



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

# Abstract Book

8<sup>th</sup> Annual International Symposium on  
“Higher Education in a Global World”  
8-11 July 2024, Athens, Greece

Edited by  
Nick Linardopoulos & Olga Gkounta

2024



Abstracts  
8<sup>th</sup> Annual International  
Symposium on “Higher  
Education in a Global World”  
8-11 July 2024, Athens, Greece

Edited by  
Nick Linardopoulos & Olga Gkounta

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## Preface

This book includes the abstracts of all the papers presented at the 8<sup>th</sup> Annual International Symposium on “Higher Education in a Global World” (8-11 July 2024), organized by the Athens Institute for Education and Research (ATINER).

A full conference program can be found before the relevant abstracts. In accordance with ATINER’s Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER’s many publications only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this symposium (Table 1). I invite the readers to access these abstract books –these are available for free– and compare how the themes of the conference have evolved over the years. According to ATINER’s mission, the presenters in these conferences are coming from many different countries, presenting various topics.

**Table 1.** *Publication of Books of Abstracts of Proceedings, 2017-2024*

Year	Papers	Countries	References
2024	50	27	<a href="#">Linardopoulos and Gkounta (2024)</a>
2023	26	13	<a href="#">Linardopoulos and Gkounta (2023)</a>
2022	49	22	<a href="#">Linardopoulos and Gkounta (2022)</a>
2021	25	17	<a href="#">Papanikos (2021)</a>
2020	26	17	<a href="#">Papanikos (2020)</a>
2019	35	16	<a href="#">Papanikos (2019)</a>
2018	37	17	<a href="#">Papanikos (2018)</a>
2017	29	13	<a href="#">Papanikos (2017)</a>

It is our hope that through ATINER’s conferences and publications, Athens will become a place where academics and researchers from all over the world can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 200

books. Academically, the institute is organized into 6 divisions and 37 units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this symposium and its subsequent publications together.

**Gregory T. Papanikos**  
**President**

## **Editors' Note**

These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Higher Education. The breadth and depth of research approaches and topics represented in this book underscores the diversity of the symposium.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The *8th Annual International Symposium on "Higher Education in a Global World"* accomplished this goal by bringing together academics and scholars from 27 different countries (Brazil, Albania, Australia, Brazil, Bulgaria, Chile, China, Colombia, France, Georgia, Hong Kong, Hungary, Israel, Jordan, Poland, Qatar, Russia, South Africa, South Korea, Spain, Sweden, Taiwan, The Netherlands, Türkiye, UAE, UK, USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this symposium will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience. May it be a stimulus for further research and the progress of the discipline.

**Nick Linardopoulos & Olga Gkounta**  
**Editors**

## **8<sup>th</sup> Annual International Symposium on “Higher Education in a Global World”, 8-11 July 2024, Athens, Greece**

### **Organizing & Scientific Committee**

All ATINER’s conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Gregory T. Papanikos, President, The Athens Institute.
2. Sharon Claire Bolton, Vice President of Research, The Athens Institute ER & Emeritus Professor, The Management School, University of Stirling, Scotland.
3. David Philip Wick, Director, Arts, Humanities and Education Division, The Athens Institute & Retired Professor of History, Gordon College, USA.
4. Nick Linardopoulos, Head, Education Unit, The Athens Institute & Associate Teaching Professor & Public Speaking Course Coordinator, Rutgers University, USA.
5. John Spiridakis, Co-Editor, Athens Journal of Education & Chair and Professor, St. John University, USA.

**FINAL CONFERENCE PROGRAM**  
**8<sup>th</sup> Annual International Symposium on “Higher Education in a Global World”, 8-11 July 2024, Athens, Greece**

**PROGRAM**

**Monday 8 July 2024**

**07:45-08:30**

**Registration**

**08:30-08:45**

**Opening and Welcoming Remarks:**

- **Gregory T. Papanikos**, President, ATINER.

**08:45-11:00 Session 1**

**Session 1a**

**Moderator: Irene Illina**, Associate Professor, LORIA-INRIA CNRS, France.

1. **Krasimir Kabakčiev**, Independent Researcher, Bulgaria.  
*Title: On the Gigantic Fallacy that there is No Slavic-Like Aspect in the Romance Languages and Aspect Resides only in the Past Domain.*
2. **Shinian Wu**, Professor, Grand Valley State University, USA.  
*Title: Pragmatics of TAM and Its Descriptive and Observational Adequacy.*
3. **Mariam Nanobashvili**, Associate Professor, Tbilisi State University, Georgia.  
*Title: Traditional and Compositional Aspect in Arabic.*
4. **Vesela Chergova**, Associate Professor, Sofia University “St. Kliment Ohridski”, Bulgaria.  
*Title: Hierarchical Organization of TAM and the Model of Compositional Aspect in Portuguese and Bulgarian.*
5. **Sema Kutsarova**, Lecturer, Medical University of Plovdiv, Bulgaria.  
*Title: An Attempt at Outlining the Major Features of Compositional Aspect in Modern Turkish.*
6. **Hysnie Haxhillari**, Lecturer, Fan S. Noli University of Korçë, Albania.  
*Title: The Category of Determiner in Albanian Language.*

**Session 1b**

**Moderator: Sisira Edirippulige**, Director Education Digital Health Programs, Centre for Online Health – University of Queensland, Australia.

1. **Sue Horder**, Associate Dean of Academic Affairs, Wrexham University, UK.  
*Title: An Exploration of the Influence of Student-Teachers’ Epistemological Beliefs on their Conceptions of Teaching and Classroom Practice.*
2. **Marcia Hornung**, Director, Center for Principled Business, Kansas State University, USA.  
*Title: Building and Managing a High-Achieving Scholars Program: The Menard Family Scholars Experience.*
3. **Fadi Samawi**, Professor, Al-Balqa Applied University, Jordan.  
**Taliy Samawi**, PhD Student, Budapest Business University, Hungary.  
*Title: Understanding the Psychological Well-being of International Students in Higher Education Institutions during Global Uncertainties.*
4. **Asli Gul Oncel**, Associate Professor, Galatasaray University, Türkiye.  
*Title: Internationalization of University: Issues and Challenges.*
5. **Sophie Shauli**, Lecturer, Gordon Academic College, Israel.  
**Anat Abramovich**, Senior Lecturer, Gordon Academic College, Israel.  
*Title: The Interplay of Knowledge, Attitudes, and Behavior in Science Teachers’ Climate Literacy Levels.*

**11:00-12:30 Session 2**

**Session 2a**

**Moderator: Krasimir Kabakčiev**, Deputy Director, Arts, Humanities and Education Division, The Athens Institute.

**Session 2b**

**Moderator: Frank Billingsley**, Associate Professor, Georgetown College, USA.

<ol style="list-style-type: none"> <li>1. <b>Haralambos Symeonidis</b>, Professor, University of Kentucky, USA. <i>Title: Language Contact in Paraguay.</i></li> <li>2. <b>Dahui Dong</b>, Professor, Chang Jung Christian University, Taiwan. <i>Title: Conceptual Metaphor Use in Chinese-English Translation: Disparities and Determinants.</i></li> <li>3. <b>Irene Illina</b>, Associate Professor, LORIA-INRIA CNRS, France. <i>Title: Challenges of Automatic Hate Speech Detection.</i></li> <li>4. <b>Viktoriia Ryhovanova</b>, Associate Professor/Visiting Researcher, Leiden University, The Netherlands. <i>Title: Language Use and Language Attitudes among Ukrainian Refugees in The Netherlands.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Daniel Teodorescu</b>, Associate Dean of Academic Affairs and Accreditation &amp; Professor, Clark Atlanta University, USA. <i>Title: Do Adaptive Learning Systems Help Students Pass Pre-Calculus? An Examination of Student Interactions with ALEKS.</i></li> <li>2. <b>Chrisann Schiro-Geist</b>, Professor and Director, University of Memphis Institute on Disability, USA. <i>Title: Where Does Inclusive Higher Education Fit into Higher Education?</i></li> <li>3. <b>Erik Hedlund</b>, Associate Professor, Swedish Defence University, Sweden. <i>Title: Exercises for Developing Civil-Military Collaboration Capability.</i></li> <li>4. <b>Ali Khalil</b>, Assistant Professor, Community College of Rhode Island/Arkansas State University, USA. <b>Amany Saleh</b>, Professor, Arkansas State University, USA. <i>Title: Student Retention: International Students’ Voices and Higher Education in the U.S.</i></li> </ol>
<p><b>12:30-14:30 Session 3</b> <b>Moderator: Shinian Wu</b>, Professor, Grand Valley State University, USA.</p>	
<ol style="list-style-type: none"> <li>1. <b>Marija Liudvika Drazdauskiene</b>, Professor, Wsztechnica Polska, Academy of Applied Sciences, Poland. <i>Title: Of Language, Culture and Teaching.</i></li> <li>2. <b>Hsiao-Yung Wang</b>, Distinguished Professor, Providence University, Taiwan. <i>Title: News Representation of “Otherness” of the Renyao (The Prodigy of the Human) Tseng Chiu Huang and its Implication of “Transgender”: A Taiwan Case Study.</i></li> <li>3. <b>Michal Kozdra</b>, Assistant Professor, University of Warsaw, Poland. <i>Title: Exploring Lexical Parallelism: A Lexicographic Approach for Language Teaching Enhancement with a Focus on Russian-Polish Lexical Parallels.</i></li> <li>4. <b>Mzamani Reckson Baloyi</b>, Lecturer, University of South Africa, South Africa. <i>Title: Language and Communication in Vocational Colleges: Evaluating the Language Content in South African TVET Colleges.</i></li> <li>5. <b>Mine Bellikli</b>, Teacher Trainer, Atılım University, Türkiye. <i>Title: Making Teachers’ Professional Development Effective and Engaging.</i></li> <li>6. <b>Suhair Al-Alami</b>, Assistant Professor, Skyline University College, UAE. <i>Title: The Impact of Utilizing Literature on Students’ Writing Skills in English.</i></li> </ol>	
<p><b>14:30-15:30 Lunch</b></p>	
<p><b>15:30-17:00 Session 4</b> <b>Moderator: Marija Liudvika Drazdauskiene</b>, Professor, Wsztechnica Polska, Academy of Applied Sciences, Poland.</p>	
<ol style="list-style-type: none"> <li>1. <b>Byunghak Leem</b>, Professor, Busan University of Foreign Studies, South Korea. <i>Title: Enhancing Academic Achievement through AI Literacy.</i></li> <li>2. <b>Sisira Edirippulige</b>, Director Education Digital Health Programs, Centre for Online Health – University of Queensland, Australia. <i>Title: Medical Students’ Perceptions and Expectations Regarding Digital Health Education and Training (E&amp;T): A Qualitative Study.</i></li> <li>3. <b>Chara Gkioka</b>, PhD Candidate, Lancaster University, UK. <i>Title: The Experience of Mentoring Students Online: Evaluating the Transition from Face-To-Face to Online Peer Mentoring.</i></li> </ol>	

4. **Meyran Boniel Nissim**, Senior Researcher & Lecturer, The Max Stern Academic College of Emek Yezreel, Israel.  
*Title: Teachers’ Views on Interactions with Students’ Parents via WhatsApp in the Era of Social Media.*

20:30-22:30

**Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music)**

**Tuesday 9 July 2024**

**09:00-11:00 Session 5**

**Moderator: John Liontas**, Associate Professor, University of South Florida, USA.

1. **Malama Tsimenis**, Associate Professor, University of Toronto Scarborough, Canada.  
*Title: Enhancing Higher Education Language Outcomes with Group Learning Dynamics.*
2. **Joaquin Santiago**, Associate Professor, Technical University of Madrid, Spain.  
*Title: Exploring the Concept of Sustainability in ESP Engineering Learners A Survey-Based Analysis.*
3. **Vimbai Mbirimi-Hungwe**, Senior Lecturer, Sefako Makgatho Health Sciences University, South Africa.  
*Title: Multilingualism from the Meso Level: A University Initiative in South Africa.*
4. **Phablo Felliipe Oliveira Pacheco**, Teacher, Secretaria de Estado de Educação de Goiás, Brazil.  
*Title: The Pathways of (De)formation: The Teacher Subject in the Context of Postmodernity.*
5. **David Orellana Araya**, Student, Autonomous University of Chile, Chile.  
**Camila Maldonado Inzulza**, Student, Autonomous University of Chile, Chile.  
**Ana Sepulveda Poblete**, Professor, Autonomous University of Chile, Chile.  
*Title: The Effects of English Songs on Students’ Intrinsic Motivation to Learn English as a Foreign Language.*
6. **Xiaoyu Yuan**, Graduate Student, Harbin Engineering University, China.  
**Dan Cui**, Professor, Harbin Engineering University, China.  
*Title: A Study on the Translation of the Tao Te Ching from the Perspective of Cultural Confidence.*

**11:00-12:30 Session 6**

**Moderator: Ming Liu**, Assistant Professor, The Hong Kong Polytechnic University, Hong Kong.

1. **Mary Ann Maslak**, Professor, St. John’s University, USA.  
**Jola Wysokińska**, Independent Researcher, Poland.  
*Title: Teaching Social Studies in the Teacher Education Classroom: Employing Family’s Genealogical History for Adolescents.*
2. **Burcu Ates**, Professor, Sam Houston State University, USA.  
*Title: Student and Faculty Engagement and Development in a Global World.*
3. **Frank Billingsley**, Associate Professor, Georgetown College, USA.  
*Title: Embracing Servant Leadership in Higher Education.*
4. **Emrah Ozcan**, Assistant Professor, Yildiz Technical University, Türkiye.  
**Davut Hotaman**, Associate Professor, Yildiz Technical University, Türkiye.  
*Title: Examining the Levels of the Faculty of Education Students’ Possession of the Values in the European Living Values Education Program: YTU Case.*

**12:30-14:00 Session 7**

**Moderator: David Orellana Araya**, Student, Autonomous University of Chile, Chile.

1. **Koritzza Subero Perez**, Professor, Universidad Autónoma de Chile, FODED Grupo de Investigación, Chile.  
**Javiera Aspee Venegas**, Student, Universidad Autónoma de Chile, Chile.

*Title: Integrating New and Emerging Technologies in Language Education: A Case Study of ELT Training at Universidad Autónoma de Chile.*

2. **Shougang Yu**, Associate Professor, Harbin Engineering University, China.  
*Title: Characterizing Adjunct Model of CLIL Instruction of College Physics Course: Examine the Effects on EFL Learning.*
3. **Paulina Pizarro Laborda**, Assistant Professor, University of the Americas, Chile.  
*Title: Linguistic Sequences in Educator-Initiated Activity According to Socioeconomic Level.*
4. **Zhu Hu**, Graduate Student, Harbin Engineering University, China.  
**Dianyong Zhu**, Professor, Harbin Engineering University, China.  
*Title: The Start, Process and End of Directed Motivational Currents: Taking Students Preparing Chinese Graduate Student Entrance Examination as an Example.*

**14:00-15:00 Lunch**

**15:00-17:00 Session 8**

**Moderator: TBA**

1. **Ali Almanna**, Associate Professor, Hamad Bin Khalifa University, Qatar.  
*Title: Reframing Attitudes in Arabic Subtitles: The Case of “The Fall of ISIS”.*
2. **John Liontas**, Associate Professor, University of South Florida, USA.  
*Title: Idiomatics: The Ethos, Pathos, and Logos of Idiomatics Proper.*
3. **Ming Liu**, Assistant Professor, The Hong Kong Polytechnic University, Hong Kong.  
*Title: Blessing or Curse? Recontextualizing “996” in China’s Overwork Debate.*
4. **Joanne McDowell**, Principal Lecturer, University of Hertfordshire, UK.  
*Title: Masculinity and Non-Traditional Occupations: Men’s Talk in Women’s Work.*
5. **Anna Varkan**, Lecturer, Higher School of Economics University, Russia.  
*Title: The Images of American “Ladies Aboard” in the Novels by J.F.Cooper.*
6. **Wang Qianyu**, Teacher, Harbin Institute of Technology, China.  
*Title: Rhetorical Employment in Chinese Comedic Sketches and their Translation.*
7. **Carlos Alberto Guzmayan Ruiz**, Full Professor, University of Nariño, Colombia.  
*Title: Teaching Subjectivity and Cultural Resistance: The Possibility of Meaning as an Invention.*

**17:30-20:30 Session 9**

**Old and New-An Educational Urban Walk**

The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants.

**20:30-22:00**

**Dinner**

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**Wednesday 10 July 2024**  
**An Educational Visit to Selected Islands**  
**or Mycenae Visit**

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**Thursday 11 July 2024**  
**Visiting the Oracle of Delphi**

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**Friday 12 July 2024**  
**Visiting the Ancient Corinth and Cape Sounion**

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**Suhair Al-Alami**

Assistant Professor, Skyline University College, UAE

## **The Impact of Utilizing Literature on Students' Writing Skills in English**

Towards the end of the university stage, students residing in the United Arab Emirates and specializing in subjects other than English are expected to have acquired a repertoire of writing skills in English as a Foreign Language (EFL). Bearing this in mind, this study addressed two research questions: what are the components of a literature-based course designed to promote EFL students' writing skills, and to what extent would the proposed literature course impact EFL students' writing skills as opposed to utilizing a general English course? To achieve the intended aims, the presenter designed a literature-based course. Comprising ten short stories and one novella, each text was followed by the following sections: warm-up, reading in action, oral language practice, writer's workshop, self-assessment, and portfolio work. Involving two groups, experimental and control of twenty students each, the study was conducted for one academic year at the university where the presenter was working during the implementation of this study. During the lectures of the course Communication Skills where this study was conducted, the experimental group students were exposed to the proposed literature course whilst the control group students were exposed to a general English language course. Focus was made on enhancing students' skills in composing coherent pieces of written discourse and using cohesive devices in a written piece appropriately. To examine the impact of using literary versus general texts on improving students' writing skills, the presenter conducted a pre-post-test involving the two groups. The pre-post-test aimed to measure subjects' writing skills in English, including three writing tasks (narrative, descriptive, and argumentative essays). Both Mann-Whitney test and paired data t-test were used for analysing data. Based on the statistical findings, the experimental group students' performance on the pre-post-test was significantly better than that of their counterparts of the control group students.

**Ali Almanna**

Associate Professor, Hamad Bin Khalifa University, Qatar

### **Reframing Attitudes in Arabic Subtitles: The Case of “The Fall of ISIS”**

In this study, I seek to discuss how attitudes are rendered from one language to another. This study examines how not paying extra attention to certain lexical items, grammatical forms and formulations selected (selectivity), ordered in sequence both spatially and coterporally (diachronicity) and embellished with a storyline (emplotment) by the language users to reflect, among others, their attitude towards given propositions may result in modifying their attitudes in the target text. To this end, a documentary film titled ‘The Fall’ subtitled by CNNArabic into Arabic as السقوط is linguistically analysed by adopting Martin and White’s (2005) Appraisal Framework, which is based on Halliday’s (1994, Halliday and Matthiessen 2004) Systemic Functional Grammar (SFG). This framework is used in the current study to examine the function of different choices resulted from opting for certain lexical items, grammatical forms and formulations. Appraisal, specifically attitude and how it is graded, i.e. graduation, and how it is (dis)aligned with other sources, i.e. engagement, relates to the interpersonal function of language that has something to do with the relationship between the text producer and text receiver. Not only is the Appraisal Framework useful for analysing the original text to figure out the language users’ attitudes (be they writers or speakers), but also useful for translational analysis to see how the language user’s attitude is rendered. The analysis of the data reveals that the subtitler has reflected the speaker’s attitude adopted towards propositions and attributed materials to a certain degree. However, the strength of the attitude, i.e. how it is graded whether it is scaled up or down has not been given serious consideration by the subtitler, thereby modifying the speaker’s attitude.

**Burcu Ates**

Professor, Sam Houston State University, USA

&

**Helen Berg**

Associate Dean of Student Success & Partnerships & Professor, Sam  
Houston State University, USA

## **Student and Faculty Engagement and Development in a Global World**

In the era of globalization, colleges and universities are infusing the global mindset/framework into their initiatives and strategic plans, as well as into the faculty’s teaching, research, and service functions/expectations. As, these initiatives for the internationalization in higher education are being planned, the reality of its implementation has become more complex over the past several years.

Four years ago, in spring 2020, higher education institutions globally faced many challenges in revamping their educational modalities, in meeting the needs of faculty, staff, students, and overall communities they belong to. The pandemic forced many faculty and students to be together in the virtual world yet, physically working from home, alone (Baker & Lutz, 2021). The higher education today is still experiencing the long-term implications of the pandemic from physical, emotional, social, and financial aspects.

Faculty are on the front-lines of educational-envisioning. However, faculty members worldwide are experiencing high levels of stress and hopelessness, heavy work-loads, and deteriorated work-personal life balance. Faculty describes it as “mental exhaustion” (Chronicle of Higher Education, 2020). Students are feeling the same concerns and burden. Student engagement is low, where students feel distracted, spending more time on social media (i.e. TikTok), on their smartphones, and on laptops during lectures (Young, 2023).

Regardless of the challenging times, one College of Education at a university in the US, acknowledged the importance of global learning and teaching, thus, made its priority to re-engage their faculty and students. In this presentation, we will provide the audience with practical strategies to implement to engage faculty and students in their own institutions. We will share the successful initiatives we have taken at our university, from reigniting the study abroad, writing retreats, mentoring circles, undergraduate and graduate scholar’s program, and so much more!

**Mzamani Reckson Baloyi**

Lecturer, University of South Africa, South Africa

## **Language and Communication in Vocational Colleges: Evaluating the Language Content in South African TVET Colleges**

Universities have paid less attention to the English Language that is taught in vocational colleges, despite the national development plan that seeks to increase access and to transform Higher Education. This research aims to assess the language content imparted through the National Accredited Technical Educational Diploma (NATED)'s communication course within the specialized domain of Hospitality and Tourism business management. The study is specifically concentrated on students enrolled in the National Level 6 certificate program across two South African Technical Vocational Education and Training (TVET) colleges. Its objective is to explore the relevance of the language content and evaluate its alignment with the practical workplace demands of the Hospitality and Tourism industry. Employing a qualitative case study design rooted in the needs analysis approach, the research probes potential gaps within the language and communication content that might impede effective workplace communication within the Hospitality and Tourism context. Data is collected in the form of curriculum documents and assessment methods, and interviews with lecturers and students. It employs thematic and discourse analytic methods to analyse the data.

Through the lens of English for Specific Purposes (ESP) principles, the study correlates language content with specific communication purposes. The needs analysis approach seeks to not only identify potential shortcomings but also propose targeted improvements to the existing language content. The anticipated outcomes will provide valuable insights and recommendations for refining the course content to better meet the unique needs of students pursuing careers in Hospitality and Tourism.

This research will contribute to the development and customisation of the Communication N6 Course to the Hospitality and Tourism context. Language content aligned with industry expectations will cultivate a dynamic communication N6 course that enhances students' communication proficiency, ensuring their success in the field of Hospitality and Tourism.

**Mine Bellikli**

Teacher Trainer, Atılım University, Türkiye

## **Making Teachers' Professional Development Effective and Engaging**

Good teachers are better at teaching students effectively. When teachers have the opportunity to access in Professional Development activities, they are better equipped to become good teachers. It is not always easy to set up a continuous learning environment because of various reasons however it is possible if you have thoughtful and targeted planning. In this presentation firstly I'll explain why Professional Development is so crucial for successful students and better schools. I'll also suggest ways to make Professional Development activities more effective to create opportunities for teachers to continue to build their skills. As there is no way to have a successful Learning environment culture in ones' workplace without getting teachers' support, ways to engage teachers in Professional Development activities will also be mentioned with examples practiced in my own University.

**Frank Billingsley**

Associate Professor, Georgetown College, USA

## **Embracing Servant Leadership in Higher Education**

Servant leadership has emerged as a powerful and transformative approach to leadership, notably defined by Robert K. Greenleaf in his seminal 1970 essay, "The Servant as Leader." Greenleaf's vision centers on the idea that leaders should prioritize the greater good, placing the service of their team and organization above personal objectives. This abstract provides an overview of the comprehensive research paper examining the significance of servant-centered leadership in higher education.

This model introduces five critical dimensions for faculty members and institutions to consider. The first dimension involves a shift from a self-centered ego to a focus on serving others. In contrast, the second dimension encourages leaders to embrace the "primus inter pares," where leaders are seen as first among equals. The third dimension emphasizes the interconnected and circular relationship between leaders and followers, professors, and students. The fourth dimension encourages absolute dedication to the academic discipline and the institution's mission, while the fifth and final dimension advocates for aligning faculty members with the institution's long-term goals and vision.

The research has indicated how servant leadership aligns with the values of higher education institutions compared to other leadership styles. Servant leadership, rooted in a value system and ethical philosophy, challenges conventional leadership practices. The research navigates through higher education, historical perspectives on leadership and management, an exploration of servant and toxic leadership literature, and an analysis of challenges faced by higher education institutions. The research underscores the urgency of transforming toxic cultures into servant-centered environments within these institutions and highlights their essential role as proactive educators. The research findings affirm that the adoption and implementation of servant-centered leadership are crucial for academic institutions to thrive. Equally important is instilling the philosophy of servant leadership in students to foster positive contributions to their communities.

The philosophy of servant leadership naturally integrates with higher education's mission to serve learners and society through dedicated employees. Servant leadership is characterized by

unwavering support for employees, empowering them to learn, grow, and contribute their expertise and vision. It departs from traditional control-based leadership in favor of building influence and authority while ensuring active leader involvement.

Incorporating these dimensions into higher education can lead to a more harmonious, effective, and impactful leadership style benefiting the institution and its students. The central research question addressed in this paper is: "Are there long-term benefits to adopting servant leadership principles in higher education, and if so, what are they?" To illustrate, various institutional examples will be evaluated, showcasing how servant leadership principles have created environments where faculty and staff feel valued, supported, and empowered. Although specific retention data may vary, these institutions have gained recognition for promoting positive workplace cultures and employee satisfaction, critical indicators of successful retention. The paper will evaluate the effectiveness of servant leadership practices, which can differ across institutions and may depend on factors such as leadership commitment and the extent of implementation.

**Meyran Boniel Nissim**

Senior Researcher & Lecturer, The Max Stern Academic College of  
Emek Yezreel, Israel

**Teachers' Perceptions of the Relationship with Students'  
Parents in the Age of Social Media**

**Objectives:** The digital age leads people to communicate through social media. Therefore, it is unsurprising that such communication also occurs between teachers and parents. The unique characteristics of digital communication (for example, via WhatsApp) change the nature of the traditional relationship between teachers and parents. In the past, communication was done through a letter, a face-to-face meeting or a phone call. The encounter had an acceptable and defined time and place. Currently, WhatsApp communication is done without time limits, and it characterizes the immediacy and lack of inhibition that occurs in communication in social media. Therefore, the purpose of the present study was to investigate how teachers in an elementary school experience communication with parents through WhatsApp.

**Methodology:** The research was conducted using the qualitative approach using semi-structured interviews. The research questions were: (1) What are the benefits of communication between teachers and parents on WhatsApp? (2) What are the disadvantages of communication on WhatsApp between teachers and parents of children? And (3) what strategies do the teachers use to build relationships with parents on WhatsApp?

Twelve elementary school teachers participated in the study.

**Results:** Findings point to the complexity of the relationship between parents and teachers while communicating through WhatsApp. Along with the advantages associated with this communication as an effective tool for communication with the parents in light of the convenience and availability, there are also disadvantages such as information gaps, lack of deferring gratification from the parents and exposing the teachers to verbal violence which make the work of the teachers more difficult. The study's findings indicate a severe sense of vulnerability among the teachers within WhatsApp communication because they feel obliged to answer at any time, are sometimes exposed to illegitimate and even offensive demands, and fear how to respond so that the information will not be used against them.

**Conclusions:** The following study raises the necessity to establish a uniform and clear policy regarding how teachers and parents



communicate on social media such as WhatsApp. In light of the lack of a clear educational policy, the teachers face the difficulties arising from this communication through WhatsApp with significant insecurity.

**Vesela Chergova**

Associate Professor, Sofia University "St. Kliment Ohridski", Bulgaria

## **Hierarchical Organization of TAM and the Model of Compositional Aspect in Portuguese and Bulgarian**

The verb in natural languages, including creoles, seems to feel the need to play its semantic role in the construction of semiosis by constructing the trinity of TAM (Tense, Aspect, Modality) through the linguistic resources of the respective language, which may include morphosyntactic, lexical or the discursive level of structuring. Each one of these categories represents a set of systematically related meanings united by a common semantic continuum, that means they can be considered hypercategories (Gerdžikov 1984). At the same time, each of them does not exist separately or independently of the others, or independently of the noun phrase with which it enters into syntagmatic relations. The structuring of the tense, aspectual, and modal categories of the verb follows hierarchical dependencies in different languages, which are established on the one hand in the formal expression of the three categories (synthetic and/or analytical), and on the other, in their functional potential and the semantics of their syntactic connections. In this line of thought, the article presents the hierarchical organization of the tense, aspectual, and modal categories of the Portuguese verb to compare it with their structuring in the Bulgarian verb (Chergova 2014).

The Portuguese verb's paradigm relays on the basic modal opposition between Indicative and Conjunctive, building its temporal categories on this basic modal content and deploying aspectual values through combined and more or less specialized linguistic meanings from the field of the lexicon, of stable analytical constructions, of the distributive functionality of verb tenses (primarily Present, Perfect and Imperfect from the Indicative system) in their functional-semantic fields and others. The Bulgarian verb, on the other hand, bases its major paradigm on the aspectual relation, based on which the structure of temporal relations unfolds, and the models, which use both lexical and morphosyntactic meanings for their realization, are built on top of them.

At the same time, both languages are caseless, and the Noun Phrase allows similar operations of determination and quantification of the referents of the nominal core. Therefore, a similar process of construction of aspectual situations of perfectivity and imperfectivity can be expected in the interaction of the predicate and its actants (subject, direct, and indirect complement) in the utterance. For this

purpose, groups of sentences in Portuguese and Bulgarian are studied, in which the predicate interacts consistently with actants with an indeterminate, but also with a determinate and quantified referent, according to the theory of Verkuyl (1972, 1993) and the model of Kabakčiev (2000, 2019). Dimitrova and Kabakčiev (2021). The analysis is expected to show the extent to which the compositional aspect model functions in the two languages regardless of the different levels of TAM structuring in their systems. The results may also shed light on some temporal relations (between Perfect and Imperfect Tenses), whose contextual realization, especially in Romance languages, plays above all an aspectual role. This would confirm the compositional type as a universal phenomenon, and would also give grounds for considering the semantics of free (i.e. unstable) syntactic combinations in the light of the universal mechanism for encoding mental contents, which is possibly valid for any natural language.

**Dahui Dong**

Professor, Chang Jung Christian University, Taiwan

## **Conceptual Metaphor Use in Chinese-English Translation: Disparities and Determinants**

This research aims to delineate the metaphorical competence of native Chinese speakers while translating into English by examining the application and alterations of conceptual metaphors between their first (L1) and second language (L2). The impact of various factors on the translation performance is also scrutinized, along with the investigation of differences in metaphorical expression between the original Chinese texts and their English counterparts.

**Methodology:** A total of 42 bilingual individuals, including translation students and professionals, were enrolled in the study. They were tasked to write an argumentative essay in Chinese and subsequently translate it into English. Each phase was allotted 50 minutes, and participants were unaware of the subsequent translation phase to avoid premeditated metaphor usage. Translation session was conducted using SDL Trados software to log the process meticulously.

The research incorporated mixed methods, combining qualitative assessments to classify metaphor types and quantitative analyses to examine metaphor frequency and categorization. This approach included identifying direct, overt, and implied metaphors, particularly those involving adjectives, adverbs, nouns, verbs, and idiomatic expressions. Statistical tests, such as ANOVA, chi-square, and t-tests, were employed to assess the prevalence and distribution of metaphor types across the two languages.

**Results:** The quantitative analysis revealed a visual distribution of metaphor use among participants, underscoring individual variations in employing metaphors. Participants demonstrated a notable range in the frequency and types of metaphors used within their native text production and during translation. The regression analysis was used to investigate the duration spent editing different metaphor categories, potentially illuminating the rigor applied to metaphor handling in translation.

Furthermore, the immediate translation of one's written work appeared to have impacted the selection of metaphors in the original Chinese articles, prompting a focus on certain stylistic preferences and influencing the translatability.

**Conclusions:** The research identified disparities in metaphorical competence across L1 and L2 among native Chinese translators, with

significant findings on the influence of certain factors, such as the ability to correctly shift errors, the use of implied metaphors, and the replacement and omission of metaphors, on metaphor translation performance. This study implicates several facets of bilingual translation practices and offers insights into the pedagogical implications for translation training, particularly highlighting the challenges and strategies in metaphor translation from Chinese to English.

**Marija Liudvika Drazdauskiene**

Professor, Wszechnica Polska, Academy of Applied Sciences, Poland

## **Of Language, Culture and Teaching**

While awareness of culture in language teaching means wisdom and is indispensable, it is much less credible and conceivable to treat it as an object of teaching (Kramersch, 1993, 9. Culture is "the way of life of a people, including their attitudes, values, beliefs, arts, sciences, ... . Cultural features of forms of life are learned but are often too pervasive to be readily noticed from within" (Blackburn, 1996, 90). It is impossible to disagree with the recognized author's references and arguments but the question of culture in language teaching assumes culture to be separate from language. Reversing this approach, language should be seen as the greatest repository of culture whether in communication, social sciences or language teaching. More general concepts tested by time, may help in an understanding of language and culture, too. Culture considerably identifies with the "spirit of politeness... which will govern our behaviour, so that by our words and actions others may be pleased with us and with themselves" (Lady Colin Campbell, 1903, 36), which can be sufficient in many classrooms for long. Concepts of the speaker and listener known for ages (Aristotle, Bühler, Jakobson, Halliday, Widdowson, Leech and others) are indispensable in teaching language as a means of communication minding culture. If pupils learned that some of the words they use (*scum, it sucks*, etc.) may make their friends laugh and teachers with parents frown, they would be learning of culture. If they finished secondary school with the knowledge that a speaker should be as formal as the situation requires and as informal as the situation permits, they would be informed cultured speakers/writers. At university, the focus should be on accuracy (why *unfavourable* rather than *dangerous*, etc.), concrete and abstract (why *kicks off* rather than *begins/starts/commences*, etc.), formal and informal words as words and on the accomplishment of an utterance/message/sentence in terms of formality. If students learned that language has the power in itself to expose the speaker's fallacies and errors, they would have mastered a philosophical truth and learned of language and culture for life. As an infinite resource, literature can accomplish the students' familiarity with culture because its study refines understanding and expression, develops senses, emotions and intellect.

A teacher would achieve less in passing on and instilling culture if he departmentalized words rather than if he showed by example and

put accents on the significant, in a word, a comment, an utterance, a sentence. But the teacher may gain from the known (Kramersch, Thornbury, Widdowson, Halliday, Carter, McCarthy, and others), especially about formality and overtones of meaning in forms of address, idioms, stereotypes, response utterances, cliches, etc. (Drazdauskiene, 2016). The concept of language as “a meaning potential” (Halliday, 1976, 1978) and its potentialities would include all questions of language and culture. Wide reading means professional achievement but, in teaching, deep understanding of the tested in theory and literature, and excellent knowledge of the language cannot be replaced by any particularization of such general concepts as language and culture.

8<sup>th</sup> Annual International Symposium on “Higher Education in a Global World”, 8-11 July 2024,  
Athens, Greece: Abstract Book

**Sisira Edirippulige**

Director Education Digital Health Programs, Centre for Online Health -  
University of Queensland, Australia

**Medical Students’ Perceptions and Expectations Regarding  
Digital Health Education and Training (E&T):  
A Qualitative Study**

NOT AVAILABLE



**Chara Gkioka**

PhD Candidate, Lancaster University, UK

## **The Experience of Mentoring Students Online: Evaluating the Transition from Face-To-Face to Online Peer Mentoring**

Peer mentoring has long been employed as a method of facilitating the learning process with peer mentors or learning facilitators as also described in this paper, serving as an alternative to faculty teachers. However, there is dearth of qualitative studies exploring the experiences of learning facilitators teaching or mentoring (the two terms will be used interchangeably) in an online environment. The aim of this study is to examine how undergraduate students at the largest college in Greece experienced and evaluated their roles as learning facilitators and to what extent their role was hindered or enhanced in a virtual setting. I conducted semi-structured interviews with learning facilitators who have experienced both online and face-to-face peer mentoring. Upon the transcription of the interviews verbatim, I performed qualitative thematic analysis. The results revealed that all peer mentors prefer face-to-face mentoring to e-mentoring and unanimously believe that online mentoring cannot replicate the practices of face-to-face peer mentoring.

**Carlos Alberto Guazmayan Ruiz**  
Full Professor, University of Nariño, Colombia

## **Teaching Subjectivity and Cultural Resistance: The Possibility of Meaning as an Invention**

Regarding the upcoming opening of a new degree program in Elementary Education at the University of Nariño-Colombia, in May 2024, we consider it important to make known in this presentation some of the lines that we believe inaugurate the new narratives and meanings with which graduates can be trained in our country.

How can we think of an emancipation alternative to the dispositions of the versatile structure and the program of the society of control? To what extent can the construction and generation of life be opposed to it as a fundamental option based on autonomy and freedom of invention? Some answers to these questions are synthesized in the bet that we try to make in this level of critique to the society of control, relying fundamentally on two expressions: teaching subjectivity and cultural resistance.

For us, the two expressions, meant within the framework of a creative and emancipator intentionality, are routes of exploration, discovery and activation of desire, as well as an intentional effort for the empowerment of the subject; that is, they are ways of generating life itself, which appears tamed by the rationalities situated in the reductionist enclave of instrumental interests. To the extent that the teaching subjectivity dissociates itself, as constituent subjectivity, from the processes applied by the regime of knowledge-power coming from the technocratic-efficiency interest, it becomes a historical possibility, that is to say, a potential reality susceptible of construction (Zemelman, 1998). In turn, when the voice and the action of teachers, arranged in the configuration of a conscious and critical subjectivity, are meant as cultural resistance, we attend once again to thought and action as options for the transformation of reality.

In this way, to think of a proposal for alternativity from the perspective of teacher subjectivity, based on the possibility of meaning as invention, is to glimpse a past constituted in collective memory, a present as transformative action, and a future as an agency committed to the utopian. In other words, it is to think and, dimensioning the formation of teaching subjectivity, not by what has been established and sought by state policies, but by what has shaped the teacher's past, seen now through the lens of a critical account that historically recovers their journey, their life, their formative trajectories, their existence.

It is to dimension teachers' subjectivity through the social and cultural action that their existence and the exercise of their profession entails, situating them as founding and active agents (Zemelman, 1998) in the historical scenario of the present. It is also to provoke the inalienable right and task of committing their subjectivity from the figuration of the possible as a desire for utopia; in other words, to allow their subjective condition to be configured as self-determination that becomes conscious in the realization of a historical project.

When we propose meaning as a possibility of invention in the context of a constituent subjectivity (Zemelman, 1998), that is, constructive and historical, and of cultural resistance as the activation of the social-symbolic plane that goes beyond the instrumental logics of production-consumption, we are referring to the rescue of the always open and indeterminate desiring production that seeks to create and transform. The transformative and creative power of meaning and sense is inscribed, then, in the explicit and systematic recognition of the teacher as a historical, social, political and cultural agent, who produces connections, networks of social meaning, symbolizations, and routes of sense, through which the generation of life becomes evident in opposition to the deterministic framing of instrumental rationality.

The evidence that sense and meaning in the context of a teaching action linked to a constructive subjectivity, represented as a possibility of invention, can be found in recent works that consider, through stories and life stories, how teachers are an active part of school scenarios as spaces of social and cultural life, where they existentially deploy actions aimed at the constitution of visible collective frameworks that activate the dynamics of the world of life.

The story, the narrative, the life story, are elaborations that make visible the way in which they are managed at the level of meanings while representing how we participate in school experiences, personal events and life events, by constructing principles tracer, regulator and orient our existence and professional development.

Meanings emerge from the symbolizations that are constantly woven in the teaching practice and are communicated through language, interaction, pedagogical rituals, and the daily life of the school. In other words, meaning emerges from an existence, from a subjectivity made story and narration, which is configured by a past, always open to interpretation and therefore to its re-configuration; a present, always an experience composed from adaptation and uncertainty; and a future, always an alternative, utopia and possibility.

Therefore, meaning, as a production of constituent subjectivity - constructive and never finished - is proposed as an invention, as the

generation and constant agency of a direction that is given to existence, to the pedagogical task, to knowledge, to interactions, and to life as a project. Thus, the teaching subject escapes the limitations established by constrictive regimes, and is given the task of creating meanings about life experiences that produce communities, social links, local commitments, political options, and symbolizations anchored at the level of culture.

There is nothing more contrary to instrumental and technocratic logic than the generation of meaning as a shaper of imaginaries, which resists the framing of production-consumption dynamics, discovering that there is always something new in the setting school as social time and space, as cultural time and space. These new realities, which move in a dynamic of constant objectification-subjectification, emerge as alternating resistances by fracturing the single thought, and by breaking the pretension of intrusion and control.

Life histories and teachers' stories are precisely concrete ways of highlighting this alternativity, based on the possibility of meaning as creation, since they inquire about what teachers have built as existential stakes in which they base an entire project, an entire profession, and demonstrate to what extent they are constituted as makers of social and cultural life, as interlocutor agents capable of enunciating and proposing a voice that conveys the experiential content of school life through narration.

Likewise, we refer to meaning as a possibility of invention, when through teachers' stories, the possibility of using their perspectives (Goodson, 2004) in the social and cultural sphere becomes visible, and when we understand that the temporal vector that accompanies the biographical spirit in its definition "it is neither retrospective nor prospective, but inco-active, that is, it leaves the way open to multiple beginnings" (Cabanes, 1995), an affirmation with which the biographical nature of teacher narrativity is located, in a constant doing that would have multiple beginnings by allowing the teaching subject in the course of his existence, to interpret and reinterpret himself in a continuously creative way.

In this same line of reflection, we can affirm that the school experience capitalized as an accumulation of knowledge and meanings, refers to the generation of meanings as a constant creation of horizons and projects of realization in which the constituent subjectivation takes place, that is, the possibility of being a subject in continuous action-construction "whose internal movement is inspired by the awareness of the incessant giving of oneself to the world" (Zemelman, 1998). These processes of constituting one's own subjectivity, and consequently, of

understanding the teacher as a being in continuous action-construction, have a life of their own, and therefore, a narrative, a history, a personal, cultural and professional time, a social space to occupy, a story made of meanings and senses to be shared.

In this way, the possibility of sense as an invention is tied to the potentiality of the teaching subject as a social-cultural-existential construction, which opens up space in history, overcoming the mechanizations derived from instrumentalist models for which social meaning, cultural horizon, and meaning as invention, are not contemplated.

Therefore, the history, the story, and meaning as invention are not contemplated. Thus, history, story, and narrative become not only powerful heuristic and methodological tools, but also become scenarios where the constant reconfiguration of experience takes place, shaping particular ways of existing in possible worlds. In the face of the instrumentalization and predetermination of the human, the teacher emerges as an active, historical and conscious resistance, as a social being who opposes the transmissionist reduction of his being and his work, to establish an explicit positioning and empowerment of his reality and condition, not as a submissive subject, but as an active, protagonist, social and cultural subject, crossed by meaning and sense, vocation and inclination that par excellence place him in the plane of projective, utopian and possible.

**Hysnie Haxhillari**

Lecturer, Fan S. Noli University of Korçë, Albania

## **The Category of Determiner in Albanian Language**

Determiners Category D has been created from Abney (1987) to define a class of words that have a functional role as heads D into the Determinative Phrase. Referring to the class of determiners, this paper aims to define the class of determiners in Albanian language, also to analyze their features and their specificity. Since Abney (1987), many authors have had in focus of their studies the class of determiners, discussing about their functions and their features, giving new criteria for classification of them. Albanian language has an interesting class of determiners, like the definite and indefinite determiner which are different from the counterparts in English. In Albanian another specific determiner is the genitival article which is studied, in general, in comparison to the Romanian genitive article. The class of determiners in Albanian enriches also with some kind of pronouns like demonstratives *ky, ai* (this, that) and a restricted number of possessive pronouns *im, yt* (my, yours) which have inflection for gender, number and case. Another aim of this paper is to analyze the Albanian Determinative Phrase structure. In Albanian the definite determiner is post-positional, it has the status of an inflectional case morpheme, but this paper seeks to define its role as a determiner and its position into the DP structure. The Determinative Phrase structure in Albanian has another specificity: it may display more than one word in the left edge of the noun phrase, which is the case to analyze the syntactic role of each element, if it is a determiner or a specifier, according to the recent works in generative grammar.

**Erik Hedlund**

Associate Professor, Swedish Defence University, Sweden

## **Exercises for Developing Civil-Military Collaboration Capability**

After the end of the Cold War, Sweden shifted its defense and security policy from a focus on national defense to one of international participation. This led to significant cuts in military defense and the complete dismantling of civil defense. However, following Russia's invasion of Georgia in 2008 and Crimea in 2014, Sweden redirected its focus towards national defense. In 2015, the Swedish government decided to rebuild Sweden's total defense, encompassing both military and civil defense. The primary goal was to enhance readiness and crisis management capabilities during wartime through collaboration between civilian organizations and the armed forces. Civil-military exercises became crucial for developing effective civil-military cooperation, with several such exercises conducted annually. This study aims to assess the pedagogical design of civil-military exercises to determine their effectiveness in enhancing civil-military collaboration capabilities. The research employs a theoretical framework based on constructive alignment and uses participatory observations as the research method.

**Sue Horder**

Associate Dean of Academic Affairs, Wrexham University, UK

## **An Exploration of the Influence of Student-Teachers’ Epistemological Beliefs on their Conceptions of Teaching and Classroom Practice**

This research explores the influence of student-teachers’ epistemological beliefs on their conceptions of teaching and classroom practice. The use of reflective practice in teacher education programmes is integral to the learning process and is designed to support a student-teacher’s professional development. This study uses this practice of reflexivity in a holistic teacher education programme, to explore a sample cohort of student-teachers’ epistemological beliefs and identify change over the duration of the programme (one-year PGCE).

There is a large volume of literature that suggests there is a link between teachers’ epistemic beliefs and their approaches in the classroom and the literature advocates for teacher educators to develop curricula that provides opportunity and space for student-teachers to reflect on their epistemological beliefs and the influence this may have on their approaches to learning and teaching in the classroom. This can be a challenge in a one-year PGCE programme. The study therefore, sits within the interpretivist paradigm and the predominant philosophy underpinning the research is hermeneutic phenomenology and as a result, how student-teachers know what they know about learning and teaching, is influenced by cultures, social settings, and their relationships with other people. The participants in the study (n=10) and their conceptions of teaching and classroom practice are explored by means of three sources of data collection; blogs, reflections of post-observation feedback and interviews. Data are analysed through the concept of the nature of knowledge, epistemological beliefs and learning using a general inductive approach. The researcher examines the student-teachers’ stories to reveal their experiences while on a teacher education programme.

The findings from the research describe two contrasting paradigm cases with emerging themes of confidence, control, delivery, challenge and epiphany moments. Recommendations suggest that teacher educators need to encourage a move away from a traditional mode of teaching to a progressive mode. The findings in this study demonstrate that this can be achieved through engaging student-teachers in a critical dialogue and an awareness of social consciousness that challenges their conceptions of teaching and approaches to teaching and moves their



perceptions about developing their practice towards a conception and approach that is student-centred. A model of teacher education that explores conceptions of learning and teaching and subsequent approaches to learning and teaching, has the potential to prepare student-teachers more effectively for the role of teacher. Student-teachers may enter the profession with clear expectations of the skills and attributes of an effective teacher. In order to achieve this, an argument is made for the development of teacher education programmes that create a safe pedagogical space through the use of blogs to promote student-teacher reflection on beliefs.

**Marcia Hornung**

Director, Center for Principled Business, Kansas State University, USA

**Building and Managing a High-Achieving Scholars Program: The Menard Family Scholars Experience**

This presentation offers a case study of the Menard Family Scholars Program at Kansas State University's College of Business, illustrating a successful model for developing and managing a high-achieving scholars program tailored to the diverse needs of exceptional students. The case study explores the program's evolution, highlighting innovative pedagogical approaches, strategic expansion, and the integration of global perspectives.

Established to recruit and retain top-performing students, the Menard Family Scholars Program has consistently increased application numbers despite offering limited financial incentives. Now welcoming its fifth cohort, the program is poised to expand from a primarily first-year experience into a comprehensive four-year curriculum, focusing on sustainable and robust growth.

The program leverages experiential learning through hands-on projects, industry site visits, and guest lectures, engaging first-year students and fostering foundational skills. Interdisciplinary coursework, in partnership with the Staley School of Leadership, cultivates well-rounded business leaders. Active learning techniques and project-based learning are central to creating dynamic and engaging instructional experiences.

While currently focused on the first-year experience with some components extending throughout the four years, the program aims to expand into a complete four-year journey. This vision includes leadership development, community engagement, internships, professional development, and capstone projects, ensuring a smooth transition through each academic stage and preparing students for future research opportunities.

Emphasizing international study trips, the program broadens students' global awareness. Recent trips to the UK and Belgium examined BREXIT's implications, while upcoming visits to Athens and Crete will explore contrasting market and economic conditions. These experiences enhance cultural competency, adaptability, and readiness for a globalized workforce.

Balancing academic rigor with student well-being is paramount. Strategies include stress management workshops, mental health resources, and a supportive community environment. Securing long-

term funding through industry partnerships, alumni donations, and grants is also a priority. The program upholds high standards through rigorous selection criteria and continuous curriculum evaluation, alongside personalized advising and mentoring to address diverse student needs.

Alumni engagement is critical for ongoing program success. Developing alumni networks, mentorship opportunities, and alumni participation in program activities, alongside showcasing success stories, inspires current students and strengthens community bonds.

In alignment with Kansas State's strategic plan to engage all students in applied learning experiences, the program offers internships, capstone projects, and real-world problem-solving opportunities. This supports the university's goal of providing practical learning experiences, ensuring students are well-prepared for their future careers.

The importance of formative and summative assessments is emphasized, providing personalized feedback to foster continuous improvement. Current assessment methods are designed to shape the evolving four-year curriculum, ensuring it meets the high standards expected of a scholars program.

This case study provides a comprehensive overview of the Menard Family Scholars Program, highlighting innovative approaches, strategic vision, and a commitment to student success. It offers valuable insights for educators and administrators seeking to enhance their own high-achieving scholars programs.

**Zhu Hu**

Graduate Student, Harbin Engineering University, China

&

**Dianyong Zhu**

Professor, Harbin Engineering University, China

### **The Start, Process and End of Directed Motivational Currents: Taking Students Preparing Chinese Graduate Student Entrance Examination as an Example**

In the realm of Second Language Acquisition (SLA), Directed Motivational Currents (DMCs) refers to the high-intensity motivational experience in the process of acquisition, and the study of its patterns is of great significance to both Second Language (L2) learners and L2 teachers. However, much of the discussion related to DMCs has remained theoretical, and there is a scarcity of empirical studies to investigate core characteristics, patterns, and influencing factors. Moreover, there are only a limited number of studies have delved into DMCs within the Chinese English as a Foreign Language (EFL) context.

The Chinese Graduate Student Entrance Examination (CGSEE) encompasses a series of exams organized by education departments or admissions institutions to select graduate students, the majority of which contain English exams, and it serves as the necessary examination for being a graduate in China (except a small number of exam-free recommendation students). Importantly, there is no restriction on the number of times to take this exam. A Voluntary Tutoring Program aimed at enhancing English writing skills for the CGSEE is conducted at a university. During this program, compositions and their corresponding scores are meticulously recorded.

This study focuses on tracking the English writing motivational intensity of 4 students who have taken CGSEE and participated in this program, which is divided into 3 phases— pre-writing, while-writing, and post-writing. We examined the start point and end point of DMCs, the overall features of DMCs’ progression, the correlation between DMCs’ intensity and the number of times students took CGSEE. Through a comparative analysis of score fluctuations and DMCs’ intensity, the study delved into the interplay between motivational intensity and composition scores. Additionally, a semi-structured interview approach is employed to reveal factors that affect their motivational intensity, and scrutinize the exact reason why scores and exam times exert influence on motivational intensity.

The findings indicated that: (1) Motivational intensity tends to strengthen and become less variable as the writing process advances; (2) Their DMCs have a discernible start point, but the end point is not exist for they have superordinate goals or they have similar goals; (3) Motivational intensity interact with composition scores; (4) The intensity of students' DMCs rises as the number of times they take the CGSEE.

This study contributes to the literature on the validity of DMCs construct in the Chinese EFL context, and it introduce novel factors, namely composition scores and the number of exam times. Contrary to the assumption that all DMCs have a clear end point, our findings challenge this notion. This study makes original contributions to the continually evolving DMCs theory. The study also presents practical implications of current findings in relation to how L2 teachers and L2 learners might benefit from the findings to help incite and maintain motivational surges.

**Irene Illina**

Associate Professor, LORIA-INRIA CNRS, France

## **Challenges of Automatic Hate Speech Detection**

The phenomenal growth of the Internet in the last decades has radically transformed almost every aspect of our daily lives. According to a recent report on digital usage around the globe, over 5 billion people use the internet worldwide now, up from only 413 million in 2000, which comprise 63% of the world population. At present, the number of active **social media** users is around 4.7 billion comprising 59% of the global population. Social media have provided platforms for self-expression in public and for potentially reaching a large audience by publishing a variety of content.

However, the lived experience on these platforms often devalues their potential. Particularly, social media have emerged as a fertile ground for **abusive language**, which is a form of antisocial, hurtful, and aggressive communication from certain sections of people. This has prevented these platforms from providing a safe online environment to their users. Recent polls suggest that around 40% of online users have been victims of online abuse at some point.

There has been an increased focus on the regulation of abusive language on social media platforms in recent years. Machine learning systems that are trained on the data from online platforms worsen the issue. These systems themselves become propagators of abusive language if such content is not filtered adequately. However, moderating the huge flow of online content generated every day is a tremendous task. The manual review and removal of abusive comments are time-consuming, expensive, and also have detrimental psychological effects on moderators, especially faced with the urgency of quick reviews and the toxicity of such data. This creates a strong motivation for the automatic detection of abusive language.

**Automatic detection systems** can scan the enormous volume of text and report the flagged content to the appropriate authorities, making the process of moderation much faster. Such systems can be developed using **Natural Language Processing (NLP)** techniques. Later, the use of **Deep Neural Networks (DNN)**-based models gained popularity in this task because of their representative power.

In this presentation, we offer an overview of the state of the art in the field of hate speech detection. Moreover, we will discuss some **open problems** and **challenges**.

**Krasimir Kabakciev**  
Independent Researcher, Bulgaria

**On the Gigantic Fallacy that there is No Slavic-Like Aspect  
in the Romance Languages and Aspect resides only in the  
Past Domain**

This paper deals with a very old drastic misconception, reiterated innumerable times through the decades, including recently, that the Romance languages feature no Slavic-like aspect (which is grammatically realized in verbs as lexical entries) and that aspect in these languages can only consist in grammatical contrasts – morphological or periphrastic, such as aorist-imperfect and progressive-nonprogressive. Data from five languages are used in the analysis: English, also as a metalanguage, French and German, discussed in publications under critique, Bulgarian, Russian. In French and the other Romance languages, aspect, understood precisely as the Slavic perfective-imperfective distinction, is realized in compositional terms – which are also grammatical in the long run, and only partly through the French passé composé-imparfait contrast and the analogous ones in the other Romance languages. Specially emphasized is the massive misinterpretation by aspectologists, and often lack of knowledge, of compositional aspect, a phenomenon discovered more than five decades ago by Henk Verkuyl.

**Ali Khalil**

Assistant Professor, Community College of Rhode Island/Arkansas  
State University, USA

&

**Amany Saleh**

Professor, Arkansas State University, USA

## **Student Retention: International Students’ Voices and Higher Education in the U.S.**

### *Introduction*

The success of the American higher learning system relies heavily on student retention and persistence (Burke, 2019). Rigid immigration policies, however, have cast doubts about the efficacy of the higher education system in the United States—raising questions about its ability in retaining international students and maintaining their trust in the availability of resources that target their vulnerable population (Khalil, 2021). This session highlights the challenges that international students face in light of newly embraced immigration laws and their perceptions of the ability and the commitment of their universities to support them against marginalization in a global crisis when priorities become different.

### *Objectives*

The objective of this session is to highlight the perceptions and trust of international students in the American higher education system in a more challenging era of immigration regulations. The session shares the views of many international students about their degree of trust in the commitment of their institutions to retain and help them succeed. It also reveals international students’ opinions about the available resources that support their vulnerable population—factoring in funding opportunities, employment possibilities during and after graduation, and on-campus inclusiveness (Buskirk-Cohen, & Plants, 2019; Khalil, 2021).

### *Theoretical Framework*

This study uses the Human Capital Theory because it ties with the investment of American universities in students as human capital and the bedrock of national economic prosperity and individual growth (Lleras, 2004). These universities see that investing in students’ success is intertwined with investing in their own success, along with



contributing to economic growth—especially that the literature shows student persistence and success is a worldwide concern (Burke, 2019).

### *Methodology*

This study used a mixed-methods approach—encompassing both a survey component *and* individual interviews. This approach was necessary because it combines and utilizes “. . . the strengths of both qualitative and quantitative research” and their “. . . combined use provides an expands understanding of research problems” (Creswell, 2009, p.203).

### *Data*

This study collected data from six different institutions of higher education in the U.S. The targeted student population included international students in different classifications—including transfer, undergraduate, and graduate students who are pursuing their education at a U.S. university.

### *Results*

The voices of international students cited restrictive immigration laws, the scarcity of funding opportunities, and the lack of their sense of belonging as the most powerful challenges that impacted their academic success. Therefore, more flexible immigration rules are necessary for offering this population better funding and scholarship packages (DesJardins, Ahlburg, & McCall, 2002; Khalil, 2021). Additionally, having a sense of belonging remains a powerful force behind the success or failure of international students (Tinto, 1975; Petzold and Robinson, 2019).

### *Scholarly Significance*

The significance of this study is to keep the American higher education system a shining beacon on a hill in the eyes of international students by listening to their voices, meeting their needs, and opening equal opportunities for them. Investing in international students’ retention is an investment in financial retention; their academic persistence is the persistence of the American Dream.

**Michał Kozdra**

Assistant Professor, University of Warsaw, Poland

## **Exploring Lexical Parallelism: A Lexicographic Approach for Language Teaching Enhancement with a Focus on Russian-Polish Lexical Parallels**

The study of formal and semantic lexical similarity across different languages continues to evoke enduring interest among linguists (Dubichynskyi, Reuther 2020; Dubichynskyi, Reuther 2017a; Dubičinskij, Rojter 2017b; Dubičinskij, Rojter 2015; Kaleta 2014; Kusal 2002; Malachovskij 1990, and others). This article explores lexical parallelism within the context of Russian-Polish lexical parallels in the teaching process. Lexical parallelism is defined as the phenomenon of similar graphical and/or phonetic forms of lexical units across different languages, which may have partial or full identity/non-identity of meanings. Such parallels often evoke analogous associations among learners of foreign languages. The article presents a contemporary approach to lexicographic description of lexical parallelism, accompanied by examples of Russian-Polish lexical parallels. As an example, one can consider the Russian word ‘сок’ (juice) and its Polish formal equivalent ‘sok’. They coincide both formally and semantically. However, when comparing another Russian lexeme ‘дыня’ and its Polish formal (phonetic) correlate ‘dynia,’ it is impossible to detect semantic parallelism between these two units because ‘дыня’ is translated into Polish as ‘melon’, while the Polish ‘dynia’ in Russian is referred to as ‘тыква’ (pumpkin). These lexical parallels encompass etymologically related lexical units, representing words from the shared Slavic lexical heritage, as well as words borrowed from European languages such as English, Italian, French, Greek, or Spanish. Special attention is given to the application of lexicographic description for language teaching purposes, such as the development of dictionary materials and the enhancement of teaching quality in Russian as a foreign language. The article outlines the fundamental principles guiding the selection of lexical units for the thematic dictionary of Russian-Polish lexical parallels. It sheds light on the methodology behind the compilation of this dictionary and the criteria for inclusion of lexicon. The article presents principles such as formal analogy, frequency, diversity of meanings, ideographic principle, as well as the principle of educational feasibility and relevance. Furthermore, the article explores the potential use of lexical parallelism to foster students’ interlingual skills. Investigating this phenomenon is crucial for

understanding interlingual relationships and contributes to a deeper comprehension of languages. The lexicographic description of Russian-Polish parallels can facilitate the comparison of the two languages from intercultural perspectives, shedding light on the role of different cultures in the construction of meaning and fostering deeper mutual understanding in a globalised world.

**Sema Kutsarova**

Lecturer, Medical University of Plovdiv, Bulgaria

## **An Attempt at Outlining the Major Features of Compositional Aspect in Modern Turkish**

According to the compositional aspect theory as represented in works by Vendler, Verkuyl, Kabakčiev, Bulatović, Dimitrova, Shabashvili, languages are of two archetypes: verbal-aspect languages, compositional-aspect languages. In Turkology, the linguistic status of verb forms with aspectual meanings is not clarified. The difficulties in describing them are related to the agglutinative nature of Turkish; the verb has a complex paradigm in which every form has a tense meaning but also, and to a certain degree, some aspectual meaning, while the meaning of the root (nuclear) morpheme is always neutral as regards aspect. Aspectologists (Maslov 1962) distinguish between *aspect* and *Aktionsart*, whereby aspect is a category denoting the nature of the situation in the speaker's perception. Aspect and *Aktionsart* together represent the content of aspectuality, and the typological diversity boils down to the aspecto-temporal forms of the Turkish verb. Aspectuality as a semantic category is denoted by some members of the overall temporal/aspecto-temporal paradigm and demonstrates the nature of the Vendlerian situation. This peculiarity explains the use of verb composites, biverbal syntagmas effectuating aspectual and *Aktionsart* meanings. Most aspectual meanings, such as semelfactivity, intensity, phase, completion, are realized analytically by verb attributes such as, e.g., adverbials, participles, auxiliary verbs, revealing the nature of the situation (composite and analytical forms). In Turkish, the distinction between perfectivity and imperfectivity can easily be said to apply to sentences in the past tense: perfectivity is expressed by the verbal suffixes *-DI* and *-mİş*, imperfectivity by *-(I)yor*, *-mAkTA* and *-(A/I)r*, and the past copular marker *-(y)DI*. The forms *-mİştİ* and *-DIydİ* combine elements of perfectivity and imperfectivity. They express the state ensuing upon the completion of an action or event. When Verkuyl's two aspect schemata (perfective-imperfective) are applied to Turkish, a number of questions arise: exactly how does the aorist-imperfect preterit distinction help the effectuation of perfectivity-imperfectivity? How is aspect expressed outside the past domain? The Turkish definite-indefinite accusative forms will realize the boundedness-nonboundedness contrast in direct objects – but how will it be realized in subjects, indirect objects, adverbial nominals? This paper is an attempt at answering these and similar questions. For the purpose, a set

of English and Turkish sentences are analyzed whereby the verb referent interacts with quantified (definite or indefinite) and non-quantified situation participants, according to the theoretical models of Verkuyl (1972), Kabakčiev (2000), Dimitrova and Kabakčiev (2021). The analysis is designed to demonstrate, in an initial attempt of this kind in Turkish aspectology, how compositional aspect is realized in Modern Turkish.

**Byunghak Leem**

Professor, Busan University of Foreign Studies, South Korea

### **Enhancing Academic Achievement through AI Literacy**

This study empirically analyzes the impact of Artificial Intelligence (AI) literacy on non-major college students' motivation and interest in learning, and how this contributes to improvements in academic achievement. Applying the S-O-R theory and ARCS model, a survey was conducted among 500 college students aged between 18 and 24 to investigate the relationship between various aspects of their understanding of AI and their academic performance. The results will reveal that students with higher AI literacy achieved better academic results, particularly those who have a deeper understanding of the benefits and limitations of AI, showing a tendency towards higher grades. This underscores the importance of AI education, suggesting that integrating AI literacy into the curriculum can positively influence students' overall approach to learning beyond mere technical acquisition. The originality of this research lies in its empirical demonstration of the positive correlation between AI literacy and academic achievement, providing new insights for curriculum development.

**John Liontas**

Associate Professor, University of South Florida, USA

### **Idiomatics:**

## **The Ethos, Pathos, and Logos of Idiomatics Proper**

*Idiomatics*—the scientific study of idiomatic and figurative language—is a pervasive theme in global literature, yet its precise terminology often lacks clear definition. This presentation addresses this challenge by delving into the etymology, significance, and universality of idiomatics. It argues that for more than seven decades, linguists, etymologists, lexicologists, idiomatologists, and numerous first and second language researchers and educators worldwide have been defining, characterizing, and cataloging the peculiar nature of human language across synchronic and diachronic timeframes. Despite these efforts, the nascent field of idiomatics remains fragmented, highlighting the necessity for a unified theoretical framework.

Research in second languages alone has yielded various competing hypotheses and models, each with conflicting results, striving to uncover and explain how literal and non-literal language is accessed, comprehended, retrieved, and produced in both contextual and non-contextual settings. Throughout, the pivotal role of idiomatics in understanding human behavior and language development, stressing its interdisciplinary relevance, will be emphasized. This underscores the importance of idiomatics in cognitive science, linguistics, psychology, and education. Moreover, idiomatics has significant implications for artificial intelligence and machine learning, where understanding idiomatic-figurative expressions can enhance natural language processing capabilities and improve human-computer interactions, making technology more intuitive.

Significantly, it will be argued that idiomatics as a discipline arises from careful observations of natural language use, allowing for the formation and testing of hypotheses. These hypotheses lead to theories that describe its varied qualities, explain observed phenomena, and predict the systematic patterning of form and meaning in real-life settings and pragmatic encounters. Additionally, idiomatics theories should be logically falsifiable in the presence of sustained, disconfirming evidence.

Identifying the form-meaning patterns and developmental processes of cognition inherent in how users utilize idiomatic and figurative language within their native language and across different languages is crucial for idiomatics theory building. This supports the

development of sound, applied solutions to significant issues. Far more importantly, such novel notions will demand a paradigm shift, recognizing idiomatics as an independent academic discipline distinct from related fields.

The importance of establishing clear disciplinary boundaries and methodological frameworks within academia will be asserted, while urging robust global collaboration to steer its trajectory. The presentation concludes with a compelling appeal for collective action, urging idiomatists worldwide to unite under the imperative “Make it happen!” To this end, it presents ten strategic priorities that transcend geographical and linguistic divides, uniting researchers and language professionals in a common mission to advance idiomatics. This directive not only mobilizes collective action but also prompts reflection on the rich insights gained from scholarly experience, the significance of the present moment, and the commitment to advancing scholarly pursuits in this vibrant field. Through concerted efforts, the presentation seeks to propel idiomatics to new heights of understanding and application across diverse linguistic and cultural contexts, fostering a dynamic landscape of inquiry and innovation. In so doing, the current landscape of idiomatics may be grasped, including its pressing issues and the urgency of the moment, while boldly forging ahead to pioneer tomorrow’s frontiers of scientific inquiry and exploration.



**Ming Liu**

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Kong

**Blessing or Curse?  
Recontextualizing “996” in China’s Overwork Debate**

This study views the dispute over “996” work schedule (i.e., working from 9 am to 9 pm, six days a week) as a critical discursive moment in the modernization and marketization of China. It argues that behind the dispute lies the hegemonic struggles between business tycoons and the government amidst China’s changing business mode. Drawing on the theories of critical discourse analysis, recontextualization, hegemony, and interdiscursivity, this study examines the (de)legitimation of “996” by business tycoons and official news media through the appropriation of different discourses to illuminate the hegemonic struggles behind recontextualizing “996”. It concludes that when the business tycoons are blatant enough to whitewash overwork as a “blessing”, the age-old curse in China starts to befall them.

**Mary Ann Maslak**  
Professor, St. John’s University, USA  
&  
**Jola Wysokińska**  
Independent Researcher, Poland

## **Teaching Social Studies in the Teacher Education Classroom: Employing Family’s Genealogical History for Adolescents**

Teacher education candidates in universities across the United States enroll in methods courses to learn pedagogical strategies for middle and high school students’ instruction. Social studies education includes history, the most challenging discipline in the field because adolescents often view history as a boring assemblage of chronological events to be memorized (Downey & Levstik, 1991; Loewen, 1995). Consequently, students become disengaged in their education.

Conducting a genealogical search for one’s family history personalizes the study of history for the adolescent. This paper uses the case study method to demonstrate how a genealogical history is created and provides ideas for teacher educators to use in social studies methods courses at the university level.

The article begins with a brief background and rationale for the importance of genealogical research in history education for adolescent students. Next, it reviews the historical empathy literature that grounds this work. Historical empathy provides the most appropriate framework because it engages the individual in all steps of the family research process. It requires the student to collect background knowledge, identify and analyze primary and secondary documents, and construct a family history based on that research.

**Methodology:** A case study is a detailed examination of one single subject, setting, set of documents, or an event (Merriam, 1988; Yin, 1989; Stake 1994). It investigates a contemporary phenomenon within a real-life context, including sometimes unclear boundaries between the phenomenon and its context. This work utilized both primary and secondary sources to tell one family’s story. A primary source refers to original material created during the event, or immediately afterward, including letters, journals, and manuscripts. A secondary source includes information created by a person without first-hand participation in the event, including birth and marriage records, for example.

**Analysis and Discussion:** Data collection and analysis used Wineburg’s (1991; 2001) framework of strategies. The authors collected

and photographed information about the source, including when, where, and for whom it was produced in the USA and in Poland. Next, they evaluated the sources’ content and potential value. The authors continually questioned and analyzed all pieces of information from the sources to piece together what they believed to be a valid collection of documents retelling the Maslak family history. Then, they contextualized the primary and secondary source information within their broader historical and societal contexts of the era. In so doing, they corroborated information from multiple texts, looking for consistencies and inconsistencies across all online databases and archives searched in Poland, and evaluated the reliability of all texts. In the end, the discussion section tells the four-generation story of the Maslak family history originating in Poland and immigrating to the United States. Moreover, it provides teacher educators with a detailed unit and lesson plans to integrate genealogical research into future teachers’ curricula for the university setting.

Conclusion: The piece ends with conclusions for education professors in university teacher education departments. It includes insights gained from the myriad of sources available to all students, as well as a plan to conduct research in a family’s homeland.

**Vimbai Mbirimi-Hungwe**

Senior Lecturer, Sefako Makgatho Health Sciences University, South  
Africa

### **Multilingualism from the Meso Level: A University Initiative in South Africa**

Globally, multilingualism has become a subject of interest in academic, social and political spheres. In addition, there is consensus among academics as well as politicians regarding the transformation of the linguistic landscape across the world. The common consent is based on the fact that multilingualism has become a norm, especially in the Global North countries that had been declared monolingual societies due to various political considerations. Research has shown that most countries that have been promoting a monolingual ideology have accepted the multilingual state of affairs in most communities and effort is being made to promote multilingualism. Thus, the aim of the study was to highlight the differences between multilingualism in the global north and south. The study was qualitative, therefore, for data collection, we conducted focus group discussion with four medical students who took the two modules during her first year at a selected South African university. The results show that languages cannot be separated as standalone entities that should be considered individually. Besides, students use their already existing language practices in order for them to acquire the target languages, a remarkable quality of multilingualism where students can tap into their existing language practices in order to enhance their learning.

**Joanne McDowell**

Principal Lecturer, University of Hertfordshire, UK

## **Masculinity and Non-Traditional Occupations: Men’s Talk in Women’s Work**

Essentialist gendered paradigms argue that there are differences between the traits women and men possess caused naturally by biological sex. Such principles are often inaccurate, and have led to discriminatory attitudes, which is when essentialism becomes potentially damaging. The view that women and men behave ‘differently’ because of their biology presents a naturalist view that is dangerous. This is a salient political issue with global applicability across different geopolitical landscapes. Although what is seen to be ‘suitable’ behaviours for both sexes is often subject to socio-cultural variation dependent on geographical location (Humbert, van den Brink, and Kelan 2018), what is globally consistent is that gender politics is closely linked to cultural ideologies, and this in turn is often tied to primary school teaching being marked for gender. People associate the term 'primary school teacher' with 'women's' work (Thornton 2006).

The different skills and characteristics attributed maintain the patriarchal status quo, that gender inequality is ‘natural’, and that men are natural leaders and women born followers. Such worldwide beliefs are utilised to justify occupational segregation by sex, and gender inequalities within the workplace. Such 'differences' are often marked by language. Due to gender stereotyping and the marked linguistic term of 'primary school teaching', men often report feeling deterred from entering what society deems as ‘women’s work’. This trend is evident in countries worldwide (McDowell and Klattenberg 2018; McDowell, Klattenberg & Lenz 2021; Cruickshank et al. 2018). So, the problem persists that too few men enter primary school teaching due to essentialist gendered beliefs about the job itself (that is only suitable for those with female characteristics).

This paper aims to tackle stereotypes of essential gendered behaviour which have led to certain discriminatory beliefs about one gendered occupation in particular; primary school teaching. Twelve teachers (6 male, 6 female) in 3 U.K. primary schools video recorded their classroom teaching for 2 full days, collecting over 150 hours of classroom discourse. This data was transcribed and then analysed qualitatively using the theory of Interactional Sociolinguistics within a social constructionist framework to code the various strategies these

teachers employ when performing classroom management. NVivo 12 software was used to store and collate the data analysis.

This paper outlines key empirical findings from this applied discursive analysis of male and female teachers’ classroom discourse to shift how we think about the performance of this profession as gendered to gender neutral to change our cognitive representations of the occupation as a 'feminine' one. Such data can act as an aid in challenging persistent gender essentialist beliefs that have led to bias about certain jobs and the people we think are suitable to perform them.

**Mariam Nanobashvili**

Associate Professor, Tbilisi State University, Georgia

## **Traditional and Compositional Aspect in Arabic**

The aspect category of the verb in Semitic languages is still a matter of controversy. Theoretical qualifications related to this issue differ from each other. According to tradition, the perfective and imperfective of the Semitic verb were understood as aspect forms, although there was also an opinion that these forms expressed the category of tense as well.

Both in the field of Semitic Studies and in Arabic Grammar there is devoted quite a lot of discussion to the category of verb aspect, which is mainly done within the framework of theorizing. Along with this, it should be noted that when studying and describing Arabic (and indeed any Semitic) language, it is necessary to take into account a number of morphological and syntactic features associated with the forms of the perfective and imperfective and their use.

In the Arabic grammatical tradition itself, the perfective is called *al-Māḍī*, which means "the past". This clearly shows that the form of perfective is not, in fact, devoid of temporal content. Indeed, in simple (and not complex, compound) tense, this single form almost always expresses the past. As for compound tenses, the perfective can also express the future, but in combination with an auxiliary verb, for example, *yakūnu qad fa'ala* (Arabic) – *He will have done* (English).

The situation is similar with the imperfective, in particular, the form, taken separately, expresses the present or the future, and in compound tenses it also shows the past, but necessarily expresses an unfinished action, for example, *kana yaf 'alu* (Arabic) – *He was doing* (English).

For a complete clarification of the indicated issues, we consider it necessary to study the Arabic language using the compositional aspect theory as well, because it is the mechanism of explication at the level of the sentence of the values of perfectivity and imperfectivity, that has not yet been done in the field of Semitic Studies, at least in its complete form.

While studying the aspect category of Arabic, we equally take into account the theoretical qualifications in Semitology, the nuances identified at the level of practical, educational grammar, language parallels both in relation to modern languages and in translations of the medieval period. It will be particularly productive to introduce the compositional aspect theory in studying the Arabic language.

**Phablo Fellipe Oliveira Pacheco**

Teacher, Secretaria de Estado de Educação de Goiás, Brazil

### **The Pathways of (De)formation: The Teacher Subject in the Context of Postmodernity**

This project encompasses the theme of the (de)formation of the teacher subject. Examined in the light of postmodernity, we advocate for the subjectivation of the individual during their process of constitution, their identities, and the crisis during their (de)formation as a teacher. Our objective is to understand and discuss the process of the subject's (de)formation as a hybrid entity. In this regard, we aim to explore how postmodern ideas theorize the (de)construction of the subject during the teacher (de)formation process. Furthermore, we seek to comprehend the heterogeneity of identities and their voices when encountering the teaching reality, thus considering the counterpoint between the identities of a student and a teacher and the crises experienced by the subject in (de)formation. The methodology of this research is grounded in the Foucauldian archaeological method, focusing on a theoretical-scientific "excavation" that observes points of possible diffractions within the discourse to examine, problematize, and trace (re)vealed crossings during subjectivation practices. The necessity of the proposed discussion lies in its scientific, informative, and analytical aspects, where the importance of debating the stance of individuals in society is understood to comprehend the discourses and utterances enunciated. Additionally, it contributes to discussions dedicated to the proposed theme. Therefore, this work emerges from the desire to investigate the conditions of production of teacher subjects. The issue materializes in the following questions: How can we think about teacher (de)formation in the light of postmodernity? How does the plurality of identities make the teacher subject articulate discourses of power? In this context, we rely on the French Discourse Analysis, drawing from the theories of Fernandes (2008), Bakhtin (1997), and Foucault (2008). We also seek support from Hall (2015) and Erculino (2014) to guide the debate on subject, identity, and polyphony.



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&

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## **Internationalization of University: Issues and Challenges**

Academically, the internationalization of higher education is a subject of growing importance in academic journals according to a systematic review of 1412 articles from the last 25 years for which the main themes relating to this internationalization of education would be mobility, knowledge transfer and cooperation but also competition, national institutional and political strategies and the mutual influence of higher education

Recognized international achievements would bring, according to Ho et al. (2023): increased prestige, improved quality, better research networks, mobility of teachers and students but at the cost of brain drain and increased costs. A study of BRICS countries shows a significant increase in quality publications linked to the extent of research and its quality. According to Fan (2022), cooperation with countries with better education network would result in the expansion of research networks for developing countries, the rapid strengthening of their scientific and technological capacity and their overall capability of research.

According to de Wit & Deca (2020), internationalization can be achieved in two ways: abroad based on the mobility of students and teachers, the most common model previously) and locally in progress. According to Romani-Dias et al, 2019), research and publications can be done remotely as well as curriculum planning and several other peripheral activities such as: participation in international organizations, certain professor exchanges and collaborations. The success of internationalization must take culture into account in international development. This translates into the need to know the culture of the other (Sa and Serpa, 2020).

A study by Flander et al 2023, of 34,674 academics from 16 countries, some of which are emerging, shows that international

activities are more the work of senior professors and that grants are relatively rare, around 5%. A study by Alsharari (2019) notes that funding is one of the weaknesses of universities and lists the main opportunities that internationalization brings: improving status, exchanging students, facilitating publication and the establishment of partnerships.

The paper use a study from Moshtari & Safarpour (2023) categorization of issues faced by East African countries in relation to HE, to present the main challenges in South-Asia, namely in Philippines: i) policy; ii) financial and physical resources; iii)academic competencies; iv) social and cultura. The paper also presents an agenda for success organized about the following dimensions: i) International Engagement and Mobility; ii) Internationalization of Curriculum; iii) Research Collaboration; iv) Reputation Build-up; v) Developing a research culture based on innovation.

**David Orellana Araya**

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**Camila Maldonado Inzulza**

Student, Autonomous University of Chile, Chile

**Ana Sepulveda Poblete**

Professor, Autonomous University of Chile, Chile

&

**Subero Perez Koritza**

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## **The Effects of English Songs on Students’ Intrinsic Motivation to Learn English as a Foreign Language**

Motivation has been widely acknowledged as one of the most influential factors in language learning. In EFL (English as a Foreign Language) classrooms, fostering intrinsic motivation poses a considerable challenge for educators. However, the use of certain instructional resources such as songs has shown promising outcomes in this regard. This presentation details the results of a pre-experimental study that aimed to determine the effects of songs on 9th graders’ intrinsic motivation to learn EFL in a public school in Talca, Chile. We provide a comprehensive examination of the study’s background, exploring similar research initiatives that have been done with young learners, with a specific emphasis on the effects of the use of songs on students’ language learning process and motivation. Then, we describe our methods for data collection and instruments, these are questionnaires to measure the intrinsic motivation levels of 42 participants both before and after song interventions. Following a thorough descriptive, inferential and thematic data analysis. The general findings showed that the use of songs increased students' intrinsic motivation to learn English. This, in turn, underscores the potential of leveraging music as an effective pedagogical tool in EFL classrooms. Furthermore, the findings also highlight the effectiveness of using songs as the central activity in the lesson to stimulate students’ intrinsic motivation, thereby contributing significantly to the pedagogical landscape. In the end, we articulate our findings, suggest potential paths for future research, and delve into the pedagogical implications affirming the valuable role of music in enhancing language learning motivation.

**Emrah Ozcan**

Assistant Professor, Yildiz Technical University, Türkiye

&

**Davut Hotaman**

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## **Examining the Levels of the Faculty of Education Students' Possession of the Values in the European Living Values Education Program: YTU Case**

The socialization process that starts in the family continues with educational institutions. As the individual remains in the education process, he/she gains social values and contributes to social continuity. Thus, the individual becomes a member of that society. Social values are formed through the filter of a long life. Values are not things that are preferred according to taste, but rather principles of life that provide a more or less definite and systematic vital order that enables the individual to interact with his/her environment. The school and the teacher as its operator play an important role in the adoption of these values. Due to the social role of the teaching profession and its power over the individual, teachers are expected to know and possess the national and universal living values that are valid in that society. The school, as the center of deliberate acculturation, equips children from different socio-economic and educational backgrounds with socially approved knowledge, skills, habits, attitudes, and values, and equips them for the requirements of social life. While educating individuals, educational institutions also contribute to social continuity and cultural richness. The aim of this research is to examine the level of YTU Faculty of Education Students' possession of the twelve (12) values in the European Living Values Education Program. In this respect, the research is a quantitative study in survey type and was conducted with 474 undergraduate students who agreed to participate in the research. According to the statistical analysis of the data obtained from the research, students assessed their level of value based on their perceptions. The findings revealed significant differences in the total value scores among YTU Faculty of Education students. Specifically, female students were found to have higher value scores compared to male students. And students studying science and Turkish language teaching had higher value scores compared to students in other departments, such as Science Teaching and Turkish Language Teaching.

**Paulina Pizarro Laborda**

Assistant Professor, University of the Americas, Chile

## **Linguistic Sequences in Educator-Initiated Activity According to Socioeconomic Level**

This study presents the analysis of linguistic sequences in kindergarten classrooms in the Metropolitan Region, Chile. Specifically, linguistic sequences were analyzed in educator-initiated activity in preschool classrooms of a public school and a private school. Both the type of questions asked by the teachers and the quality of the feedback they give to the children's answers are of great relevance for the development of oral language and vocabulary in preschool children. Thus, the present study describes the linguistic sequences that occur in preschool classrooms, analyzing the type of question asked by the educator, the children's responses, and the type of feedback provided by the preschool educator.

A qualitative methodology was used, where it was recorded in the natural context of the classroom to analyze the linguistic sequences. With the ELAN 6.7 program, first the moments of the daily day were identified, then a transcription of the video recording of the educator-initiated activity was made to identify the linguistic sequences. Finally, the differences between public and private school language sequences were analyzed.

The implications of educator-initiated activities for the development of oral language and vocabulary development in preschoolers and the implications of educator knowledge of linguistic input for the initial training and professional development of preschool teachers are reflected upon.

**Wang Qianyu**

Teacher, Harbin Institute of Technology, China

## **Rhetorical Employment in Chinese Comedic Sketches and their Translation**

The employment of rhetoric plays an important role in promoting the comedic sketch gaining its status in annual Chinese Spring Festival Gala. The comedic atmosphere is commonly created or emphasized by the employment of certain rhetorical techniques, such as malapropism, parody, syllepsis, hyperbole, and hypallage, so they are frequently used. It is always regarded that rhetoric is the hard nut to crack in interlingual translation due to the differences between languages and cultures. The complexity of rhetorical techniques in Chinese language adds the difficulties in Chinese-English translation of the rhetoric in Chinese comedic sketches. However, they are still translatable. The paper, first, attempts to explore packages in the comedic sketches in the Chinese acting, then an effort is made to analyze the rhetorical techniques in Chinese comedic sketches. Lastly, the translation methodology used in comedic sketches is specified.

**Viktorii Ryhovanova**

Associate Professor/Visiting Researcher, Leiden University, The  
Netherlands

## **Language Use and Language Attitudes among Ukrainian Refugees in The Netherlands**

The presentation starts with an examination of pre-invasion language attitudes in Ukraine, providing a backdrop for understanding the subsequent shifts, maintenance, and attitudes towards language use. The study draws on a multifaceted methodology, including online surveys, interviews, and my observations from interactions with Ukrainians both in physical settings and across digital platforms and group chats. Preliminary findings indicate a noteworthy trend: individuals who strongly identify as Ukrainian continue to incorporate Russian into their daily lives, motivated by factors such as resource availability, technical considerations, and habits. This shows that the politicisation of Russian/Ukrainian bilingualism during the conflict is more an opportunistic tool imposed from above than a reflection of any actual split along linguistic lines of the language users themselves. Furthermore, an intriguing development emerges - a growing tendency to shift from Russian into Ukrainian as an expression of solidarity with Ukraine. This shift signifies a sociolinguistic manifestation of unity, demonstrating that language choice is deeply tied to notions of cultural preservation and national pride.

**Fadi Samawi**

Professor, Al-Balqa Applied University, Jordan

&

**Taliy Samawi**

PhD Student, Budapest Business University, Hungary

## **Understanding the Psychological Well-being of International Students in Higher Education Institutions during Global Uncertainties**

**Background:** International students often face unique challenges in higher education institutions, which can intensify during periods of global uncertainties. Given recent events, understanding their psychological well-being is crucial for instituting supportive frameworks.

**Aim:** This study aimed to investigate the psychological well-being of international students in Jordanian universities amidst global uncertainties.

**Method:** A cross-sectional design was employed, using a questionnaire to gather data from May to September 2023. The sample comprised 367 international students across various Jordanian universities.

**Results:** Preliminary findings indicated significant levels of stress, anxiety, and feelings of isolation among international students, exacerbated by global events. Additionally, there was a notable reliance on university-led support systems, highlighting their role in student well-being.

**Conclusion:** The study underscores the pressing need for tailored support mechanisms in higher education institutions in Jordan, catering specifically to international students during times of global unrest. These findings can guide institutional policies and interventions, ensuring a conducive environment for international students' academic pursuits and overall well-being.



**Joaquin Santiago**

Associate Professor, Technical University of Madrid, Spain

## **Exploring the Concept of Sustainability in ESP Engineering Learners - A Survey-Based Analysis**

The study of sustainability by engineering students is an under researched point that deserves attention since most of these learners are expected to manage this notion skilfully during their academic and professional activities. As ESP (English for Specific Purposes) teachers, we are interested in exploring the conceptual tenet of sustainability that our engineering students need, focusing on their knowledge and interpretation. For this purpose, a specific survey that helped us obtain realistic data from both building and civil engineering students was conducted. The survey is based on a specific questionnaire addressed to various engineering courses, as our aim was to peruse the knowledge of sustainability in different academic cycles. Additionally, the treatment of sustainability in curricular subjects, for example learning objectives and activities were considered in our analysis. The findings of the survey indicate that, although the students do identify barriers in their knowledge on sustainability, they need specific ways to cover their gaps. We conclude that, as ESP teachers, it is advisable to foster the use of specific strategies in our ESP class (e.g. planning, monitoring and self-assessment) by means of self-awareness practical tasks to help students accomplish their aims.

**Chrisann Schiro-Geist**

Professor and Director, University of Memphis Institute on Disability,  
USA

**Where Does Inclusive Higher Education Fit into Higher  
Education?**

United States in 2008, our Higher Education Act was amended to allow persons with intellectual and developmental disabilities to attend special inclusive programming at universities where they would otherwise not be admitted and to secure financial aid to attend those programs. To date there are well over 300 such programs in existence in the USA, like the TigerLIFE program at the University of Memphis Institute on Disability. There is a national accreditation movement for these programs and multiple professional organizations for staff to join in this area. While this has grown in the USA, there are other programs like this in Europe and other parts of the world that generate support in development of social growth and skills training for the Inclusive Higher Education (IHE) Students, who generally then are supported to find competitive inclusive employment and independent living. While the major growth has been in the USA, some other programs in Ireland, e.g., at Trinity College, and at several institutions in Canada preceded the changing of the laws in the USA.

This will be a comparative study of the similarities and differences of the USA programs and other international programs and will address the standards set in the USA for a fully functioning program. It will speak to differing models of IHE and address the comparison to programs in other countries, especially Ireland, as the author has done extensive work studying those other models. Finally, the paper will look at the “best practices” both in the USA and other countries and speak to a rationale for universal standards for all programs and the benefits that will have to all students with intellectual and developmental disabilities.

**Sophie Shauli**

Lecturer, Gordon Academic College, Israel

&

**Anat Abramovich**

Senior Lecturer, Gordon Academic College, Israel

## **The Interplay of Knowledge, Attitudes, and Behavior in Science Teachers' Climate Literacy Levels**

A major issue facing governments and individuals alike is climate change. Despite significant progress in policy commitments, implementation remains far below what is needed to reduce greenhouse gas emissions and limit global warming. Researchers have highlighted the importance of education as a mitigation strategy. COUNTRY's Ministry of Education decided in 2022 that all elementary, middle, and high schools would be required to provide 30 hours of climate change education annually. In most educational settings, these courses are taught by science teachers, thus making it imperative to assess their climate literacy (CL); i.e., their knowledge, attitudes, and behavior. Currently, however, the Ministry of Education provides but does not require in-service teachers to undergo training on climate change issues. However, theories and practices of CL are not sufficiently integrated into these programs. To determine how best to design CL courses for pre- and in-service teachers, this countrywide study evaluated science teachers' CL knowledge, attitudes and mitigenic behavior, as well as the factors that influenced their CL as a baseline to developing pre-service teacher CL-oriented training courses.

The sample consisted of 110 science teachers, 95% of whom were female. Of these, 67% had a B.Sc. with ~15 years' teaching experience. They completed an in-house online questionnaire consisting of demographic information, 11 knowledge questions (agree/disagree), 19 statements on climate change, 21 statements describing everyday behavior, seven statements examining the ability to cope with changes (all ranked 1-5 on a Likert scale), and three open questions on climate change behavior and implementation. The findings showed average CL. Level of education predicted climate knowledge. Age and knowledge of climate change predicted attitudes. In terms of behavior, 34% mentioned engaging often in ecological behavior, 10% reported occasional ecological behaviors and 26% indicated their ecological behavior was impeded by external or internal barriers. All participants considered climate change to be important, and that it should be

studied in school, thus confirming the need to rethink and redesign pre- and in-service CL teacher training.

**Koritza Subero Perez**

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&

**Javiera Aspee Venegas**

Student, Universidad Autónoma de Chile, Chile

## **Integrating New and Emerging Technologies in Language Education: A Case Study of ELT Training at Universidad Autónoma de Chile**

The integration of New Information and Communication Technologies (NICT) and emerging technologies (E-ICT) into language teaching and learning has reached a stage of normalization, signifying their recognition and incorporation into the everyday educational landscape, rather than being viewed solely as tools of technological innovation (Bax, 2003; Chambers & Bax, 2006). This presentation details the outcomes of an exploratory qualitative case study that investigated the standardization of NICT and E-ICT and their use in the training of English Language Teachers (ELT) at Universidad Autónoma de Chile (UA). We provide an extensive overview of the study's context and discuss analogous research, focusing on ELT programs within universities in developing and underdeveloped nations, notably in Chilean universities. Subsequently, we outline our methods for data collection and materials, elucidating that our findings result from the convergence of information from three distinct sources: 1) official documents encompassing descriptions of curricula, course outlines, student characteristics, and the graduate profile of the Pedagogy in Teaching English program at Universidad Autónoma de Chile (Talca, Santiago, and Temuco campuses), in conjunction with guidelines stipulated by the Chilean Ministry for ELT programs; 2) Semi-structured interviews involving a total of 480 internal participants (students, teachers, administrative staff) and 4 external stakeholders (nationwide CALL specialists); and 3) a comprehensive online questionnaire focused on perceptions, administered to all participants. Following a meticulous analysis of qualitative data and utilizing Bax's (2003) seven-stage analytical framework, the results expose the necessity to expand Bax's (2003) model due to its apparent inability to fully encompass the contextual intricacies of nations where educational practices are significantly influenced by politics. The findings also highlight how the political climate compels educators and students to tailor their technology utilization to align with the constraints dictated

by governmental policies. Ultimately, we present our conclusions, propose directions for future research, and discuss pedagogical implications in the closing stages of the presentation.

**Haralambos Symeonidis**  
Professor, University of Kentucky, USA

## **Language Contact in Paraguay**

A relevant case of language contact is that which occurs in geographical proximity between two language communities arises. But migration, trade, tourism, and foreign language teaching are also situations in which language contact takes place or can take place, which shows the complexity of this area. Such situations can displace a language or, in extreme cases, lead to the death of a language. However, the coexistence of languages inevitably also brings with it interference. In many linguistic communities, mutual influences between minority and majority languages, official and unofficial languages, national and supranational languages, etc. are observed. Many linguists have examined language contact from a sociolinguistic perspective. (López Morales 1993, Fishman 1968 and 1972, Pool 1972, Steward 1962, Kloos 1966, Tanner 1967, Ervin-Tripp 1969, Parkin 1977, Appel y Muysken 1987/1996, Siguán 2000, Romaine 1996).

Paraguay is one of the rare cases in which the conquerors adopted the language of the defeated for reasons whose explanation goes beyond this note: Guaraní became the everyday language of the descendants of Spaniards, it continues to be the vehicular language among indigenous people of other mother tongues and It is even known by the Mennonites, an ultra-religious group whose first language is a German dialect from the 19th century. For a long time, there has been a strong diglossia, according to which Spanish is the language of education, literature, administration, justice, and other "higher" functions, while Guaraní is the language of home, everyday life, friendship, popular music, that is, the oral language par excellence. However, it is a symbol of national identity. This situation has changed in recent years: Guaraní has been declared a co-official language along with Spanish, it has been given a unified orthography and is taught in schools.

In this paper I will present some interesting tendencies in Paraguayan Spanish. Through selected examples from ALGR (Atlas Lingüístico Guaraní-Románico), I propose that Guaraní in contact with Paraguayan Spanish has been important in the development of specific characteristics in the specific Spanish variety. In addition, I suggest the important role Guaraní has played in the reactivation and expansion of characteristics that had pre-existed in Medieval Spanish.

**Daniel Teodorescu**

Associate Dean of Academic Affairs and Accreditation & Professor,  
Clark Atlanta University, USA

**Do Adaptive Learning Systems Help Students Pass Pre-Calculus? An Examination of Student Interactions with ALEKS**

For the past four academic years, Clark Atlanta University (CAU) has implemented an adaptive learning system (ALEKS) in support of classroom instruction in all pre-calculus sections. The implementation of ALEKS was supported by a National Science Foundation (NSF) grant and the presenter is one of the Co-Principal Investigators for that grant. The impetus for the adoption of ALEKS was an analysis of pass/fail data across all STEM gateway courses for CAU undergraduates, which revealed that many of these classes had a 50% or higher failure rate.

The causes for this failure are rooted in the inequities experienced in the K-12 education system by many African-American students. Previous research suggests that insufficient learning and proficiency in understanding concepts and application of mathematics are leading reasons why students later abandon STEM degree programs. African American students tend to fail or obtain poor grades in STEM gateway courses primarily because of lack of adequate preparation in high school. The U.S. Department of Education Office of Civil Rights categorized the deep racial disparities in high schools in three key areas that are critical for college readiness: the level of coursework available, the experience level of the teachers, and access to guidance counsellors. African American students' poor academic achievement in gateway STEM courses is also often attributed to environmental and cultural differences that impact school performance.

This paper sought to examine student interactions with the adaptive learning platform (ALEKS) used by Precalculus students at CAU. The researcher explored the impact of consistent practice throughout the week on Precalculus grades and progress toward mastery of topics in ALEKS. Additionally, the researcher investigated whether reviewing topic-related lessons before attempting to solve problems in ALEKS improves Precalculus grades and topic mastery. Differences in ALEKS effectiveness by student's gender, first generation status, and income levels were also examined.

The results showed that when students practice consistently each week in ALEKS and review the topic-related lessons, they make better progress in ALEKS in terms of topics learned, and earn higher grades in



precalculus. Specifically, the results indicate that it is more important to practice regularly during the week than to practice more minutes per day. Students that logged two or more days per week received passing grades of A, B, or C. Those students that logged in fewer than two days per week received a letter grade a D or failed the course. There was a positive, moderate correlation between days of ALEKS practice per week and numeric grade in precalculus. Additionally, there was a positive, moderate correlation between days of ALEKS practice per week and numeric grade in precalculus. The findings also revealed that students who reviewed the lessons in ALEKS before answering questions made better progress in ALEKS than those that did not.

These findings can inform discussions on how to better support African American students pursuing STEM majors. The project also contributes to the overall data science-related educational research that focuses on addressing inequities in STEM education.

**Malama Tsimenis**

Associate Professor, University of Toronto Scarborough, Canada

## **Enhancing Higher Education Language Outcomes with Group Learning Dynamics**

Learning is not solely an academic endeavour; it is also a social process designed to bring learners together, fostering initiatives that promote multifaceted interactions. By enabling students to engage in group networks and support one another through the exchange of ideas, review of assignments, collaborative projects, discussion of challenges, misunderstandings or misconceptions that could potentially hinder their learning, mentorship programs and other such initiatives, group learning dynamics are becoming an increasingly valuable resource for educators and institutions. In this paper, I will discuss various techniques I have applied to implement group learning dynamics in my French language courses at the University of Toronto, emphasizing the substantial benefits and effectiveness of this impactful approach.

**Anna Varkan**

Lecturer, Higher School of Economics University, Russia

## **The Images of American "Ladies aboard" in the Novels by J.F. Cooper**

The report sheds light on a number of features characteristic of Cooper's depiction of his countrywomen travelling on board of ships. The analysis is primarily based on the novels "Red Rover" (1827), "Homeward Bound" (1838), "Pathfinder" (1840) and "On Land and at Sea" (1844). This article attempts to combine the study of women's images with the theme of the sea novel. In Russian literary critical studies, special attention has been paid to the exploration of Cooper's marine novels, while the image of a lady in his writing has been overlooked par excellence. There are articles on the issue of Cooper's female characters in American literary studies that tend to harshly criticize the author's heroines for them being hardly distinguishable. This proposition is seen as only partially true, as the author of the present paper claims that the uniqueness of the female images created by J.F. Cooper lies in their natural existence aboard a ship, which was quite uncommon in American literary tradition. The article attempts to explore the historical and cultural reasons why women were banned from ship travels in America and investigates how Cooper was able to cope with these controversies when depicting female protagonists on every ship he drew.

Within the current study, two principal causes for women characters' existence aboard in Cooper's legacy have been identified. The first one is that a woman played the part of was a captain's irreplaceable assistant, helping to rescue the ship and the crew. The second reason concerns the image of a travelling-across-the-ocean woman as a mediator between the cultures of the Old World and of the New World.

**Hsiao-Yung Wang**

Distinguished Professor, Providence University, Taiwan

**News Representation of “Otherness” of the Renyao  
(The Prodigy of the Human) Tseng Chiu Huang and its  
Implication of “Transgender”: A Taiwan Case Study**

This essay is a rhetorical analysis of news representation of the renyao (the prodigy of the human) Tseng Chiu Huang in 1950s, Taiwan. Thereby, it aims to elaborate the implication of “transgender” in terms of Tseng’s “otherness”.

Born in Taichung, Taiwan, Tseng was thirty-seven years old when the public first learned about him. In the early wave of press report in 1951, the public was captivated by Tseng’s renyao (and his self-proclaimed intersexuality) primarily because of the ease which he switched between male and female genders as he committed criminal offenses. According to news report, he had committed a series of crimes, including both “obscene” and “fraudulent”. The police guard did not know whether to assign him to a cell with male or female inmates, due to his legendary status as being a “neither-man-nor-woman”. Tseng himself also deliberately maintained sexual ambiguity of sexual identity. He was questioned several times by the police and judges, and there was almost no consistent answer as to whether he was a man or a woman. This also resulted in much more curious attention from the media and the public, which made him a spectacle during the 1950s in Taiwan.

Inspired by Curbelo’s (2021) perspective of “otherness”, this essay attempts to regard Tseng as a sexual dissident people, and elaborate his struggling for subjectivity under the framework of news representation from the following four dimensions: economic instability, social exclusion, sex work, and violence and repression. The various stories about Tseng that appeared in major Taiwanese newspapers such as the *United Daily News*, *China Times* and *Evening Independent* throughout the 1950s would be documented to be material for rhetorical analysis. Based on the research findings, this essay argues that Tseng’s indescribably grotesque body not only exposed the mainstream sex/gender dichotomy and its governance or control over sexually dissident people, but more importantly, Tseng’s “otherness” paradoxically reflected the unintentional implosion of the reified sex/gender matrix and its failure to integrate or domesticate all the heterogeneity of the grotesque body. This essay concluded that Tseng’s “otherness” should be an appropriate embodiment to exemplify the

specific category of “transgenderist”, which is the intermediate ground between man and woman, also a supra-binary gender experience prior to the use of the term “transgender”.

**Shinian Wu**

Professor, Grand Valley State University, USA

## **Pragmatics of TAM and its Descriptive and Observational Adequacy**

The Tense-Aspect-Modality (TAM) system of English illustrates a subsystem of grammar that situates events, states, or actions in time (Larsen-Freeman & Celce-Murcia, 2015). However, such generic conceptual framing requires a more complex description of not only the structural forms of TAM itself, which is by no means consistent, but more importantly, observation of pragmatic contexts in which these forms manifest themselves in social interactions between interlocutors who use them. Hence, there are two issues to address: 1) the inadequate, albeit pedagogically convenient, description of the system itself in many grammar books and 2) inadequate, albeit pragmatically necessary, observation of how the system is used in real-life communicative scenarios. The former is more about describing the structural properties such as the difference between “simple past” and “present perfect” or between “present progressive” and “present perfect progressive”, which is not always straightforward in situating an action in time in a language like English; the latter presents even more complexities as every TAM structure must be anchored in how interlocutors interpret the intent of a TAM structure, such as the meaning of “I’m reading the book” as an ongoing act and that of “I’m reading the book” as an expression of state. This paper will discuss the parallels and disparities between these two ends of the grammatical spectrum and promote a more in-depth understanding of the form and function of TAM in English that can benefit researchers and teachers of English.

**Shougang Yu**

Associate Professor, Harbin Engineering University, China

## **Characterizing Adjunct Model of CLIL Instruction of College Physics Course: Examine the Effects on EFL Learning**

Content and Language Integrated Learning (CLIL) has become increasingly popular all over the world. Though many view CLIL as a way to help learners develop an optimal command of English as a foreign language (EFL), it is rarely put into practice in tertiary education context in China. This study aims to measure the longitudinal impact of adjunct model on students learning in college physics course, with special foci on English language learning and subject learning. The participants were 60 college students from two international cooperation programs. They are enrolled in two different strands of the same degree from a leading university in China: an adjunct-model group (n=30) and a separate teaching group (n=30). For the experimental group, language teachers collaborate with physics teachers in curriculum design and syllabus planning based on college physics course. While the content teachers focus on the physics knowledge, the language teachers concentrate on the technical terms of physics course and the academic features of the texts (e.g., genre, nominalization). For separate teaching group, traditional teaching methods are adopted, where English language courses and physics courses are independently taught in L2. Quantitative and qualitative data collected over 16 weeks indicate that adjunct instruction leads to statistically significant improvement in overall L2 proficiency (e.g., reading skill and listening skills) as well as learning achievement and confidence in physics course. The results also show that the experimental group students have positive perceptions about adjunct content-based instruction in CLIL lessons. Based on the findings, it was recommended that adjunct content-based instruction could be incorporated into CLIL teaching at colleges and universities.

**Xiaoyu Yuan**

Graduate Student, Harbin Engineering University, China

&

**Dan Cui**

Professor, Harbin Engineering University, China

## **A Study on the Translation of the *Tao Te Ching* from the Perspective of Cultural Confidence**

*Tao Te Ching* is a representative book on Chinese culture written over 2,500 years ago and still resonates with readers today. It not only exerts a profound influence on China but also on other countries thanks to its multiple English translations. In order to find the relationship between cultural confidence and faithful translation, this study analyzes different English versions of *Tao Te Ching*, comparing the ways in which translators from China and other countries embody their unique cultural inheritance and connotation in translation. The results of this study indicate that Chinese translators are more faithful to the spirit of the book than those from other countries, because Chinese translators gain a deep understanding of Chinese culture and have a strong sense of cultural confidence. As we can see cultural confidence plays an important role in faithful translation, which presents Chinese culture to the world and promotes mutual learning and cross-cultural communication.



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