception by many foreign medias that the US has serious weaknesses in the areas of racism and safety (Arora, Maneesh, and Stout, 2018; Blain, 2020; Cave & Kwai, 2020; Harris, 2020; Holt and Sweitzer, 2020; Hua, 2020; Roth and Ritter, 2020; Winsor, 2016; Younge, 2020).

Most recently, the US and China each closed an embassy managed by the other party, the US closing the Chinese consulate in Houston, and China closing the US embassy in Chengdu (*Briefing With Senior U.S. Government Officials On the Closure of the Chinese Consulate in Houston, Texas - United States Department of State* 2020; Feng & Lucas, 2020; Marcus, 2020; *US consulate: China orders US consulate closure in tit-for-tat move* 2020; Weiss and Saunders, 2020; Wong, Jakes, and Myers, 2020). These events are largely symbolic of the intense political tension currently existing between the two countries (Board, 2020; Bradsher and Myers, 2020; *Endgame, Sino-American commercial relations*, 2020; Griffiths, 2020; Modebadze, 2020; Reuters, 2020; *Timeline: U.S. Relations With China 1949-2020,* 2020; Vander Klippe & Morrow, 2020; Wang, Hong, and Ge, 2020; Zhao and Zhou, 2020).

According to research from 2018, one in three international students in the US were Chinese nationals, totaling over 360,000 students and bringing in an estimated $14 billion per year (OECD 2014; Fischer 2019; IIE 2018; Redden 2019; Reuters 2019). Chinese students traditionally pay out of state tuition and provide considerable revenue for US universities (Musgrave 2019; Magnier and Bases 2019). Recently, there has been increasing competition from other foreign

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countries for this Chinese student population. (D. Liu and Morgan 2017, Project Atlas 2017; New Oriental 2019).

Myriad studies have examined Chinese and international students' motivations for going abroad (C. K. C. Lee and Morrish 2012; Chen 2014; Shu and Scott 2014; To et al. 2014; Wu 2014; Chao 2017; D. Liu and Morgan 2017; Bartlett, Han, and Bartlett 2018; Rafi 2018; Abubakar, Shanka, and Muuka 2010; Fang and Wang 2014; Ghazarian 2014; M. Yang 2007; Y. Yang, Volet, and Mansfield 2017). Numerous scholars have studied the various push and pull factors that motivate students to leave their home country or travel to a new country (Chen 2014; Chao 2017; D. Liu and Morgan 2017; Bartlett, Han, and Bartlett 2018; C. K. C. Lee and Morrish 2012; Rafi 2018). This research provides educational institutions insight into how they may attract students to a particularlocale (Shu and Scott 2014; To et al. 2014; Wu 2014; Fang and Wang 2014; H. Liu and Fang 2011).

III. Methods

This case study is designed to provide guidance into the Chinese university student perspective on studying in America, specifically as it applies to the four, previously-mentioned political factors: trade war, Covid 19, BLM movement and political tensions. The research was conducted in two parts: a survey and interviews.

624 students participated in the survey. The survey was administered through the Chinese social media app, WeChat. The students who took the survey were predominantly from Henan province in central China. The survey was shared across multiple age groups, majors and universities, though the bulk of participants are from Sias University in the city of Xinzheng. The survey was administered in Mandarin and results were translated to English.

The survey consisted of three questions. The first question stated "Are you planning to study abroad to attend gradate school?" If a student responded in the negative, then they were politely withdrawn from the survey. Students that answered in the affirmative were progressed to question two, which used a 5-point Likert scale to query, "On a scale from 1 (little influence) to five (large influence), how important is the foreign country's current Covid-19 situation in making your decision?"

The final question inquired, "If you are considering a university in America, please rank the following factors based on their importance in your decision-making process for graduate school. (1 is most important, 4 is least important) A. Economic trade war, B. Covid -19 situation, C. Racial issues like Black Lives Matter protests, D. Political issues such as closing embassies." Statistics were compiled and analyzed via the Chinese application Jinshuju, which electronically records and anlayzes data.

The interviews were also conducted via the We Chat app. In total, 50 students were interviewed. Interviews were conducted with a video call, a voice call or in the form of written dialogue, in a combination of English and Mandarin, to accommodate the interviewee's preference. Participants were self-selected on a voluntary basis. The interviews began as an opportunity to elaborate on any of the scores or rankings mentioned in the survey. Follow up questions were then asked for clarification purposes and to elucidate additional perspectives. As common themes emerged, some students were asked to evaluate ideas expressed by previous participants and state to their opinion regarding to what extent those views were indicative of an average Chinese student.

IV. Results: Survey

Of the 624 students that participated in the survey, 161(25.8%) stated they intended to study abroad for graduate school. Students were then asked "On a scale from 1 (little influence) to 5 (large influence), how important is the foreign country's current Covid-19 situation in making your decision?" Students responded as follows: 56 students (36.6%) chose 5, 46 students (28.6%) chose 4, 34students chose 3 (21.1%), 9 students (5.6%) chose 2 and 13 students (8.1%) chose 1.

The next question asked students to rank the four political factors (trade war, covid-19, racial issues and political issues). The rankings were as follows. For economic trade war, 32 (20.6%) participants ranked it as the most influential factor, 33 (21.3%) ranked it as the second most influential factor, 33 (21.3%) ranked it as the third most influential factor and 57 (36.8%) ranked it as the least influential factor.

For Covid-19, 91 (57.6%) participants ranked it as the most influential factor, 41 (25.9%) ranked it as the second most influential factor, 15 (9.5%) ranked it as the third most influential factor; 11 (7%) ranked it as the least important factor.

For racial issues like Black Lives Matter protests, 6 (4.0%) participants ranked it as the most important/influential factor; 31 (20.7%) ranked it as the second most influential factor; 55 (37.7%) ranked it as the third most influential factor; 57 (37.7%) ranked it as the least important factor.

For political issues such as the closing of embassies, 30 (19.7%) participants ranked it as the most important/influential factor; 51 (33.6%) ranked it as the second most influential factor; 49 (32.2%) ranked it as the third most influential factor; 22 (14.5%) students ranked it as the least important factor.

The results were adjusted to show the relative weight of each factor. If a student ranked a factor as

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first, the factor was given a score of four. If a student ranked a factor as second, it was given a score of 3. If a student ranked a factor as third, it was given a score of 2. If a student ranked a factor as 4, it was given a score of 1. The total scores were added together to arrive at a final sum depicting the student's relative weighting for each factor. The final sums were as follows: trade war (350), covid-19 (528), racial issues (288) and political issues (393).

The sums were converted into a score based on the total number of one for simplification of comparison. To arrive atthis one-dimensional variable, the total number of respondents for each question was multiplied by four then divided by the sums mentioned in the above paragraph to arrive at X. Finally, the results were divided by 1/Xto arrive at the final decimal value. The results were as follows: trade war (.56), covid-19 (.84), racial issues (.48) and political issues (.65).

V. Results: Interview

Since the survey already provides the quantitative data for the students, the interview was designed to provide supplemental information to elucidate some of the underlying motivations for the students' selections. In order to limit redundancy, quotes are incorporated directly into the discussion section. The opinions were varied, but several common themes emerged and students provided insights into underlying reasons for the mindset of Chinese students regarding the four factors.

VI. Discussion

Question 1: Are you planning to study abroad to attend graduate school?

The first question revealed that only 25.8% of the students were considering going to a graduate school in a foreign country. Three quarters had no intention of attending graduate school abroad. In June 2019, the authors asked an identical question to a very similar population in the same province of China. At that time, only thirteen months earlier, 45% expressed interest in going to graduate school abroad. This represents a 42.6% reduction in desire to study abroad in only on year's time (Swanson, 2020).

There are myriad potential reasons for this dramatic decline. According to interviews with the students, the primary motivation for many students is to pursue the course of action which they believe to be safest. Since the first survey was conducted, Chinese student perception of safety abroad has shifted considerably. First, the majority of Chinese students interviewed expressed a sincerely held belief that China, as compared to other countries, was uniquely the safest from dangers associated with Covid-19.

Additionally, as pertains to the political unrest associated with the BLM protests, multiple respondents expressed their opinion that there was no racism in China, and thus violent protests such as those associated with the US' BLM movement would never occur. "Chinese are harmonious people and we respect the police," "the [authorities] would always treat us fairly," and "China doesn't have black people so this isn't an issue" are some specific viewpoints of interviewees pertaining to why such protests would not be a risk in China, but could be if they went abroad.

One student expressed a fear that political tensions such as embassy closures could have a direct impact on her ability to complete her education, or even more serious, return home to her family. No student directly linked the trade war to their personal safety. Thus indirectly, three of the four factors were occassionally characterized as safety issues.

An additional factor that seems to have influenced the Chinese student perception of safety is the decrease in access to information beyond China's "Great Firewall" (Zhong Z., Wang T., Huang M., 2017). As a result of the Covid-19 lockdown, students had even less exposure to outside news or information. Students consistently expressed receiving almost daily "news pop-ups" on their social media applications regarding the success of the Chinese Communist Party in dealing with the Covid-19 pandemic. Additionally, Chinese state media had a strong emphasis on the globally uncontrolled situation in Covid-19 management and students explained that this directly contributed to an increased fear for safety outside of China's borders.

Question 2: On a scale from 1 (little influence) to 5 (large influence) how important is the foreign country's current Covid-19 situation in making your decision?

The plurality of students (36.6%) selected the highest option and 28.6% selected the second highest option. Consequently, almost two thirds (65.2%) of respondents deemed the Covid-19 to have a strong influence. Approximately one fifth (21.1%) expressed it had a medium influence and only 13.7% deemed the influence to be among the bottom two options.

While opinions about the severity of Covid-19 throughout the US and many other countries vary considerably across different segments of the population, all students in the interviews conveyed a similar perspective (Lopez, Rainie, & Budiman, 2020). As one student explained, "Covid-19 is extremely dangerous and all precautions should be taken to protect oneself and one's family." Multiple students expressed potentially changing their future plans for graduate school abroad as a direct result of the fact that "China is very safe from Covid-19, but other countries (US) did not manage it well and are not very safe." Seven students expressed their "parents wouldn't want [them] to go to the US in case [they] become sick."

Of note, although 8.3% of students chose 1, that Covid-19 has minimal influence on their decision

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making, interviewers were unable to find a respondent to express this sentiment during the interviews.

Question 3: "If you are considering a university in America, please rank the following factors based on their importance in your decision-making process for graduate school. (1 is most important, 4 is least important) A. Economic trade war, B. Covid -19 situation, C. Racial issues like Black Lives Matter protests, D. Political issues such as closing embassies."

Covid-19 was the highest ranked factor (.84) by a significant margin. The second highest factor was political (.65) followed by the trade war (.56) and BLM protests (.48). As discussed previously, a significant portion of students believed that safety concerns are paramount and that Covid-19 was the most directly related to safety.

The division across the four scale rankings for the trade war factor was very even at approximately 21% choosing each of the first three levels of influence and 37% choosing least influential. To the extent any conclusions can be drawn, those that are less influenced by the trade war are the most prevalent, while students are very divided to the extent it does have influence.

BLM had the opposite ranking, with only 4% considering it the most influential, 20.7% considering it second most influential, but the three quarters of respondents choosing the two least influential options (37.7% and 37.7%). In the unprompted portion of the interviews, only a handful of students volunteered any opinions regarding BLM, instead prioritizing their time to discussing the other factors. Well over half of respondents (57.6%) believed Covid-19 to be the most significant, with 25.9% ranking it second. Nearly every respondent referenced this factor in the unprompted portion of their interview.

Regarding the political factor, the bulk of students believed it to be neither the greatest (19.7%) nor least (14.5%) influential, but somewhere in the middle (33.6%, 32.2%). From the interview, respondent "H" specified that the trade war was less important because unlike other factors that affect safety, the trade war was simply about money. "H" commented that it "is not hard to adjust spending habits, but if there is danger, it's harder to control."

As addressed above, health and safety seemed to be the most important issue for at least 32 of the students interviewed. Respondent "M" mentioned, "My father has always told me that the body should come first, and the study should come second." Similarly, Respondent "F" expressed the idea that "the coronavirus is a priority right now, and if it's not addressed at the root, no other option will exist." He adamantly believed that this issue should take precedence over any other foci so the world could return to normal. "F" suggested that the other issues like BLM protesting could be directly linked to the Covid-19 lockdown because people are "more stressed" and pugnacious. Additionally, the US' continued reference to China's fault in the Covid-19 origins might exacerbate the trade war and political escalations. F believed that once Covid-19 was quashed, all factors could become less salient, but wasn't confident Chinese students could return to their former viewpoints easily.

Respondent "A" suggested these factors could potentially be affected by their immediate relevance to students. For example, at the time of these interviews, Covid-19 seems to be the greatest threat to the world. While vaccines are allegedly on the horizon, no countries feel as if they currently have the Covid-19 crisis completely defeated (Pagliusi, et al., 2020). On the opposite end of the spectrum, according to "A," Chinese students are unlikely to have ever met a black person and don't see any direct connection between themselves and BLM issues, beyond potentially being collateral damage in a riot.

Three students feared there would be racism against Chinese people, which would ultimately contribute to diminished safety and an inferior quality of life. Two referenced hearing news about racism targeting Asians in the US. One believed that police would deliberately target Asians for racism.

Respondent "S" remarked, "the Sino-US trade war and the closure of embassies are political issues, but the former is more macro, it is difficult for foreign students to feel the personal impact of the trade war, but the closure of embassies will affect all Chinese in the United States, people may be forced to return home because they cannot get visas, so for the Chinese in the United States or the Chinese who are about to go to the United States, the embassy issue is more important." This sentiment was echoed by Respondent "Z," who believed that each side was trying to portray strength and that individual citizens could be sacrificed for the sake of bigger political posturing between the two countries.

VII. Conclusion

This case study can provide some insights into the potential perspectives of Chinese students at the present time. If this population is indicative of Chinese students as a whole, then there appears to be a significant reduction in willingness to study in the US compared to the previous year. With numerous US universities dependent on Chinese international students paying out of state tuition rates to meet their fiscal needs, a decline in demand can have a devasting effect on the US educational system. While many of the issues related to reduced interest is beyond an individual university's control and attributable to large scale political issues, US universities could take small efforts to mitigate some of the damage and improve the

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perception of their university to prospective Chinese applicants.

Based on the data, it appears safety is the students' primary concern, so a robust Covid-19 precaution plan could have a positive influence on student outlooks. Additionally, ensuring that Chinese students feel sheltered from racial discrimination or sudden changes to the US-China relationship that could jeopardize their ability to finish their degree, could potentially diminish some of the perceived disincentives for pursuing education in the US. The Covid-19 situation and current political climate are still very much in flux and considerable changes could occur in the upcoming months. It will be important for American higher education institutes to continue tracking this situation as it continues to evolve.

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Obstacles of Teaching English as a Second Language in India

By Rinku Nandi

Abstract- Without language, we cannot imagine our society. The English language acts as a spinal cord in our modern India though English is a second language. Indians face many obstacles to teach English as a second language on Indian soil. This paper tries to capture the problems in its limited way, and accept the English language as a gift.

Keywords: *India, English, second, obstacle, language.*

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Obstacles of Teaching English as a Second Language in India

Rinku Nandi

Abstract- **Without language, we cannot imagine our society. The English language acts as a spinal cord in our modern India though English is a second language. Indians face many obstacles to teach English as a second language on Indian soil. This paper tries to capture the problems in its limited way, and accept the English language as a gift.**

Keywords: India, English, second, obstacle, language.

Introduction

Language is the gift of God in our social life. The relation between language and society is transparent, and we cannot express this relation in words. Language is a very crucial medium of communication among society. We need to use language to fulfill our social needs. It is impossible to imagine the existence of a beautiful society without a language.

In this vast world, people use different languages in various ways. English is one of the most vital languages. We know India was a British Colony for a long time. But the position of English in India before independence and after independence was totally changed. During that colonial period, English was the language of the rulers. In India, the rulers took the initiative in teaching English among Indians to help their administrative and commercial fields. But Indians rejected the English language with their freedom in 1947. As English was banished from our social life, Hindi got the privilege. In this contrary situation, the importance of English is increasing day by day all over the world. Indians also felt the necessity for the English language. This scenario reveals to us that English was a foreign language in the colonial period. But gradually, English enjoyed the prestigious position of the second language in Indian social life.

A person's second language is that language that is not the mother-tongue of that person. English as a Second Language (ESL) is a popular term for using the English language by non-native speakers in prominent English countries where English is their mother-tongue. English as a second language reveals the language teaching for those persons whose primary language is not English. As a result, for those people, the position of English is either a second language or a foreign language. However, the English language is the gift for the Indians -------- the gift of the process of colonization. English language has great importance in India. Teaching English as a second language or a foreign language creates some problems on Indian soil. If we chalk out the whole situation, it is so pathetic to say that most of Indians cannot accept English freely. As a result, they felt uneasy in using English in our day-to-day life. There are many obstacles that subdue the process of teaching English as a second language in India.

Teaching English as a Second Language (ESL) or English as a Foreign Language (EFL) faces some hindrances in the Indian atmosphere.

I. Excessive use of Mother -Tongue

Indian students use excessive mother - tongue in a second language classroom teaching. When they learn English, i.e., second language, in a classroom situation, they are more interested to learn this through their mother-tongue. But they forget the original essence of the English language. They gave importance to their mother-tongue, not their second language. They sometimes use English words amid the sentences when they speak something in their mother - tongue. This mixture process creates only slow learners. So, most of the problem arises due to excessive use of mother - tongue in English teaching.

This problem was solved when the teacher and student both love English though it is a second language. As a teacher, you translate the text English to English in a lucid way which attracts students to taste the original essence of the English language.

II. Shortage of Time

In India, time is one of the main obstacles to teach English as a second language. The duration of one class is 45 minutes. But the effective time of a teacher is 35 minutes. It is impossible to learn details of a vital subject like English in this short period. So teacher discusses only the main parts of the topic. We know that Good teaching is successful when there is some time for question-answer and feedback. But this process should not always be maintained only for that shortage of time. Sometimes we observe that teachers rush for the completion of exam syllabus only. As a result, students could not learn the second language in the proper way.

Time should be developed for better teaching, and better learning as English is the second language in India.

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III. Improper Infrastructure

School buildings, classrooms, laboratories, playgrounds, and libraries are the most significant part of school infrastructure. But in primary level to higher-level schools suffer for improper infrastructure. But lack of proper grants, school authority cannot provide sufficient equipment for better teaching.

The proper infrastructure of schools should create an environment that not only assures teaching and learning but also pays attention to develop the mental level of the students. Poor infrastructure affects the psychology of a child. Sometimes we say school is our second home. Students need proper and well-equipped infrastructure for a homely atmosphere in schools.

IV. Crowded Classes

The picture of a classroom means a large number of heterogeneous learners gathering in a class. Here the teacher-student ratio was not maintained. For this reason, individual attention is not possible in this short period. Sometimes crowded classes create a chaotic situations.

To avoid the excessive number of students in a class, we must divide the large class into small study groups. This process would be fruitful if the teacher-student ratio was maintained. As a result, individual attention is possible in teaching English which is a vital point to overcome this problem.

V. Lack of Attractiveness in the Classroom

Today we see the same picture of the classroom in remote past that is chalk, duster, blackboard, etc. But we must remember the changing nature of time and the changing psychological level of a child. Lack of modern technology students lose their interest in studies.

An attractive classroom is an essential factor in teaching a second language or a foreign language. Our classroom is more attractive if we decorate our classroom with modern technological goods. An ideal classroom is a positive place where students peacefully take part in teaching English.

VI. Lack of Pronunciation

Teacher and student both are social beings. As social beings, they have the effect of regional dialects and incorrect pronunciation. The causes of wrong pronunciation are substituting sounds from mother-tongue and lack of proper knowledge in English subject. Another vital source is lack of knowledge of intonation and stress. In a sentence stressing the wrong word mar the originality of the English language that creates a funny situation sometimes.

In the English language, proper pronunciation is the master key. To overcome this problem when listening something, we must carefully observe the stress and intonation. A linguistic teacher should be avoided regional dialects. If we practice repeatedly and follow the proper stress and intonation, we must be successful.

VII. Confusion of Spoken and Written English

Confusion of spoken English is a common problem. Students listen and understand spoken English. Students think that they have a good level of knowledge in English. But reality reveals another fact. Students face many problems in speaking the English language. Most of the complications were -------

A. *Lack of confidence in speaking the English Language*
B. *Fear of making mistakes*
C. *Shyness in speaking the English Language*
D. *Feeling hesitant while speaking English.*

Even grammatical mistake in sentence formation is a vital problem teachers face in teaching the English language.

We must remember that the grammar part is just like the spinal cord in English sentence formation. A student should be more careful to learn grammatical rules and check the spelling before and after writing. Students learn more vocabulary to improve their speaking power in the English Language.

VIII. Family Background

As we are a social human beings, our family plays an indirect role in our education system. After learning their second language, when they go back home, they are habituated to use their mother-tongue. So they have no scope to practice the second language. Even sometimes, we observe that maximum family members of some students are illiterate. So without practice, they forget their second language.

In the present-day the light of education removes the darkness. Students feel more energetic when their family supports for better education.

IX. Wrong Examination System

Examination means the assessment of a student's knowledge in a particular subject. The examination system is mainly based on theoretical papers. The practical papers are not emphasized perfectly. Many students pass the examination only memorizing the text. For that, they score good marks in the examination. Actually, the examination system has no scope to learn the mastery over the English language.

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The examination system has an important role in teaching English successfully. An ideal examination system means both teaching and learning. In the modern age, the examination system offers a chance to a mediocre student to show their skills in various fields. Analytical questions must be emphasized in the Indian examination system because these analytical questions can make students use his brain properly.

X. Lack of Interest in the Subject

As India is a multi-lingual country, students do not feel about learning the English language at the primary level. But when they understand the necessity of the English language for getting a better job ------- then they are too late to learn English properly. Family background, society, and education system are responsible for this negligible situation.

English is related to our day-to-day life though it is a second language. It is necessary to learn English at the primary level.

XI. Deny to use the Second Language for Communication

In India, it is a noticeable issue that after learning the second language, students go back to their native language for communication. English language teachers observed the students who are so lazy to rethink and reword their thoughts into the new language.

Practice brings solutions for communicating in English. Good communicators listen carefully and then speak or write clearly. Good command of English helps us to improve our career and various fields in life as English is the international language.

XII. Limited Vocabulary

In the English language, vocabulary is a very crucial part. If we express our thoughts in English, we must know the vocabulary. But some Indian students have limited vocabulary. For this reason, when they write something in English, they face a great problem. Poor vocabulary is a paramount obstacle in teaching English as a second language.

The solution of poor vocabulary is to develop the habit of reading English books, newspapers, magazines, etc. This habit of reading helps Indian students to improve their English skills.

XIII. Improper Methodology

In teaching English the methods, and techniques used by some teachers are backdated. The main part of the method is oral work which is neglected. Teachers used textbook translation which reduces the quality of good teaching.

A method is an umbrella term that includes within its periphery theoretical principles of language teaching and learning. Proper method enriches students' vocabulary and saves time in classroom teaching. Direct Method helps the students in fluent self-expression and to develop the thinking power in English without the intervention of mother-tongue. The success of the method depends on the efficiency of the good teacher though in India, efficient teachers who have oral proficiency are rare.

XIV. Insufficient Audio-Visual Aids

Audiovisual aids are very important in the education system. But lack of money, school authority cannot provide sufficient audio-visual aids for better teaching in the English language. In this modern age, technology plays a huge role in our mind. Students want to use technology in their educational system.

Audio media is very helpful in developing the listening skills of students and stimulate the brain actively. Audio media supports distance learning courses and helps in the memorization process. Visual aids increase the retention level and student's interest in the subject and stimulate the student's vision. Audio-visual aids are used in classrooms to encourage the second language teaching-learning process, and the students feel the process very interesting. Audio-visual aids are the best process for second language teaching effective and develop the student's knowledge.

XV. Teacher's Failure to Create emotions in Students

Emotion stimulates teaching-learning process. But some teachers fail to create emotions in the minds of the students. Teachers are always busy to complete the syllabus for the coming examination. They must remember that emotion and teaching-learning process are inseparable.

A new cognitive study reveals the mysterious role of emotions in education. Emotions can affect the learner's levels of motivation.

XVI. Economic Background

Economic background means the economic status of a family in society. Actually, economic background reveals the student's parent's educational qualifications, parent's occupations, and household income, etc. In our society economic background and student's academic performance are closely related. Poverty is a major economic issue. Due to poverty, some students are drop out of the regular education system. Lack of money poor students cannot continue higher education and face many obstacles in their teaching-learning process.

But our Government tries to solve this lower economic background. The government of India

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launched the Mid-Day-Meal Scheme in school meal programmes for student's better nutrition. The money from a scholarship helps students to continue higher education. Besides this, Government helps to provide Kanyashree Prakalpa, Sikshashree Scheme, Yuvashree Scheme, SabujSathi Scheme, etc. for the better educational programmes.

XVII. Lack of Qualified Teachers in English

The lack of qualified and sufficient English teachers is a vital issue in teaching obstacles in English as a second language in India. This shortage of qualified teachers in English is mainly observed in rural areas. Many qualified and experienced teachers prefer to teach in town areas for better facilities.

English teacher's professional qualifications must be developed to bridge the gap between the theory and practice for a better second language teaching process.

XVIII. Lack of Motivation

Lack of Motivation is an important obstacle in teaching a second language. The student shows some negative attitudes towards the target language. The main reason is that students accepted the teaching-learning process as a burden. For this acceptance they are very lazy to know various sides of a second language.

But proper motivation can change a learner's mind. Motivation changes student's way of thinking and feeling. Encourage them to know English and motivated them to maintain a routine for better knowledge and better improvement in English.

India faces many problems in teaching English as a second language. Besides this, India realizes the importance of the English language. At the school level, the linguistic aims of teaching English are four-fold ------

A. To understand English when spoken ---------- It helps to develop the listening skill in the students.
B. To speak English --------- It helps to improve speaking ability in the students in our day to day life.
C. To understand English when spoken ------ It improves reading ability.
D. To write English -------students should be able to write correct English without other's help.

To fulfill the aims and objectives of teaching English, some methods and approaches are designed. In India, Grammar Translation Method is the oldest method of teaching English. This method is applicable in a large class and quickly enriches students' vocabulary, and it saves time. Direct Method emphasizes to teach English in a natural setting, and it helps to develop good pronunciation and creative writing. Rabindranath Tagore's Method of teaching English is a very interesting method to the students as mother-tongue is the medium of instruction. It encourages students to know English through some play way method. Dr. West's New Method is a time-saving method as it develops the habit of silent reading. Structural Approach is very effective for second language teaching. The Functional Communicative Approach emphasizes students' activities based on real-life.

The English language dominates the modern world, and India realizes the importance of the English language though it is the second language in India. The English language helps us to see the modern world from a different perspective. This language will open the door in the various fields of knowledge.

At present time the scenario of our society completely changed. Indians felt the demand for the knowledge of English in our everyday life. So they want to overcome the obstacles in the paths of teaching English in India.

Now the educational system was controlled by English. In this globalization age, English achieves the prestigious official position. Not only that, English plays various roles amid Indian society. As a linking language English connects different people in various parts of the world. Indians accepted English in arts, science, technology, trade, commerce, law, medical science, engineering, agriculture, space research, etc. As an international language English language is the best gift for Indians to progress everywhere.

To conclude, through this paper, I discuss the problems which India faces in spreading the English language in India. This paper reveals the present situations in the process of teaching English in India. Indians not only learned the English language but also use it to create a new branch in literature named "Indian English Literature". English is not just a language ---------- English language is the treasure for the modern Indian society. Indians tried to overcome all the hindrances and accepted the sweet fragrance of the English language. Actually, we realize the English language is the best gift of the colonization process. The contribution of a second language is an open window of knowledge and information in our modern lifestyle.

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Giuseppe La Bua: Cicero and Roman Education. Reflections on Rhetorical Topics and Ciceronian Scholarship

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Abstract- Ciceronian scholars preserve rhetorical models. Orator studies how speak well and how impact on the history of his State. Cicero and Roman education: the reception of the speeches and ancient scholarship was published by Giuseppe la Bua. On the one hand this book dates from frebruary 2019 in Cambridge University, and on the other hand Giuseppe la Bua works at the Sapienza University, Rome. La Bua focuses in the literature in the Roman world. In this review, I reflect on ancient tools of manipulation used by Ciceronian scholars. I attempt to recognize Cicero's practice what memorialized him like an exemplar on schools and vir bonus. I agree with la Bua on that Cicero's facets was: politician, teacher and Icon of latin Prose.

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Giuseppe La Bua: Cicero and Roman Education. Reflections on Rhetorical Topics and Ciceronian Scholarship

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Abstract- Ciceronian scholars preserve rhetorical models. Orator studies how speak well and how impact on the history of his State. *Cicero and Roman education: the reception of the speeches and ancient scholarship* was published by Giuseppe la Bua. On the one hand this book dates from frebruary 2019 in Cambridge University, and on the other hand Giuseppe la Bua works at the Sapienza University, Rome. La Bua focuses in the literature in the Roman world. In this review, I reflect on ancient tools of manipulation used by Ciceronian scholars. I attempt to recognize Cicero's practice what memorialized him like an exemplar on schools and *vir bonus*. I agree with la Bua on that Cicero's facets was: politician, teacher and Icon of latin Prose.

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I. Introduction

Veleyo Paterculo empezó a preservar para la posteridad los escritos de Cicerón, quien forjó una autoridad retórica antes de su trágica muerte. Cicerón logró abarcar tanto la autoridad pedagógica como la política, gracias a la virtud moral de la autoevaluación.

Quintiliano se basó en los discursos preservados de Cicerón para instruir a los aprendices de abogado, ya que hablar bien mejora el aspecto político y el saber persuadir se relaciona con la cultura de la élite aristocrática. Además, el sistema educativo influyó en la transmisión y selección textual. *Cicero and Roman Education* es un libro que describe el proceso de recepción y de estandarización de los discursos ciceronianos.

II. Release of the Ciceronian Speeches

El primer capítulo (pp. 16-53) se titula Cicero Presents Himself: Writing, Revision and Publication of the Speeches. La Boa trata la composición, la redacción, la edición, la memorización y, en público o en privado, la presentación de los discursos de Cicerón. Durante el periodo preimperial, el erudito, en este caso, el orador, escribía sus ideas, con el fin de preservar su identidad en un canon literario que se originó en Grecia.

El autor que mantuviera el equilibrio entre hablar bien y escribir bien lograba una aceptación más o menos aceptable ante la crítica social. El impacto de los textos se probaba tanto en colectivos como en el Foro romano. Cicerón, antes y después de su exilio, socializaba sus discursos con su compañero, Ático, con el fin de mantener una imagen intachable.

Cicerón fue su primer editor y Ático, el segundo. El mismo rétor fue compositor, escritor, editor, filólogo y presentador de sus propias obras. Cuanto mayor fuera el esfuerzo del autor, mayor sería su prestigio. Quintiliano prefería que los escritos fueran más entendibles que rebuscados por su léxico técnico.

Gracias a las redacciones griegas, áticas y alejandrinas, el colectivo editorial de Cicerón se preocupó de la *retractatio* y de la *emendatio* por cuestiones culturales, políticas y pedagógicas. A partir de la página 44 del libro, me parece que se concentra un argumento innovador: Ático fue el Aristarco de los textos ciceronianos ("*a private editor with publishing industry*"). Al parecer conocemos su epíteto. El público buscaba la autenticidad de las obras. En dicha casa editorial, sin embargo, los trabajadores cometían errores de trascripción.

Los textos inéditos salieron a la luz sin el consentimiento del autor. Las obras póstumas emulaban la ficción y las figuras características del autor. Los discursos ciceronianos aún seguían en circulación durante el periodo del imperio grecorromano. Por lo anterior, la crítica textual y literaria continuó hasta nuestros días. En este capítulo primero, el nombre de Veleyo Paterculo no parece relevante, como fue anunciado en la Introducción de este libro.

III. Reproduction of the Cicero's Speeches

El segundo capítulo (pp. 55-99) lleva el título Beyond the Author: Cicero's Speeches from Publication to the Medieval Manuscripts. Gracias a la diligencia de Estatilio Máximo, cónsul en el 144, la edición y la divulgación de los discursos ciceronianos se incrementó durante esa época. Estatilio determinó los textos auténticos (*subscriptio*). El argumento valioso en este capítulo (p. 55) explica la diferencia entre una copia hecha por clases bajas y un manuscrito, para la clase alta. La élite contrataba técnicos expertos en la elaboración de libros artesanales.

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Cornelio Nepote no sólo leyó, sino criticó los discursos de Cicerón. Pero un verdadero editor de la obra ciceroniana fue Tirón, quien se distinguió como un literato de prestigio. Frontón y Gelio fueron los filólogos eminentes durante el imperio de los antoninos (*archaistic renaissance*). Quintiliano buscó las mejores ediciones (*boni libri*) de Cicerón y rechazó los textos criticados por gramáticos ignorantes (*scholarly incompetence*).

La sistematización hecha por Estatilo de los textos ciceronianos, para determinar los derechos de autor, fue perfeccionada hasta el siglo IV, a principios de la Edad Media. El medioevo recibió en desorden y en pobres condiciones los textos de la era imperial. *Scholia Bobiensia* y posteriormente las anotaciones y los comentarios de (Pseudo-)Asconio se encargaron de transmitir los discursos ciceronianos tanto por declamación como por escrito, a través de manuscritos y palimsestos, durante del siglo V. Hasta el siglo XII, hubo otra manera de coleccionar las obras antiguas ante importantes pérdidas de algunos papiros fragmentados. *Scholia Bobiensia* y (Pseudo-)Asconio desarrollaron estrategias escolares de transmisión textual tanto orales como escritas, por ejemplo, la crítica y la interpretación hechas por jóvenes bilingües. Dado que los estudiantes fueron quienes mantuvieron un canon literario, la transmisión clásica se desarrolló conforme a sus necesidades y a sus estándares de educación.

IV. Scholarly Reception of the Cicero's Speeches

El capítulo tercero se titula Between Praise and Blame: Ciceronian Scholarship from the Early Empire to Late Antiquity (pp. 100-182). Los escritores de época augusta manifestaron poco interés por la biografía de Cicerón. Quintiliano es el comentador académico de Cicerón por excelencia. Fue un maestro que buscó el uso correcto del latín (*latinitas*) a través del estudio de las palabras difíciles y obsoletas (*singularia*), con el fin de otorgar un alto prestigio a las escuelas de oratoria. Al contrario, los pseudógrafos ciceronianos copiaban y manipulaban las ideas, el humor y las frases de Cicerón.

Como político, Cicerón buscó una imagen promocional de excelencia. Pero el filósofo Séneca apoyó la campaña anticiceroniana. El exilio de Cicerón fue un tema discutido en las escuelas imperiales. Quintiliano y Veleyo Paterculo revivieron la ética ejemplar de Cicerón. Durante el imperio temprano, el estilo de Cicerón fue alabado y atacado.

La declamación tuvo un impacto moralista en la educación de Roma. Durante el imperio grecorromano hubo un sentimiento de decadencia a propósito de los declamadores y los modelos literarios. Quintiliano censura los cánones de Séneca, ya que los considera una amenaza inmoral para el sistema pedagógico de los futuros ciudadanos romanos. Cicerón es un ejemplo a seguir en Oratoria y no, en Filosofía estoica. La imagen histórica de Cicerón quedó oculta por su erudición y pericia en la lengua latina (*latinitas*).

El modelo didáctico que estudia los textos de Cicerón (*ciceronian Scholarship*) formó la moral de niños y de hombres en el siglo segundo. Los ciudadanos que se expresaron en griego o en latín de manera pura y correcta fueron moralmente buenos. Los discursos de Cicerón conservan un lenguaje propio para los romanos de época imperial. Son modelos de la prosa rítmica. Además, equilibran neologismos y palabras obsoletas. Por lo anterior, les interesan a gramáticos, a rétores, a maestros y a lexicógrafos.

Pseudo-Asconio consultó a los primeros comentadores, cuyos manuales de tradición exegética eran empleados en las escuelas de gramática y de retórica. Las notas anónimas y copiadas al margen influyeron en la estandarización de los discursos de Cicerón en el siglo V. Las disputas, discusiones y opiniones orales sobre el léxico o la etimología se conservaron de forma anónima al margen del texto. Los comentarios de Bobbio se preocuparon por identificar los plagios, cuestiones filológicas o de puntuación y comentarios históricos.

V. Schoolteachers Work on Ciceronian Speeches

El capítulo final lleva el nombre de *Teaching Cicero* (pp. 183-317). La historia de la declamación empieza con disputas entre los rétores latinos de la escuela de Plotio Galo. Esas discusiones eran semejantes a las de los certámenes poéticos entre gramáticos. La lectura crítica y elemental (*praelectio*) de los discursos fue sistematizada por Quintiliano. Las primeras lecciones entre maestro y alumno consistieron en lecturas de comprensión sobre Oratoria y sus modelos de virilidad.

Los abogados principiantes aprendían leyendo a Virgilio y a Cicerón durante el imperio tardío. En la escuela de Bobbio, por un lado, se estudió la parte invectiva del discurso del siglo de oro, que combinó violencia y humor, con el fin de enseñar a los jóvenes a ser mejores ciudadanos. Por otro lado, Pseudo-Asconio evaluó las estrategias de defensa en el discurso. La teatralidad al declamar era indispensable en el juicio.

Los discursos ciceronianos manifiestan el arte de la ilusión (*dissimulatio* e ironía). Ambas figuras retóricas caracterizan la expresión ciceroniana para manipular la verdad y las emociones de la audiencia. Se considera lenguaje figurado la expresión con doble sentido (*dissimulatio*). La alegoría, que significa lo contrario a lo sugerido, se llama también ilusión (*illusio*). El buen humor de Cicerón junto con dichas figuras constituyó su *astutia oratoriae*. El sarcasmo (*festivas*)

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deja un buen sabor al espectador. Los juegos de palabras y minimizar al adversario les gustaban a los políticos romanos. Quintiliano expone varios ejemplos al presentar un exordio, para llamar la atención y obtener la benevolencia tanto del jurado como de la audiencia. Un poema improvisado a modo de 'apóstrofe' (ἀποστροφή/*aversio*) funge como resumen en el exordio. Las licencias retóricas rompen las reglas cuando la razón lo permite. Los comentadores posteriores cuestionaron el léxico urbano y rural de Cicerón.

El orador busca la victoria con sus virtudes lingüísticas y gesticulaciones. Cicerón es el mejor (*eleganter*) en el decir y en el actuar. El buen estilo (*decorum*) conquista el entusiasmo de la gente. Si el orador adorna su expresión oral con la corporal (*sermo corporis*), resulta viril, encantador y refinado. Los comentadores de Cicerón alaban sus discursos que equilibran las figuras literarias, las retóricas y las del pensamiento. El buen orador actúa, controla su realidad y modula su discurso. En la página 292, Quintiliano revela el secreto de los oradores: "exaltar las emociones y conmover los sentimientos en su audiencia". La peroración provocaba el llanto piadoso y la misericordia. Pero no debe haber excesos ni escasez de recursos retóricos.

Los oradores controlan la narración de los hechos y la realidad de las historias. Los lectores y maestros comentaron cómo se reconstruía el pasado y los hechos narrados por Cicerón. Los jóvenes abogados debían seguir el ejemplo de sus antepasados (*mos maiorum*). El discurso es por naturaleza histórico. Combina la realidad con la ficción. De hecho, la Historia no fue una disciplina, puesto que se acompañó de otros oficios narrativos. Los discursos combinaron la realidad de los hechos con narraciones míticas, dramáticas o manipuladas por el orador. El recurso de comparar experiencias personales y mitos fue enseñado por los maestros de retórica para lograr persuadir. Cicerón dejó un legado ejemplar a los pupilos al ser buen orador y político bueno.

VI. Teaching Cicero's Political Fame

VII. Conclusion

La Bua termina indexando los temas importantes (pp. 318-337). Primero menciona que Cicerón dedicó su obra a su hijo, Marco, y a las generaciones futuras. Hoy conservamos una imagen abstracta de Cicerón, que sobrevivió a sus adversarios. Una nueva leyenda de Cicerón aparece para quedarse en época imperial. El Cicerón que leemos hoy fue recolectado, reinterpretado y transmitido por maestros y estudiantes de diferentes épocas.

El primer subtítulo de la conclusión es *Publication, Text and Emendatio*. Trata el primer capítulo a propósito de la composición del *corpus* ciceroniano. Cicerón quiso conservar el ideal de un buen hombre que habla bien. Su colectivo de editores promovió su imagen de literato y de político. Se intentó transmitir su obra y su interpretación en el acto. Cicerón reelaboró sus performances para restaurar su imagen en el exilio.

El segundo subtítulo es *Oratory and School Canon*. La memoria del orador se transmitió casi intacta gracias a sus colegas. Las copias de Cicerón pasaron de Ático, Nepote y Tirón a las verificaciones de autoridad de los siguientes editores del imperio grecorromano. Las obras certificadas por filólogos tenían un fin pedagógico. El canon de las obras ciceronianas, que incluyen los discursos en el exilio, fue sistematizado por los comentarios de Bobbio y de (Pseudo-)Asconio en el siglo cuarto. La élite medieval aprendió con dicho *corpus* de Cicerón.

El tercer subtítulo se llama *Politics*, *Oratory and Morality*. La tiranía de Antonio hizo mala fama al heroísmo liberador de Cicerón. El imperio temprano enseñó en latín, al mismo tiempo que consideró que Cicerón murió como patriota. Tuvo una actitud decadente del lenguaje. De ahí se crea una corriente didáctica que podría ser neo-ciceronianismo.

El cuarto subtítulo es *Education and Latinitas*. Las obras con buen estilo se retomaron en la enseñanza, por ejemplo, Quintiliano estudia a Cicerón, con el objeto de lograr un lenguaje correcto y puro (*latinitas*). La decadencia de los sistemas tradicionales fue tratada por Gelio. Estatilio Máximo consultó lexicógrafos ante anomalías lingüísticas de Cicerón. El estudio de la lengua a través de los textos ha continuado hasta ahora.

El quinto subtítulo se llama *Textual Criticism, Ancient Scholarship and the Art of Commentary*. Los comentaristas colectaron un *corpus* de Cicerón distinto al original, a pesar de los adversarios y de la crisis política entre imperialistas y republicanos. Se estudian ahora también los comentarios añadidos en la obra.

El último subtema es *Illusion, Irony and Practical Oratory*. En Roma, el objetivo pedagógico del maestro de Oratoria consistió en formar ciudadanos de élite. Quintiliano describió la estrategia de Cicerón como el arte de la ilusión. Pseudo-Asconio y los comentarios de Bobbio ilustran la estrategia política que defendió la imagen de Cicerón. Los comentaristas coinciden en que Cicerón fue experto en la humillación social. Las virtudes de Cicerón fueron: ironía, elegancia, manipulación de la historia y prosa rítmica.

Las traducciones del latín al inglés provienen del mismo autor o de otros expertos. Las fuentes de información resultan claras. Este volumen aclara cómo cualquier joven de la élite romana tuvo oportunidad de imitar a Cicerón. Las secciones finales del libro son: bibliografía (pp. 338-383), Índice general (384-387) e índice de lugares (388-394).

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ACONTRASTIVEANALYSISOFTHEPRODUCTIONOFENGLISHANDYORUBAVOWELSBYYORUBAENGLISHBILINGUALSTUDENTSINTHEUNIVERSITYOFNIGERIANSUKKA

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A Contrastive Analysis of the Production of English and Yoruba Vowels by Yoruba-English Bilingual Students in the University of Nigeria, Nsukka

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Keywords: contrastive analysis, vowels, english, yoruba, students.

I. Introduction

Today, English has become the leading language of the world, spoken and understood in most parts of the globe. While it is the mother tongue language in some places, it has been adopted as the second and official language of many countries in the world. In Nigeria, English is spoken as the second language and the official language used in government, media, business, law, education and so on. The important role English language plays makes it mandatory for anybody who wants to be relevant in his society or see beyond his horizons to learn and use the language effectively. Resultantly, the English language is a compulsory subject, studied as a second language and used as the medium of instruction and communication in all educational institutions in Nigeria.

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As stated by Tsojon and Aji (2014), pronunciation is a vital aspect of language learning as poor pronunciation distorts or mars the communication process. In the same vein, Al-Saidat (2010) asserts that the ultimate goal of most second language learners is to attain native-ever, for many learners in Nigeria, this has not been easy especially in the area of stress placement and timing, intonation control and most especially, the wrong pronunciation of words. In the opinion of Chitulu and Njemanze (2015), this is because of the fact that learners have to grapple with a lot of factors- his mother tongue, teacher-induced errors, apathy to language learning, peer group pressure, and many other factors. These phenomena have not placed the Nigerian student on a good pedestal to communicate in the English language.

Pronunciation is by far one of the several problems affecting most people learning English as a second Language (L2) in Nigeria (Tsojon and Aji, 2014). Students are not able to produce correct forms of sound in the target language which hinders effective communication. This could be that the knowledge of their first languages generally interferes with their usage of the English language or the differences that exist between the mother tongue language and the second (target) language pose a barrier to their English pronunciations.

Ogbuehi (2003) asserts that every normal child acquires the sound system and the speech patterns of his mother tongue in a normal way through imitation of sounds from adult groups. On the other hand, learning to speak a second language or foreign language usually involves some rigours and challenges because the learner has to learn the sound systems and the prosodic features of the second language against the already firmly consolidated first language in the mind of the learner. The adjustment to these differences may lead to a mismatch and therefore, the learner may produce sounds that cannot be understood by other users of the same language.

Since each language has its own unique peculiarities and any learner learning the language must be able to master the peculiarities of the language learnt, it is unfortunate that many Nigerian second language learners are unable to adjust successfully to the speech habit of the English language because the

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knowledge of the mother tongues often interference in the phonological realization of English sounds (Awa and Nwani-Grace, 2018).

The difference in the phonology of English and that of most Nigerian languages is wide. Take for example, the Yoruba language which is one of the Nigerian languages estimated by Wikipedia (2020) to be spoken between 40 to 50 million people, most of whom live in Nigeria. When the comparison between the sound system of the English and Yoruba languages are examined, there are unique differences between the two languages. Yoruba has some speech sounds that are unfamiliar to English and vice visa. It then predicts that the differences between the two languages' phonemes may lead to pronunciation difficulty for Yoruba learners of English (Patrick, Sui, Didam and Gyang, 2013). Dairo (2008) maintains that some sounds (phonemes) in the English language which are not in the inventory of learners' mother tongue are often pronounced as perceived to them, substituting it with the most similar sound existing in their first language. This substitution of phonemes from mother tongue to second language creates many problems for the learners of English as a second language.

As the phonological system of Yoruba is contrasted with that of English, there is a need to compare and contrast the sound structure of both languages in order to establish how the similarities and differences interfere in spoken English of Yoruba-English bilingual students. Hence, this study is aimed at exploring the vowels of English and Yoruba as articulated by Yoruba bilingual undergraduate students at the University of Nigeria, Nsukka.

II. Objectives of the Study

The work specifically intends to:

i. Examine the production of English vowels by Yoruba-English bilingual undergraduate students of the University of Nigeria, Nsukka.
ii. Find out how learners' knowledge of Yoruba vowels impedes the pronunciation of Yoruba-English bilingual students of the University of Nigeria, Nsukka.

III. Literature Review on English and Yoruba Vowels

a) The English and Yoruba Vowel Sound System

Place/Manner of Articulation	RP	Yoruba
Close front unrounded	/i:/	
Close front unrounded	/i/	/i/
Close-mid front unrounded	/e/	/e/
Open front unrounded	/æ/	
Open central unrounded		/a/
Open back unrounded	/a:/	
Open back rounded	/ɔ/	
Close-mid back rounded		/o/
Open-mid back rounded	/ɔ:/	/ɔ/
Close back rounded	/u:/	
Close back rounded	/u/	/u/
Close-mid central unrounded	/ɜ:/	
Open-mid front unrounded		/ẹ/
Close-mid central unrounded	/ə/	
Open central unrounded	ʌ/	
English Diphthongs		
Centering: Ending in /ə/		
/iə/, /eə/, /iə/		
Closing: ending in/i/		
/ai/,/ei/		
Closing: ending in/u/		
/əu/, /au/, /ɔi/		
Nasal Vowels of Yoruba		
Close:	in /ĩ/ close front unrounded nasal vowel	
	un /ũ/ close back rounded nasal vowel	
Mid close:	on /ɔ̃/ open-mid back rounded nasal vowel	
Mid open:	en /ɛ/ open-mid front unrounded nasal vowel	
Open:	an /ã/ open central unrounded nasal	

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b) English and Yoruba Vowels Compared

As seen above, the English language has a total of 20 vowels. Out of these, 12 are pure vowels and eight are diphthongs. The English 12 pure vowels comprise of 7 short vowels: /i/, /e/,/æ/,/ɒ/, /ʌ/, /ə/, /ʊ/ and 5 long vowels: /iː/, /aː/, /ɔː/, /əː/, /uː/. On the other hand, there are 7 oral vowels /I, e, ɛ, a, o, ɔ, u/ and 5 nasalized vowels / ĩ ɛ ã ̃ɔ ũ / in Yoruba. The vowel sounds /i, e, u, ɔ, and a/ are similar in both languages while the three English central vowels: /ʌ, ə, ɜː/ are non-existent in Yorùbá.

Nasalization is a contrastive or distinctive feature in Yoruba that is not recognized in English. Unlike English which doesn't nasalize its vowels, Yoruba has five nasal vowels which are nasal counterparts of five out of seven oral vowels. According to Brain Tiffen (1974), in Yoruba orthography, nasalised vowels are usually indicated by a vowel + 'n', which sometimes causes speakers to carry over this convention into English. Thus 'dance' may be pronounced as /dãːs/.

Both English and Yoruba oral vowels can occur at word-initial, word-medial and word-final positions. Still, words usually end, if not in all cases, in vowel sound unlike English where words can either end in vowels or consonants. This can be seen in words like ile̲ (house) oko̲ (farm) eegun̲ (masquerade), igbadun̲ (enjoyment); even English words that are either borrowed or loaned into Yoruba do ends in vowels. Vowels /u/ and /i/ are at the end of words like /kobodu̲/ for "cupboard", /koopu̲/ for "cup", /flaski̲/ or /filaski/ for flask, /girini̲/ for "green", /pinki̲/ for pink, ayoonu̲ for Iron, hosipitu̲ for Hospital. "Class" is spelt and pronounced as/kilasi/. The vowel /i/ is inserted between the consonant clusters /k/, ditto the consonant /l/ is dropped in the pronunciations of 'school" /sukulu/ and "principal" /prinsipa/, etc. This is because Yoruba words hardly ever end in consonants but vowels (Tijani, 2015).

Free variation is allowed in English sounds where the vowel /i/can be substituted for /e/ without necessarily changing the meaning of the words. This can be seen in words like neither (naið.ə /niːð.ə), direct (də'rɛkt/di'rɛkt/dai'rɛkt), economy (I'kɔn.ə.mi/e'kɔn.ə.mi), finance (fai.næns/fiːnæns), examinations (ig.zæmi' neiʃən/eks.zæmi'neiʃən) and many more but in Yoruba, substituting any of the vowels leads to a change in meaning as seen in Ile̲ (house) and Ile̲ (land), oko̲ (hoe) and o̩ko̲ (hushand). There is distinction in the sounds and cannot be substituted for the other, else, the meaning is either changed or distorted. "They are therefore called vowel phonemes" (Bankole, 2019).

Long vowels occur in Yoruba but have no phonemic status. There is the absence of distinctions of vowel length in Yoruba. As argued by Akinjobi (2004) cited in Bankole (2019), vowel lengthening in Yoruba is often a result of an optional pattern of deletion as in the contrast between 'egungun/eegun' (masquerade), "agogo and aago" (bell) and /da:da / from the word 'daradara' "very good" where the deletion of /r/ in fast speech leads to the emergence of [ɑː] which is interpretable as /a/ + /ɑ /. Therefore, the five long vowels of English don't exist in Yoruba, just as there are no closing and centering diphthongs in Yoruba. This means that diphthongs or even triphthongs are not found in Yoruba, although the sequences /ai/(Taiye) and/au/ (Ausa/wal'nut) occur, but equivalents to RP/ei/ and/au/ do not. Centering diphthongs have no equivalent in Yoruba (Brain, 1974).

Due to the phonological differences that occur between English and Yoruba sounds, the Yoruba native learners of English will have to learn the habit of pronouncing these somewhat strange sounds which pose some difficulties to Yoruba speakers of English language.

IV. Theoretical Framework

This study was analyzed using Contrastive analysis Theory.

a) Contrastive Analysis Theory

Contrastive analysis is concerned with a systematic comparison of a pair of languages with the purpose of bringing to light their phonological, morphological, syntactic and lexical differences and similarities. Contrastive analysis is a method that is used to find out and explain why some features of a foreign language were more difficult to learn than others. Learners' first language will not be difficult to learn but when the learner comes in contact with another language, he/she will discover some features of it far easy to learn and others excessively difficult. Thus, in Contrastive Analysis (CA), it is assumed that learning a second language is facilitated whenever there are similarities between that language and mother tongue (Nwabudike, Kaan, and Anaso, 2015).

Lado (1957) in Awa and Nwani-Grace (2018) says that those elements of a foreign language similar to the learner's native language will be simple for the learner to learn. Whereas, those elements of a foreign language that are different from the learner's native language will be difficult for him/her to acquire. According to Dulay and Burt (1977), second language learning difficulty result from interference from old habits in the learning of new habits. Therefore the old habits are those of the first language while the learnt habits are those of the second language. The greater the differences between the two languages the greater the difficulty and more errors will be made.

Using this theory is important for this study since it sought to establish whether phonological differences between mother tongue and second language, consciously or unconsciously influence the performance of English in the context under study. The study followed the procedures of Contrastive Analysis for making systematic comparison and contrast of any

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two languages. The steps are: Selection - description - comparison - prediction - verification.

The first step is to select or take the two languages, L1 and L2. The selection has to be limited to a specific category because it will be difficult to compare everything (sound, word, structure, etc). In the second step which is description, the study chose English and Yoruba Vowels as what to be contrasted/compared after which the Vowels were linguistically described with a focus on the differences. Thirdly, having described the linguistic-selected units, a comparison of the vowels with each language was made. This step is called 'comparison'. Step four which is 'prediction' is about predicting difficulty through contrast. Linguistic believe that when the structures of the set of two languages are similar, positive transfer will occur while with those that are different, a negative transfer will take place. In this study, the researcher tested the problems students encounter due to the differences in the English and Yoruba vowels through the pronunciation of listed words. Through this, the researcher was able to attest to the problems students face as a result of the difference.

V. Empirical Review

Many works have been done on the problems Nigerian speakers of English face in their pronunciation due to interference of Nigerian languages. Here are a few of them.

In the study of Keshavarz and Khamis (2017) which investigated the pronunciation problems of Hausa speaking learners of English, sixty male Hausa-speaking students were randomly selected as the sample from three universities in Northern Cyprus. The participants were all raised in Hausa-speaking communities in Nigeria where there is not much interaction with native or non-native speakers of English in society or workplace. Questionnaire and pronunciation test were used as the instruments for collecting data. The participants were asked to read aloud English words and sentences and describe the pictures containing problematic English sounds while being audio recorded. As illustrated in the findings of the study, errors in the pronunciation of all four English consonants (i.e., /θ/, /ð/, /f/, and /v/) have a high percentage of occurrence; the vowel /ɔ:/ has the highest percentage of occurrence (91.7%), followed by /ɜ:/ (86.6%) and /ʌ/ (76%). The reason for such mispronunciation is the difference between the inventory of English and Hausa consonants and vowels.

Tsojon and Aji (2014) examined the problems among Jukun (Wapan) speakers of English. The study provided information on why problems occur and the specific English phonemes that Wapan speakers of English find difficult to pronounce or articulate. Data were collected through participant observation of utterances of one hundred native speakers who were considered educated in relative to the degree of communicative competence in English. These native speakers who were randomly selected were also asked to read a list of English words to determine their levels of proficiencies in pronunciation. The study revealed that pronunciation problems among the people are largely due to the mother-tongue influence as many English phonemes do not exist in Wapan.

Dairo (2008) in his work "A Polylectal Approach to the Study of Phonological Interference in Yoruba English'' discussed the factors within the learner and the environment that contribute to faulty speech performance of Yoruba learners of English. Samples of students' speeches from three major dialect groups: Oyo, Ondo and Ekiti were examined. The study concluded that all Yoruba speakers of English, irrespective of their linguistic background, make similar substitutions for the problematic sounds in English and the absence of certain sounds in Yoruba always causes problems for Yoruba speakers of English.

In the studies reviewed above, it was shown that contract in English and other Nigerian indigenous languages is the major source of problem and pronunciation difficulty that many Nigerian speakers of English face. However, only a few work have been specifically done on the similarities and differences between the vowels of English and Yoruba and their effects on the students' pronunciation. This is why this study is undertaken.

VI. Methodology

In this study, a quantitative method of research design was adopted. Quantitative type, according to Bankole (2019), is the design that deals with figures and descriptive type of analysis which is particularly valuable in providing in-depth rich data. This research design is appropriate to the study because data generated from the research were descriptively analyzed without manipulation or distortion of variables.

All Yoruba-English bilingual students in five departments whose mother tongue was the Yoruba language in the University of Nigeria, Nsukka constituted the population of the study. The study used both purposive and random sampling techniques to select participants from the five departments. A purposive sampling technique was used to select students who speak Yoruba as their first language. They speak and understand both English and Yoruba. Yoruba is the students' L1 while English is their L2. Simple random sampling was then employed to select ten (10) Yoruba bilingual students each from the five selected departments, making a total of fifty students from the university.

A prepared word list containing vowels and consonants of English was given to each respondent to pronounce. This word list, comprising thirty-four words

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was validated by experts in the field of phonology to determine how much the items measured the objective intended to measure. The participants were asked to read while being audio recorded. The recorded data were analyzed after listening to each participant's pronunciation a few times, paying particular attention to the realization of English vowels. Using International Phonetic Alphabet (IPA), utterances were phonemically transcribed and then compared with the target language norm in order to determine the correct and incorrect pronunciation of English vowels and the interferences in the pronunciations.

English and Yoruba Vowels as the point of contraction, the vowels of the two languages were described and compared to attest to the likely problems that the contract poses to Yoruba bilingual students. The data gathered through the pronunciation of prepared word lists were analyzed to respond to the research questions. Different realizations of vowels by the respondents were presented alongside the RP of Standard English vowels. The data and analysis are presented below:

VII. Results and Discussion

In this section, the data collected was analyzed using contrastive analysis theory. Having selected

a) Production of English Vowels by Yoruba-English Bilingual Undergraduates of University of Nigeria, Nsukka

Words	Yoruba Pronunciation	RP
vowel	/vowəl/	/vaʊəl/
corps	/cɔ:pz/	/cɔ:/
Money	/mọni/	/mʌni/
Country	/kọntri/	/kʌntri/
Journey	/dʒọni/	/dʒʌni/
Such	/sọtʃ/	/sʌtʃ/
sachet	/ˈsætʃet/	/ˈsæʃ.eɪ/
plumber	/plɔ:mba/	/plʌmə/
Easter	/ista/	/i:stə/
Ever	/eva/	/evə/
Under	/ʌn.da/	/ʌn.də/
Barrier	/baria/	/bariə/
higher	/hæyæ/	/haiə/
Around	/ærand/	/əˈraʊnd/
odour	/odɔ/	/əudə/
Depot	/depɔ:/	/dɛpəu/
data	/dætæ/	/ˈdeɪ.tə/
Nature	/netʃɔ:/	/neitʃə/
Native	/netiv/	/neitiv/
Pear	/pia/piə/	/pɛə/
Members	/memba/	/membə/
own	/'on/	/əun/
Hope	/hop/	/həup/
Burn	/bọn/	/bɜ:n/
Purse	/pọs/	/pɜ:s/
Porpose	/pọpos/	/pɜ:pəs/
Only	/onli/	/əunli/
Goal	/gol/	/gəul/
gave	/gev/	/geiv/
shake	/sek/	/seik /
say	/se/	/sei/
Further	/fọda/	/fɜ: ðə/

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Scarce	/skas/	/skɜ:s/
Search	/satʃ/	/sɜ:tʃ/

b) How learners' knowledge of Yoruba vowels impedes the pronunciation of English vowels

A. *Substitution of Diphthongs for Pure Vowel and Yoruba Equivalent*

Words	Yoruba Pronunciation	RP
Hope	/hop/	/həup/
Depot	/depɔ:/	/dɛpəu/
data	/dætæ/	/ˈdeɪ.tə/
Nature	/netʃɔ:/	/neitʃə/
Native	/netiv/	/neitiv/
Goal	/gol/	/gəul/
gave	/gev/	/geiv/
shake	/sek/	/seik /
say	/se/	/sei/

As seen in the realization of vowel sounds above, the diphthongs in English weren't effectively realised by Yoruba bilingual students. Majority pronounce the English diphthongs wrongly. The respondents pronounced diphthongs as a single vowel and replace them some with their equivalent in Yoruba which is most noticeable in the realization of /əu/ as /o and ɔ/, /ɛə/ as /ia, and iə/ and /ei/ as /e/

B. *Problem with silent letters*

Words in the Yoruba language are often pronounced the way they are spelt unlike English that has some silent letters. Because the Yoruba phonemes are always pronounced, the Yoruba bilingual students have difficulty leaving a letter(s) unpronounced.

Words	Yoruba Pronunciation	RP
vowel	/vowəl/	/vaʊəl/
corps	/cɔ:pz/	/cɔ:/
sachet	/ˈsætʃet/	/ˈsæʃ.eɪ/
plumber	/plɔ:mba/	/plʌmə/
higher	/hæyæ/	/haiə/

These words were mispronounced due to the silence of some letters in words. As seen in the pronunciation of 'vowel', students pronounced the silent /w/ in their realization ditto 'corps' and 'sachet' when the consonant cluster '-ps' and '-t' respectively are silent. Plumber was also pronounced as written; unconscious that "b" is not voiced, distorting the meaning

C. Incorrect pronunciation of /ʌ, ə, ɜ:/ which are absence in Yoruba Language

The Yoruba language has fewer vowel sounds than the English language. Since some vowels of English are lacking in the Yoruba language, the Yoruba bilingual respondents replace the absent sounds with the nearest sound to it or Yoruba phonemes based on the similarity of the sounds. The three vowels: /ʌ, ə, ɜ:/ which are absent in Yoruba was realized and replaced with /ọ and æ/ respectively. Respondents take the sound nearest to the given sound from the Yoruba sound inventory and replace it with what they have on paper and then pronounce it.

Replacing /ʌ/ with /ọ/

Words	Yoruba Pronunciation	RP
Money	/mọni/	/mʌni/
Country	/kọntri/	/kʌntri/
Journey	/dʒọni/	/dʒʌni/
Such	/sọtʃ/	/sʌtʃ/

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Replacing /ɜ:/ with /ọ/

Words	Yoruba Pronunciation	RP
Burn	/bọn/	/bɜ:n/
Purse	/pọs/	/pɜ:s/
Porpose	/pọpos/	/pɜ:pəs/
Further	/fọda/	/fɜ: ðə/
Scarce	/skas/	/skɜ:s/
Search	/satʃ/	/sɜ:tʃ/

Replacing / ə/ with /a/

Words	Yoruba Pronunciation	RP
Easter	/ista/	/i:stə/
Ever	/eva/	/evə/
Under	/ʌn.da/	/ʌn.də/
Around	/ærand/	/əˈraʊnd/
odour	/odɔ/	/əudə/
Members	/memba/	/membə/
Barrier	/baria/	/bariə/

VIII. Conclusion

The present paper has attempted to assess the vowels of English and Yoruba languages by focusing on the similarities and differences. This study shows that there is a significant difference between the vowels of English and Yoruba counterpart which often lead to phonological interferences in the spoken utterances of students. The majority of the students simply substitute English sounds that are absent with Yoruba equivalence. This often negates standard pronunciation and localize their realization of English sounds as they often pronounce silent letters in words, realize diphthongs as pure vowel, and substitute central vowels of English which are non-existent in Yoruba for Yoruba equivalents.

This interference even at the tertiary level could be said to be due to inadequate mastery of English phonemes. If at the tertiary level, they make these mistakes, then, correction of these errors from childhood education is the only lasting solution. It is expedient for students to be taught the sound system of English and Yoruba and their correct pronunciation right from the primary school level. This is because at the primary level, it is much easier to learn pronunciation effectively and often difficult to learn after this time. When students are exposed to the sound system of the two languages at the early stage, they will be able to distinguish the phonemes of the two languages. With the teaching of English and Yoruba sounds intensified at the early level of education, the students will certainly have some knowledge of the two languages by the time they get to the university. Consequently, differences in the two languages will not present a problem. Also, teachers in primary and secondary schools even teachers in tertiary institutions need to be models for correct pronunciation. If students listen to correct pronunciation from all their teachers, unconsciously, they will internalize the correct sound patterns and this problem of pronunciation would be reduced to the barest minimum.

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Memberships

Fellows/Associates of Social Science Research Council

FSSRC/ASSRC Memberships



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FSSRC

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The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

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2. Drafting the paper and revising it critically regarding important academic content.
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Acknowledgments

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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.

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

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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.

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

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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.

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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.

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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.

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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.

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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).

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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.

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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.

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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.

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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.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
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- 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.



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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.



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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.

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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

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