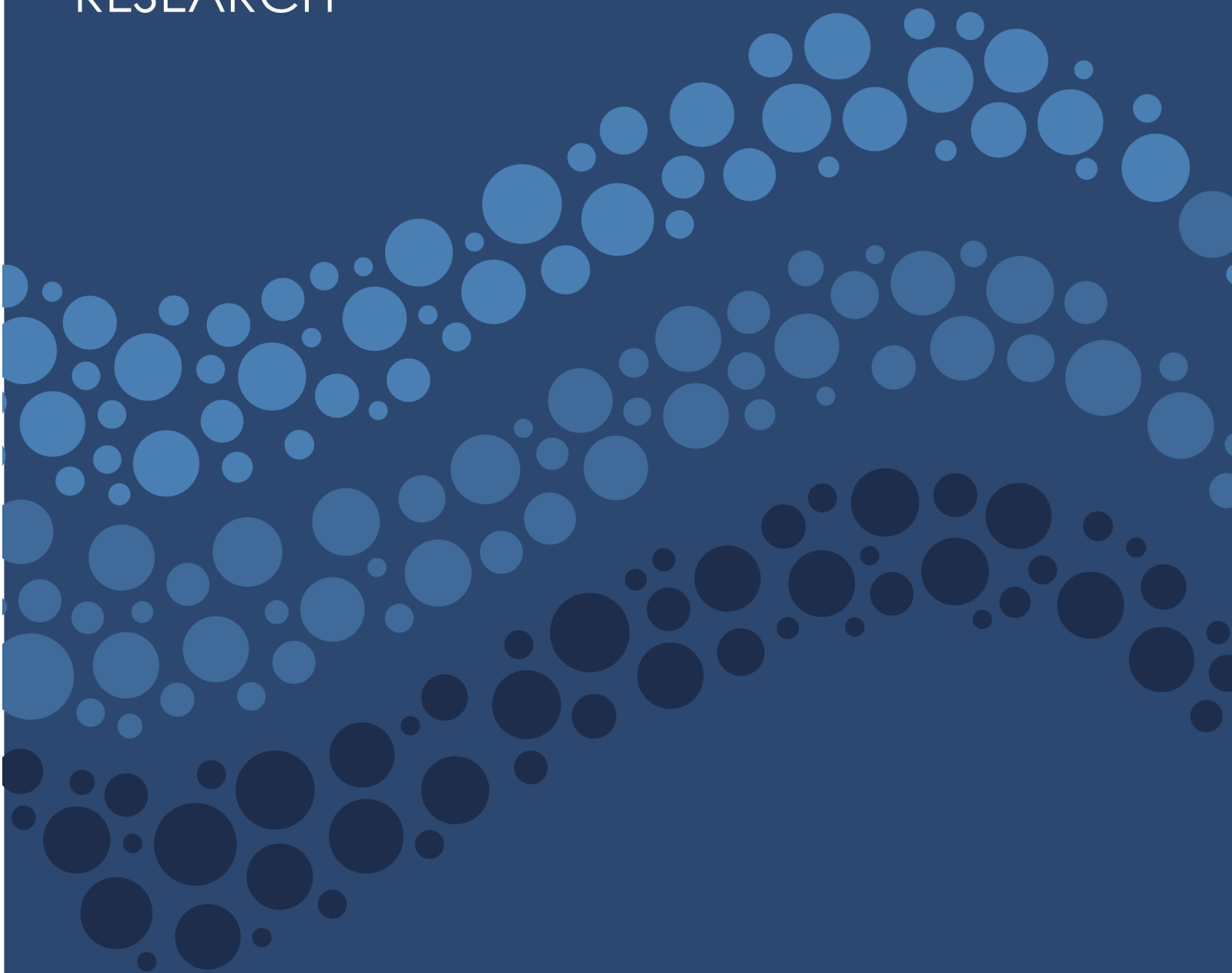




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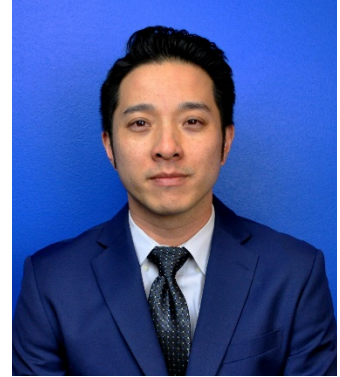
About the Journal

The *Westcliff International Journal of Applied Research (WIJAR)* is a multi-disciplinary, open access journal, pioneered by the faculty at Westcliff University. Westcliff University is an accredited institution focused on educating, inspiring, and empowering students from around the world through innovative, high-quality distance and campus programs.

The fundamental objective of the *Westcliff International Journal of Applied Research* is to create a platform for faculty and students to publish their work in any discipline. This journal brings together faculty from different industries and students who are at any level in their academic career, thereby bridging the gap between faculty and students.

Letter from the President

There is a tremendous amount of knowledge in the faculty and student bodies to be shared. Collaborations between students and faculty enhance education by creating opportunities to explore undiscovered regions of theory and practice. Scholarly activity has a dramatic impact on our students and the university. By way of this open access journal, Westcliff University is aiming to make our expertise accessible to existing professionals and those curious about what the knowledge our faculty and students are capable of constructing.



As part of an effort to highlight and encourage greater faculty and student development through academic writing, I am pleased to announce the second issue of Westcliff International Journal of Applied Research. I am confident that you will find the selected articles and the diversity of research and scholarly topics valuable as they address complex challenges facing our society. The work of our faculty and students published in this journal contributes to new ideas, presents creative thoughts, and challenges the community with questions for us to ponder.

Anthony M. Lee, Ed.D.

President & CEO

Westcliff University

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The purpose of the university journal is to celebrate the research as well as the scholarly and creative accomplishments of our faculty and students.

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--WIJAR Editor



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The Second Annual International Symposium on Business and Education Research (SyBER) is soon approaching!

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2018

Proposals must be submitted by
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WIJAR Awards

WIJAR presents three awards honoring individuals who have written outstanding articles over the past year.

The WIJAR Awards recognizes excellence in articles published the previous volume year. Faculty volunteers anonymously review eligible articles and determine the winners by gridding the articles against set criteria. The criteria for selection include the quality of the articles, contribution to theory and practice, originality, technical competence, and impact on a specific field, as determined by the award theme:

Dr. David C. McKinney Award

- The award recognizes outstanding business, management, and/or leadership articles written or co-written by a faculty or student.

Frontline Award

- The award recognizes outstanding articles which contribute to the K-12 or higher education learning environment.

President's Award for the Article of Distinction

- The award recognizes outstanding articles which appeal to a wide range of WIJAR readers, contribute to the base of knowledge in any discipline, are substantiated by existing or new research rather than just the author's opinion or experience, present information which is intellectually stimulating, and challenge existing methods of thought and application, and motivate the readership to implement the new information and/or encourage additional search on the subject material.

Winners are announced in each spring publication. Award winners are given a certificate of recognition along with a gift card.

CONGRATULATIONS

*Below are the winners of the 2018 WIJAR Awards.
If you recognize any of your peers below, we encourage you to
support their success with a congratulatory email or phone call.*

Winner of the *Dr. David C. McKinney Award*

NIMA S. SALAMI

*Family businesses and management information systems (MIS):
Seven wise steps to become more electronically intelligent*

Winner of the *Frontline Award*

**MJ OUTCAULT HILL
& ROBERT CALDWELL**

*Research in writing instruction and assessment:
Current and needed research to improve student writing*

Winner of the *President's Award for the Article of Distinction*

EVELIN SUIJ-OJEDA

*Language awareness and the education of non-native English teachers
in South America: TLA concept review and implications*

The influence of training courses, customer relationship, and human resource management on customer focus among construction companies

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Abstract

Reflecting upon language allows teachers, not only to have a greater insight on how English, the language they This study focuses on the influence of training courses, customer relationship and human resource management on customer focus among construction companies. This is due to the lack of information on its effectiveness. These problems may explain why the main players are less responsive to the implementation and practice of a mediating effect of Customer Relationship Management (CRM) and Human Resource management (HRM) on the relationship between Training Courses (TC) and Customer Focus (CF). It is essential that an appropriate model of CRM and HRM be used by administrators and professionals. The proposed model is based on the dependent variable, CF, and the independent variables, TC and mediator (CRM, HRM). This research is a descriptive-survey and inferential type based on the data collection method where parametric tests were used with the help of SPSS. The results of this research can be used in

decision making, policy making, and also planning. In conclusion, it can be inferred that the relationship between CRM and HRM is still at its infancy stage, and as such, serious attention is needed among the players in the development of construction companies.

Keywords: customer relationship management, human resource management, house building company, customer focus, training courses

Introduction

The construction industry can be described as a substantial economic driver for any country. Construction Companies recognized becoming trusted participants in various sets of strategic alliances is one of the most important requirements of success in a competitive global economy (Grant & Yankson, 2003). This new field of study is focused on building long-term relationships with CRM and HRM and other parties (Chen, 2003). Increased comparativeness means that construction businesses must be able to react even faster and more specifically to individual customer demands to win customer loyalty for as long as possible (Roy & Cochrane, 1999). In order to create competitive advantages and achieve better results, construction business relationships offer opportunities for several organizations (Clarke & Herrmann, 2007). This makes the understanding of satisfaction, retention, and loyalty an important area of research. Hutt and Speh (2004) stated that the essence of CRM and HRM in construction companies is to build long-term relationships with customers.

Discussion

Customer Focus

The orientation of an organization is towards serving its clients' needs. Having a customer focus (CF) is usually a strong contributor to the overall success of a business and involves ensuring that all aspects of the company put its customers' satisfaction first. CF is also the most important aspect for any organization. Having a CF usually includes maintaining an effective customer relations and service program. CF refers to the process of improving the relationship between an organization and its customers. This provides an organization and its' public an opportunity to interact so as to improve business and create a good customer base. CF quite literally and quite obviously focuses on the customer (Gupta & Zeithaml, 2006).

Customer Relationship Management (CRM) in House-Building Companies

According to Clutterbuck and David (1991), CRM represents a new way for the construction industry to manage getting work and tracking customers. Building companies looking to increase their success in bidding and winning more work should seriously review CRM as a strategic element of a company's overall Information Technology Strategy. The roots of CRM are entirely born out of relationship marketing (RM) and a number of contributors to the relationship marketing literature emphasize the role of multiple stakeholders in the process (Payne & Frow, 2006). Companies are finding that the old way of obtaining business is not as effective in today's market. Construction companies have traditionally invested in software systems for estimating, job costing, and project management. The construction industry has not historically been a large adopter of CRM, but that is changing. Therefore, developing a CRM solution specifically for the construction and construction supply industries, even in the standard version, already covers the majority of the specific requirements (Issa et al., 2003).

Human Resource Management (HRM) in House-Building Companies

In recent years there has been a widespread realization that construction must improve its HRM performance before it can improve its overall efficiency, productivity, and cost effectiveness (Clarke & Herrmann, 2007). Regarding the intense competition within the modern construction business world, it is noteworthy that HRM is considered the most important competitive advantage of every construction company. Therefore, project managers must be aware of how to handle such as strategic factors and learn how to use them effectively. Thereby, a company can achieve a strong competitive strength. Accordingly, effectiveness of strategic HRM systems is bound to enhance knowledge, skills, capabilities, and motivations of employees to obtain organizational strategic advantages (Becker & Huselid, 2006).

Training Courses (TC)

Huang (2001) claimed that training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates to specific useful competencies. Based on Guner and Wehnerl's (2003) research on Online Employee Training, there is a growing number of employers who are turning to online employee training for a hands-on, interactive way for employees to learn. Training presents a

prime opportunity to expand the knowledge base of all employees, but many employers find these development opportunities expensive. As Hannum (2001) mentioned, web-based training has several advantages. Online training allows employees to learn at their own pace and at a time that is convenient for them. And, no matter which shift an employee works, training is always available anywhere there is an Internet connection, which makes these programs effective for training across multiple locations. Because all the trainees will use the same program, training materials can be standardized. The materials are also easy to update. Online employee training also makes tracking results easier (Formoso et al., 2002).

Objectives of the Study

The present study attempts to achieve the following objectives:

1. To evaluate the effect of (TC) on (CRM) in construction companies.
2. To investigate the mediating effect of (CRM) on (TC) and (CF) in construction companies.
3. To assess the effect of (TC) on (HRM) in construction companies.
4. To determine the mediating effect of (HRM) on (TC) and (CF) in construction companies.
5. To ascertain the effect of (CRM) on (CF) in construction companies.
6. To evaluate the effect of (HRM) on (CF) in construction companies.
7. To assess the effect of (TC) on (CF) in construction companies.

Hypothesis of the Study

1. There is a significant relationship between (TC) and (CRM) in construction companies.
2. There is a significant relationship between (TC) and (HRM) in construction companies.
3. There is a significant relationship between (CRM) and (CF) in construction companies.
4. There is a significant relationship between (HRM) and (CF) in construction companies.
5. There is a significant relationship between (TC) and (CF) in construction companies.

Research Methodology

In this research, quantitative analysis is used to analyze the data. This study analyzes data which includes descriptive statistics, goodness of measures, reliability analysis, validity analysis, hypothesis testing, and mediation effects testing. It investigates relationships between TC, HRM, CRM, and CF. The data collection resources (tools) are classified into two groups of primary and secondary sources or information. In the case of secondary resources, articles, books, research,

studies, and the theses conducted in this field (collected from libraries and internet websites) have been used. Also, the primary information has been collected using the field research method (questionnaire).

A draft of the questionnaire is evaluated by ten academic professors in the areas of CRM, HRM, and the construction industry. These processes enable a researcher to develop a questionnaire with high content validity. According to our respondents, a group of experts, all the ambiguities in the questionnaire were made clear and the items have been designed and reviewed. The structured questionnaire was developed according to a 5-point (Likert-type) scale ranging from 1 to 5, namely strongly disagree, disagree, neither disagree nor agree, agree and strongly agree. Because, the Likert scale makes information available about the respondents' degree of contribution, deeper implications of the perception to be surveyed can be made. Table 1 shows the reliability coefficient of the questionnaire. It shows that the Cronbach's (1951) alpha of the questionnaire is 0.8235 which means the reliability of the present research questionnaire is acceptable.

Table 1

Reliability Statistics

Cronbach's Alpha	N of Items
0.8235	36

The sampling technique in this research is stratified sampling, where, the researcher divides the population into separate groups, called strata. Then, a probability sample (often a simple random sample) is drawn from each group. The sample size of research can be determined according to Morgan's Table (Krejcie & Morgan, 1970). In this research the population size is N=800 and according to Morgan's Table the sample size should be N=260, but it was actually 266 (33.25%). The target population of this research consisted of managers and non-managerial staff, as well as professional members of the Real Estate and Housing Developers' Association.

Analysis and Interpretation

This portion of the paper discusses the objectives of the research, namely the effects of CRM and HRM in the construction company. In the data analysis portion, readers can see the collected data and summarized information that were studied, categorized, and tested using the descriptive and inferential statistical techniques. This was done with the intention to achieve the research objectives, answer its questions/hypotheses, and its problems. The detailed process of how it works will be explained.

Mahalanobis Distance

Mahalanobis distances provide a powerful method of measuring how similar certain sets of conditions are to an ideal set of conditions and can be very useful for identifying which regions in a landscape are the most similar to an “ideal” landscape. Moreover, Mahalanobis distances are based on both the mean and variance of the predictor variables, plus the covariance matrix of all the variables, and therefore take advantage of the covariance among variables. The region of constant Mahalanobis distance around the mean forms an ellipse in 2D space (i.e. when only 2 variables are measured), or an ellipsoid or hyperellipsoid when more variables are used (see Table 2).

Table 2

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.0000	4.6667	4.4211	.16039	266
Std. Predicted Value	-2.625	1.531	.000	1.000	266
Standard Error of Predicted Value	.000	.000	.000	.000	266
Adjusted Predicted Value	.	.	.	.	0
Residual	.00000	.00000	.00000	.00000	266
Std. Residual	.000	.000	.000	.000	266
Stud. Residual	.	.	.	.	0
Deleted Residual	.	.	.	.	0
Stud. Deleted Residual	.	.	.	.	0
Mahal. Distance	23.095	25.504	24.906	1.043	266
Cook's Distance	.	.	.	.	0
Centered Leverage Value	.087	.096	.094	.004	266

a Dependent Variable: dv

The tests results show that the minimum for Mahalanobis distance was 23.095 and the maximum for was 25.504. It means that, our data value is between the minimum and maximum range.

Skewness and Kurtosis Test Results

Skewness and Kurtosis can be used to test the normality of a given data set. Since the statistics are between (-2, 2), the distribution of the sample is normal.

The amount of Skewness for all variables respectively is 0.485, -0.332, -0.514, and -0.651. It shows these variables are normal and have a symmetric distribution and also the amounts of Kurtosis for all variables respectively are 0.141, 0.675, -0.793, and 0.332. It shows that the variables distribution is normal (see Table 3).

Table 3

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
IV (TC)	266	.485	.149	.141	.298
MED1 (CRM)	266	-.332	.149	.675	.298
MED2(HRM)	266	-.514	.149	-.793	.298
DV (CF)	266	-.651	.149	.332	.298
Valid N (listwise)	266				

Multiple Linear Regression Analysis Test Results

A body of statistical techniques in which the form of the relationship between a dependent variable and one or more independent variables is established so that the knowledge of the values of the independent variables enables the prediction of the value of the dependent variable or likelihood of the occurrence of an event if the dependent variable is categorical. Regression analysis is a method by which quantitative social science seeks to establish how things are caused. The objectives are both scientific description and prediction. Montgomery (2012) states that, if we know the form of the relationship between things we have measured and know how

it is causal to something else, then we can predict the value of the caused thing (see Table 4, 5, 6).

Table 4

The Linear Regression Analysis Test Results among all the Variables

IV (TC)								DV	Model
Model Summary		ANOVA		Coefficients					
R ²	R	sig	F	sig	t	Beta	B		
0.052	0.228	0.000	14.470	0.000	14.311	-	3.477	CRM	1
				0.04	3.804	0.228	0.207		
0.179	0.415	0.000	54.892	0.000	9.152	-	2.461	HRM	2
				0.000	7.409	0.415	0.446		
0.000	0.020	0.742	0.108	0.000	20.261	-	4.351	CF	3
				0.742	0.329	0.020	0.016		

The Beta coefficient and significant value (sig) of the variables imply that TC variables have statistical validity, and TC has a significant impact on CRM and HRM because the significance value of these variables

are smaller than the significant level 0.05. But TC does not have a significant impact on CF, because sig is bigger than 0.05.

Table 5

The Linear Regression Analysis Test Results among Variables between CRM and CF

IV (CRM)								DV	Model
Model Summary		ANOVA		Coefficients					
R ²	R	sig	F	sig	t	Beta	B		
.094	.307	.000	27.508	.000	25.153	-	5.584	CF	1
				.000	5.245	.307	.264		

The Beta coefficient and significant value (sig) of the variables imply that the CRM variables have statistical validity, and CRM has a significant impact on CF because the significant value of these variables are smaller than the significant level 0.05.

Table 6

The Linear Regression Analysis Test Results between HRM and CF

IV (HRM)								DV	Model
Model Summary		ANOVA		Coefficients					
R ²	R	sig	F	sig	t	Beta	B		

.160	.399	.000	50.124	.000	17.124	-	3.129		1
				.000	7.080	.399	.290	CF	

The Beta coefficient and significant value (sig) of the variables imply that HRM variables have statistical validity, and HRM has a significant impact on CF because the significant value of these variables is smaller than the significant level 0.05.

This research study has successfully achieved objectives one to six and objective seven is rejected as stated on the analysis.

Conclusion

The main purpose of this study was to identify the concept of a mediating effect of CRM and HRM on the relationship between TC and CF in construction companies. It has demonstrated that the integration of CRM and HRM with the construction industry offers considerable potential for enhancing construction collaboration and ensuring that each sector of the construction industry is provided with access to CRM and HRM specific data, information, and services, hence improving the construction project. However, realizing the concept of CRM and HRM in the construction industry is a great challenge because on top of the complexity of the construction processes and fragmented nature of construction organizations, the construction industry is still very conservative and not ready to adopt new technology. There are numerous potential benefits in providing a CRM and HRM support infrastructure for the construction and the construction industry, which needs to take advantage of the sophistication of the CRM and HRM to make the necessary investments to realize these.

This research is conducted in the scope and limitations mentioned in the literature review. As such, it cannot go deeper into the research aspects conducted. This study only identified a mediating effect of CRM and HRM on the relationship between TC and CF. However, there is an ample scope to conduct a future study by taking more samples with the inclusion of government building sectors. It is hoped that this research will pave the way for writers and those interested in conducting deeper research with more respondents who represent the whole population of the country. This will require ample financial resources and a longer study period. The writer

recommends that continuous research be conducted on all the challenging factors in implementing CRM and HRM in construction companies. The writer is confident that this research is important to find methods to make future construction developers more aware of this issue. In conclusion, the author wishes that the information in this research will assist future researchers to embark on further research pertaining to the field of construction companies and use any of the suggestions contained herein as rough guidelines for the direction of the future research.

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Making the most of introverted leadership in a world of extroverts

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Abstract

In this competitive world everyone strives to become a good leader. Generally, people have a notion that extroverts are better leaders than introverts (Cain, 2013). But recent results (Cain, 2013), are in contradiction with these peoples' beliefs. As we advance in our careers, individual expectations increase as we need to collaborate with others for the growth of the organization (Helgoe, 2013). Due to these expectations, extroverts have the edge when compared to introverts, and hence, this leads to the capabilities of introverts being overlooked (Eve-Cahoon, 2003). It is a general human tendency to define confidence with a person's level of loudness. As per the research by Laney (2002), loudness should not be a criterion to measure confidence. Being perplexed about our own behavior is the biggest mistake people make. Firstly, people need to understand which scale they pertain to. The research says the best way to understand this scale is by paying attention to what we do, not what we think or say (Cain, 2013). This article gives knowledge about how an introvert holds the capabilities to lead groups and inspire others. Various characteristics of introverted leadership are described with real-time examples and statistics to articulate the difference between extrovert and introvert leadership styles.

The goal is not to change introverted leaders, instead it is to understand their preferences and use it as a strength (Kahnweiler, 2009).

Introduction

Traditionally, it is assumed that extroverts take up leadership roles because of their outspoken personalities and networking and public speaking skills (Helgoe, 2013). These traits are believed to be important for a leader to possess in order to drive employees. But looking back at history, many influential people with significant achievements were introverts (Kahnweiler, 2009). Introverts have excelled in many fields, such as technology, art, science, and literature. This proves that introverts also have the ability to lead organizations in an extremely extroverted culture all over the world.

Reports state that roughly 40% of executives around the world are introverts (Smith, 2013). The innate quality of these achievers is their style of working in solitude, slow yet focused and effective, with calm confidence and the biggest of all they master the art of listening (Kahnweiler, 2009). Introverts have the ability to accept mistakes, limitations, and imperfections which makes them humble (Karten, 2013). Being humble creates a way to hear others out, which leverages their listening skills. Introverts tend to take the blame and support their employees if things go wrong, and further encourage the employees to learn from their mistakes (Eve-Cahoon, 2013). Embracing solitude makes them more creative as they make space for self-learning and understanding the pros and cons of any proposition (Karten, 2013). Hence, they are often claimed as safe players and are less risk-takers. Introverts spend a lot of time in making things go smoothly and focusing on better ways to achieve goals. As Cain (2013) explains, their focus on depth helps them dig deep into problems and come up with ideas before moving on to new ones. Introvert leaders use their weaknesses to seek, understand, and play to their strengths (Smith, 2013).

Society is in need of people who can be calm, quiet, and focused. Introverts are the best gift the world can have to balance a go-go, extroverted culture (Cain, 2013).

Discussion

Comparing the Traits of Introverted Leadership and Extroverted Leadership

Understanding personality traits, strengths, and weaknesses between introverts and extroverts, gives insights about behavior (Costa & McCrae, 1985). The biggest strength for introvert is their ability to make decisions without small talk. They have a talent to foresee the

outcome and express it in writing (Eve-Cahoon, 2003). While, the biggest strength of an extrovert is being social and out-spoken. Table 1 illustrates some of the traits of both introverted and extroverted leaders (Kahnweiler, 2009).

Table 1

Introverted leadership characteristics	Extroverted leadership characteristics
Depth to breadth	Breadth to depth
Learn by listening	Learn by speaking
Slow thinkers	Fast speakers
Value people more than work	Value work more than the people
Think to talk	Talk to think
Action oriented	Voice oriented

Traits of Introverted Leadership and Extroverted Leadership (Kahnweiler, 2009)

Introverted Leadership Traits

Learn by listening. The best skill in introverted leaders is their ability to listen. This helps them make better decisions and hear every voice in the group (Cain, 2013). They pay attention to detail and learn to analyze every detail for any given problem. They exhibit their view only once they are prepared, have processed, have analyzed, and have connected with people around them (Kuofie, Stephens-Craig, & Dool, 2015). For example, according to the research from Wharton professor Adam Grant (2009), in a classroom discussion, an introverted student does not participate until he/she learns the mechanics of the discussion. They speak to add valuable comments only when they are able to articulate the importance of it.

Think first talk later. The biggest difference between introverted leaders and extroverted leaders is, introvert leaders think first and talk later (Cain, 2013). Mark Zuckerberg, CEO of Facebook, built one of the most successful technological companies in the world. No one must have ever heard about what was going with the idea of Facebook until it was launched. He is a perfect example of a person who implements his creative idea, and then, let the world know about it (Humphrey, 2013).

Making the most if given a chance. Introverted leaders wait for opportunities to be given to them and proves that they are valuable. In a common scenario, introverted leaders do

not speak up until asked to. Once, they make an attempt, they make the most out of it. They express themselves in their unique way and make sure others hear them (Kahnweiler, 2009). The best compliment I received from my professor was even though I do not speak much in class, when I do speak, I always make the interaction meaningful.

People are more important than work. In a group of people in any organization, extroverts think about how the work can be done. They collaborate and motivate people as a group to get the work done (Eve-Cahoon, 2003). In the same situation, introverts think how individuals in the group can nurture his/her skills while contributing for the work. Introverted leaders think about every individual in the group, and try to collaborate with and motivate them one-on-one for their personal growth (Laney, 2002).

Valuable assets for extroverted leaders. In a group, if there are only extroverts, there will be several conflicts due to their outspoken nature. For a team, it is essential to have a few introverts around to value everyone's perspectives (Berkowitz, 1953). For example, a world famous cricketer, Sachin Tendulkar, was made captain of his team. Under his captaincy, India won 16% of the time (Purandare & Guha, 2012). He was an extreme introvert and the whole team was very happy because their voices were heard. Though there were lot of oppositions (extroverts), he was an asset to the team as his skills made the team believe in him.

People portrayed as extroverts though they are introverts. Voice should not be the only criteria that defines a person as an introvert; their actions also need to be considered. As we have seen in history, Barack Obama, though an introvert, always proved himself through his actions and left an impact on society. His work made people think about his traits and the whole world recognized him as a perfect leader (Greenstein, 2012).

Confident but not over confident. People have the notion that introverts lack confidence because of their shyness. But as seen in the research of Cain (2013), introverts do not enjoy social interactions because that is their preference and not an aversion. From the time of childhood, we do not know what we are passionate about. Once we know about our passion, we should also understand that we can always not be successful in the first attempt go. As George (2004) has stated, self-confidence is the primary requirement, and then, the day one starts receiving appreciation, confidence is increased. Introverts engage much less in social

interactions, but due to the time they buy-in, they think through and understand interesting insights of a scenario which makes them confident but not overly confident (George, 2004). For example, one of the most successful businessmen Elon Musk, CEO of Tesla Motors and co-founder of PayPal, definitely does not lack confidence even though he is an introvert (Vance, 2015). Elon Musk (2016) said, “If something’s more important enough, you should try. Even if you – the probable outcome is failure.”

Recommendations

The key idea is to believe in ourselves, build confidence, and utilize the skills we have to be able to lead. To be successful, one needs to have, the power to learn, motivate, and be equally competitive in a group (Kuofie, Stephens-Craig, & Dool, 2015). The ability to enhance the skills you cherish the most in yourself and to make others enhance theirs in a way where they can handle challenging situations is a goal of leadership.

Conclusion

The world looks for people who are capable of taking over challenges and proving their actions. There is no answer to the question, who are the better leaders? In fact, time has proven that both can play an important role in leadership positions. Making the most of what we have is the best way to perceive leadership (Greenstein, 2012).

Introverts do not seize power, instead they lead by mentorship, listen to other’s perspectives, think through every pro and con of a situation, inspire, encourage, and bring out the best in others. Introverts generally leave their egos aside and take risks only after thorough analysis (Helgoe, 2013).

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Understanding the dynamics of leadership: A case study on Jeff Bezos and Jack Ma

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Abstract

This paper analyzes the leadership approach of two leaders, the founder of Amazon.com, Jeff Bezos, and the founder and executive chairman of Alibaba Group, Jack Ma. It incorporates their decision-making style, problem-solving mechanisms, and their concerns for the overall globe making them "global leaders." This paper critically compares the implications of their approaches to comprehensive employee motivation and company performance. This paper deviates away from "The Great Man Theory" and emphasizes on "Bandura Social Learning Theory" which emphasizes leadership as a process which can be practiced and learned. This paper summarizes their legacy in the business world and the paradigm shift that they brought in the way of doing business.

Introduction

The initiation began nearly 23 years ago, dating back July 5, 1994, when all was set by Jeff Bezos to sell books online. Ironically, Amazon.com scrambled for the corporate space and incepted its business venture from a garage, which is now euphorically welcomed by US cities throughout the country for the establishment of its second corporate office. Jeff Bezos is now the wealthiest person in this world, and his company holds a net worth of \$700bn (Lee, 2018). Similarly, it is not wrong to share about Jack Ma's leadership ventures and corporate tactics. A company initiated nearly 18 years ago on April 4, 1999, has not only revolutionized the way of doing business but has also unequivocally enhanced the idea of people's lives. The company now holds a total asset worth of US\$76.28 billion (Wikipedia, 2017) and Ma is one of the richest person in China.

Both business tycoons are the perfect apotheosis of their business ventures who have not limited themselves to their organizational periphery but have also worked beyond those dimensions. Indeed, they are being socially responsible and ethically practicing the code of business so that global inhabitants could benefit, i.e., the "Global Leaders." But this status is not easily earned. It cost them undisputed stress and they faced many challenges trying to leverage this point. They are the vindication of disruptive innovation in the field of e-commerce which is not only limited to their country of origin but has become pervasive.

Discussion

If we compare these two personalities, we could infer their essential traits overlap. As Patel (2017) mentions, the success of a leader concentrates on their ability to manage themselves, i.e., having self-management skills, an ability to act and respond strategically, being an effective communicator, being accountable, and setting clear and defined goals. The same has been overemphasized by Baldwin, Bommer, and Rubin (2013) in their claim that the best approach to effective leadership initiates after assessing self-ability. Aligning with that idea, Khan, Nawaz, and Khan (2016) have purported that there is no such thing as "A Great Man Theory," and it is a myth that leaders are born. Leadership is a systematic, logical, and analytical approach that can be learned.

Both leaders, Ma and Bezos, are disruptive and transformational innovators. Indeed, they have changed the way of product consumption. Their trajectory was neither simple nor linear. They accepted the risks, assessed the challenges, and had constant desires to upgrade. "Amazon Go," a supermarket without checkout was introduced by Bezos in Seattle (Johnston, 2018). Similarly, "Taobao," an Alibaba owned auction site, sold two Boeing 747-400s for \$48 million (Sheetz, 2017), leading the civilization to the ease of consumption. The success of leaders depends on their ability to break taboos and stereotypes, but it does not mean that they must follow unconventionality or look for the divergence, it is about moving at a certain pace.

Interestingly, the leaders always search for incongruity or the gap; this is also a source of innovation as stated by Drucker (1985) in his book entitled *Innovation and Entrepreneurship*. Ma (2017) once said that the world can never have one model. Leaders always search for initiation and innovation. Whatever the verdict may be, they are tempted to explore and discover ways to further global civilization. Leaders think big and see what others commonly imagine. Ma, in his 2015 speech at the World Economic Forum, emphasized that to create a global ecosystem for e-commerce, they do not hesitate to delegate and decentralize. He does not like empire games, indirectly using the connotation for Amazon.com as is it Win-Lose strategy. Their success on global leadership fundamentally depends on "Global Intelligence" (GQ), which encapsulates elements like adaptability, awareness, curiosity, empathy, alignment, collaboration, and integration.

But, what makes these leaders shape their vision and their organizational transition in-between their points? It is undoubtedly the strategic resources, i.e., human resources. Among the resources the organization holds (financial, physical, informational, technology, et cetera), the most important and essential is human capital, as it can control and optimize the use of the remaining resources effectively and efficiently. As of 2017, Alibaba.com employs 50,092 employees and Amazon envelopes 541,900.

Jack Ma has been quoted saying that he might have a smart face, but that he has got very stupid brains (Clark, 2016). Ma can be characterized as a funny and humble human who is down to earth. Stating himself as Chief Education Officer (CEO) of the company, he wants to

open doors to create a learning opportunity for the overall organization. He inspires and enriches the job of his employees by periodically rotating them across products and regions irrespective of their knowledge. Ma's emphasis is that we should learn from failure (Duncan, 2016). Further, every employee is given a nickname and are allowed to make suggestions in the management decisions if they like. He prioritizes his customers first which is then followed by the employees and shareholders. Ma's philosophy about his employees as shared by him in World Economic Forum, 2018 is that they come not only for the job, but they also come with their dreams to share with the company. He has emphasized that each company should believe in their employees. In Alibaba.com, most of the employees are as per "Theory Y" as Ma makes the work environment great and motivating.

Bezos (1997) in his very first annual letter to his employee stated that "failure and invention are inseparable twins, to invent we have to experiment, and if we know in advance that what may happen, it's not an experiment" (Mullaney, 2017). From the very beginning, he has focused on making bold decisions, even if they do not work out, he believed he would learn something for the next session. Richard Branson, the founder of Virgin group, has emphasized the risk of stopping and has prioritized walking slowly rather than halting the movement. Bezos's persuasion goes beyond traditional marketing tactics, and rather than focusing on the competitors, he focuses on the customers. This is probably the reason for which in each meeting he separates an empty chair for the customers. Equally and inevitably important is the delegation of authority, it not only makes employees responsible but they also feel valued.

Similarly, Bezos in his 2015 annual letter to his employee, mentioned empowering his employees by letting them conclude "Type 2 decisions", which the business can reverse if the things go wrong. On the one hand, higher management saves their strategic time and on the other hand, pushing power down in organizations keeps scopes for innovation and motivation. Mankin (2017) in the magazine "FastCompany" stated that an engaged employee is 44% more productive than a satisfied worker, but an employee who feels inspired at work is nearly 125% more productive than a satisfied one. Undoubtedly, a successful leader always tries to motivate and inspire his employees.

In both cases above, leaders are open-minded, they highly value their employees as crucial strategic resources, are innovative, and assume risks. Both of them give an opportunity to leverage the skills and expertise of their employees, and foremost they track and keep pace with customer trajectory. Companies following market expectation have won; they innovate either dynamically or disruptively, and this leads to motivating employees. Nokia Inc. and Kodak, the market leaders of the time, lost their dominance due to their arrogance of previous wins (Sull, 1999). This not only leads to the closure of much-hyped businesses of the time but also to lambasted employee motivation.

The aforementioned business tycoons will be remembered for their contributions not only in the field of business and corporate philosophies but also for the undisputed wonder they have endowed to the global civilization, which is the reason they are called "Global Leaders." Their companies have crossed beyond the doctrine of employee mechanization and have worked on understanding the human dimension and motivation factors for the employee. These two are the disruptive innovators who have dramatically changed the way people use to purchase products or do businesses.

A drive to excel beats them; they are not shattered by the competition and always drive to move ahead. In 2018, at the conference organized by the World Economic Forum, Ma informed the community that his company had already invested \$15 billion in Research and Development for the newer model of technologies aiming to make life more comfortable. Similarly, Amazon is right now in the position of developing the "Alexa assistant" which will be toe-to-toe with Google's assistant system. Their invaluable contribution to marginalized people is mesmerizing and appealing. Ma has a philanthropic trust that is funded by 2% of Alibaba's equity (Fortune, 2015).

Amazon is ranked as the most innovative company of 2017 (Fastcompnay, 2017). This was only possible due to the strong vision of Bezos and his ability to test new models of business. Unlike the iPhone or the Dell computer, Bezos has never stuck his company on singularity. He was equally innovative and never hesitated to dismantle previous business models. Amazon Prime, a deviation from brick-and-mortar stores, epitomized the need of

online books to that of daily humankind requirements like the need for groceries. This has made people seriously think about Bezos's legacy of business skills.

The more global you go, the more you are responsible. You cannot only communicate inside your organization; you must be unequivocally proactive to the recipients of those outside of your organization. This is where the risk increases exponentially as the chances of the message being decoded negatively are high. For example, Dove might have never thought that their soap advertisement featuring a black woman would be treated as an act of racism. Undoubtedly, internet technology has become a ubiquitous platform for the global shapers to communicate, which they are using to gain support for their ideas, but equally, there are risks too.

Whether Jack Ma or Jeff Bezos, it could be inferred that they have always set high-performance expectations aligning with the Goal Setting Theory, these motivates and necessitates leaders to think about their employees as well as their customers. Disruptive innovation in artificial intelligence, robotics, and space technology has become possible because of their skills to inspire their stakeholders. Jack Ma in 2018, at the World Economic Forum requested to not only focus on "Emotional Intelligence (EQ)" and "Intelligent Quotient (IQ)" but appealed all to seek "LQ" in their employees where "L" stands for love. Ma shared that women, are naturally high in "L" factors which make them more affectionate and caring towards the customer. Indeed, Ma was talking about women empowerment.

Their communication skills are exceptional and inspiring. As mentioned above, Bezos, in his company meetings always allots an empty chair for his customers. He follows the consumers and suggests all his employees make decisions with the betterment of customers in mind. Elon Musk, CEO of Tesla, Space X, and Hyperloop and Richard Branson, founder of Virgin Group, Late Steve Job, and co-founder and chairman of Apple communicated that motivating their stakeholders compelled them to think about the benefits of the transition that lead to groundbreaking transformations since every innovation betters civilization.

Problems are inevitable, the differences are it can be structured or un-structured, systemic or un-systematic, and diversifiable or un-diversifiable. Problems, if appropriately analyzed, can lead to a future opportunity. Albert Einstein once said, if he was given an hour to

examine an issue, he would spend 59 minutes in defining and looking for the problem (Cooper, 2014). Bezos and Ma both fundamentally are looking for the problem, and their decisions are data-driven. It could be said that their decision-making processes are evidence-based and technically enhanced. As mentioned earlier, Alibaba.com has already invested \$15 billion in R & D to configure technology that the humankind might need ten years down the line. "Big data," the much-hyped terminology in data analytics is a business opportunity but also comes with risk through artificial intelligence (AI). These breakthroughs have become the milestone for global companies to make decisions. They perform scientific, analytical, and collaborative approaches to solve a problem.

Amazon, owned by world richest person, has enough net worth to build a second headquarter for its company. Its brand opulence is enough to create tectonic movement in the global market. If Amazon and Alibaba accept cryptocurrencies, the value of virtual currencies in the stock exchange can escalate. But having said all above affirmations, these companies never make ad-hoc judgments. Amazon announced its plan for a second headquarter on the 7th of September 2017 (BBC, 2017). Amazon received applications from more than 100 cities, and evaluated all applications based on its requirements and resources available (like skills, state facilities, et cetera). Amazon has now deduced the sample size to twenty (Kennedy, 2018). We could easily infer that Amazon is following the systematic process of problem recognition, alternative evaluation, decision making, implementation and learning (PADIL) as enlisted by (Baldwin, Bommer, & Rubin, 2013) which is shown in the diagram below.

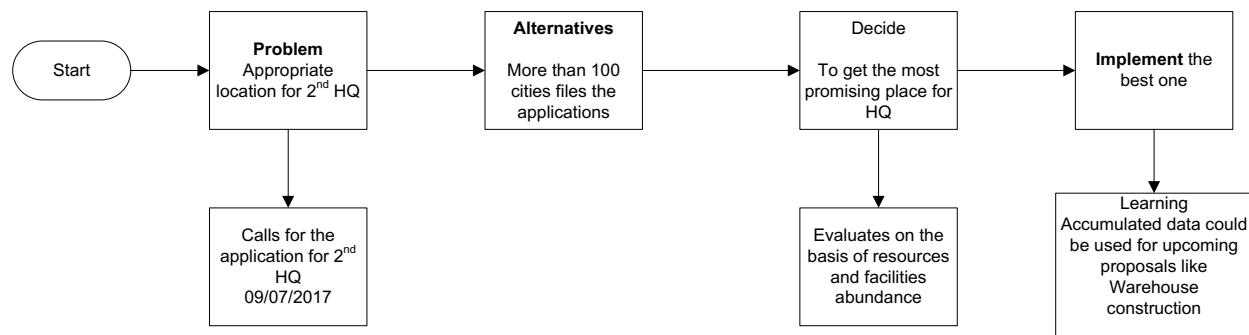


Figure: Amazon decision-making process for finalizing the location for the second headquarters.

Similarly, the same goes with Jack Ma. He has also emphasized evidence-based decision making and has stated in World Economic Forum (2018) that data is human behavior. But he

also cautioned that though technology is more advanced than human beings, they cannot beat the wisdom a human possesses. Biases delude the decision makers, and these biases could be due to various internal factors that an individual learns from his environment. It dilutes the predisposition and makes decision makers often gloomed with negativity. Jack Ma, in his company, gets rid of these biases regularly as he rotates his employee across departments and regions. In doing so, they learn and start to respect cultural and individual differences.

Conclusion

Jack Ma and Jeff Bezos are market leaders in the 21st century. Jack Ma is a humble and humorous guy. He is a great motivational speaker, whereas Bezos, an American guy, is straight and direct. Except for their fundamental cultural differences which impacts the way they were brought up, these leaders mostly share the same approach to decision making. They follow evidence-based approaches, are opportunity seekers, believe in their employees, have the drive to excel, and are "Global Leaders." They both will be noted for their contributions to business as well as to society. Just consider Amazon prime, the parcel in your post box, the gift sent to you by your loved ones in front of your apartment doors, the machine that you purchase from Alibaba.com to resale in your country. Ma has a list of failures, from university enrollment to his job application at KFC, and Bezos started a business from his garage. Fail big, strive for your dreams, but dreams without goals are worthless. Be effective and efficient with your resources and sack away from biases. You will definitely win down the line, perhaps not in a year but after ten years it is possible. Leadership is about learning; it is not about your genes or the skill you have inherited.

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Direct assessment of second language writing: Holistic and analytic scoring

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Abstract

Direct assessment of second language (L2) writing skill, in which a student is usually assessed by means of an essay on a topic during a limited time period, has been used as a valid measurement of ability to write in comparison to indirect assessment of writing through multiple-choices. Although both direct and indirect assessments have a risk of reliability, it is effectively argued that direct assessment is more representative of the integrative aspects of writing (Coffman, 1966; Morris-Friehe & Leuenberger, 1992). In this era of globalization, a large number of culturally and linguistically diverse students seek higher education in North America. Direct assessment of L2 writing skill is widely used to assess these newly-arrived students' English proficiency for placement decisions at the beginning of their university programs in the target language. As such, understanding direct assessment of L2 writing is paramount to improve assessment procedures for test validity and fairness. This article reviews direct assessment of L2 writing in the existent research literature with an attention to its two major scoring rubrics: holistic and analytic. The literature review concludes that the purpose of the writing task is significant in deciding which scoring method to use in specific contexts.

Introduction

Direct assessment of second language (L2) writing skill, in which a student is usually assessed by means of an essay on a topic during a limited time period, has been using as a valid measurement of ability to write in comparison to indirect assessment of writing ability through multiple-choices. Although both direct and indirect assessments have a risk of reliability, it is effectively argued that direct assessment is more representative of the integrative aspects of writing (e.g., Coffman, 1966; Morris-Friehe & Leuenberger, 1992) because “it has a face validity since it requires the candidate to perform the actual behavior which is being measured” (Eley, 1955, p. 11). In contrast, indirect measure using multiple-choice assessment of writing ability is less laudable because it does not “require the examinee to perform the actual behavior being measured—he does not actually write... [and he] makes little or no attempt to measure the ‘larger organization, and content’” (Beaddock, Lloyd-Jones, & Shoer, 1963, p. 42). In this era of globalization, a large number of culturally and linguistically diverse students seek higher education in North America. Direct assessment of L2 writing skill is widely used to assess these newly arrived students’ English proficiency for placement decisions at the beginning of their university programs. As such, understanding direct assessment of L2 writing is paramount to improve assessment procedures for test validity and test fairness. This article reviews direct assessment of L2 writing skill in the existent research literature with an attention to its two major scoring rubrics: holistic and analytic. The literature review concludes that the purpose of the writing task is significant in deciding which scoring method to use in specific contexts and that a valid, reliable rubric can enhance direct assessment of L2 writing for either placement decisions or diagnostic purposes, thereby effective teaching and learning in L2 writing.

Discussions

Direct assessment of L2 writing skill for English proficiency

Direct assessment of L2 writing skill has been acting as a gate-keeper in most North American universities to decide nonnative English speaking (NNES) students’ English language proficiency levels, whose score is often used for placement at the beginning of program studies. That is, in addition to the required large-scale international standardized test of English language proficiency such as TOEFL (Test English as a Foreign Language) or IELTS (International

English Language Testing System) for admission to a university in an English-speaking country, NNES students are usually required to attend a writing test when they start their program in the target language country. Those students having a low test score of writing must take English courses in a bridge English program before having regular English courses. Thus, direct assessment of L2 writing is a high-stakes test as its placement decision instantly influences NNES students' time, tuition, living expense, academic plan, and motivation for their program study. To avoid raters' subjective bias and a risk of reliability, selecting a valid, reliable method of scoring written texts is vital in assessing L2 writing ability.

Numerous research investigations have demonstrated that direct assessment of writing performance tends to yield low reliabilities or a poor consistency of raters' grading on a writing score. Among many factors influencing a rating score of direct assessment of writing skill, reliability and validity are two major concerns (Hamp-Lyons & Kroll, 1996; Henning, 1991); namely, a test cannot be valid without being reliable. Scoring methods are emphasized as one of the significant factors that can affect direct assessment scores of writing ability (McNamara, 1996; Brown, 1996). An effective rating rubric is the heart of the validity of direct assessment of writing because the rubric "represents, implicitly or explicitly, the theoretical basis upon which [a] test is founded" (Wiggle, 2002, p. 109), and it operationally defines the construct of being measured (McNamara, 1996). Choosing a right scoring method becomes the first decision for direct assessment of L2 writing to reduce unsystematic grading that potentially threatens scoring validity. Thus, it is paramount to minimize measurement errors for the attainment of reliability and validity in direct assessment of L2 writing through a well-developed, effective rating scale with explicitly defined criteria and standards.

Types of scoring methods in direct assessment of L2 writing skill

While many other rating scales exist such as primary trait scales (Lloyd-Jones, 1977; Weigle, 2002) and multiple-trait scales (Hamp-Lyons, 1990; Hamp-Lyons & Henning, 1991), holistic and analytic rating rubrics have been mainly used for direct assessment of L2 writing skill in test situations (Canale, 1981; Carroll, 1980; Perkins, 1983). Accordingly, these two scoring methods are discussed in the following, respectively.

Holistic scoring. As impressionistic marking, holistic scoring aims to rate overall

proficiency level by assigning a single score to each written text based on raters' immediate and general impression of the examinees' final written products using a rating scale, often a five- or six-point continuum, which uses a set of scoring criteria where each point corresponds to a descriptor that defines good performance at each score point. See the holistic scoring for iBT TOEFL Test Independent Writing Rubrics by Educational Testing Services (Appendix 1). Concerns from the literature are mainly about the validity of the procedure of using holistic scoring due to low reliability among the raters' scores. For example, Diederich (1964) conducted the earliest study about holistic scoring in the large-scale tests wherein 53 raters measured 300 essays and yielded low reliability or a big difference among raters' rating scores of writing. Similarly, Breland and Jones (1984) showed the same low raters' reliability of 800 essays. Other concerns arising from the literature criticize that using holistic scoring for direct assessment of L2 writing provides little useful diagnostic information about a test-taker's writing ability (Elbow, 1996), language accuracy, control of syntax, lexical range, and organization (Davies, Brown, Elder, Hill, Lumley, & McNamara, 1999), the inadequate inter-rater reliability check for measures of linguistic accuracy (Hamp-Lyons, 1990; Henning, 1991; Polio, 1997; Raimes, 1990), and "problematic for second-language writers, since different aspects of writing ability develop at different rates for different writers" (Weigle, 2002, p. 114); that is, the same holistic score assigned to two different texts may represent two entirely different sets of characteristics. The central concern is that these drawbacks of holistic scoring may cause raters to confound L2 writing skill with language proficiency (Cohen, 1994).

Research shows various sources causing low reliability of using holistic scoring in direct assessment of L2 writing. These sources include scoring methods (Hamp-Lyons, 1991; Reid, 1993; Shohamy, 1995), rating behavior (Kim, 2010), native and nonnative raters (Shi, 2001), sampling bias (Newell, 1984), writing tasks (Shaw & Weir, 2007), and scoring methods and raters' own intuitive impression (Lumely, 2002). Among these identified sources, two primary sources are rater inconsistency and sampling bias. Rater training is considered the important way for the attainment of rating consistency or reliability (e.g., Bachman & Palmer, 1996; Brown 1995); however, sample bias like using more than one writing sample in a large-scale writing assessment seems to have not feasibly improved given practicality.

Although the low reliability of rating is shown in the literature, holistic scoring has been used as the primary measure of writing skill (e.g., Cohen, 1994; Shaw & Weir, 2007) for its distinct advantages of practicality and diagnostic information. Holistic scoring is practical as the essays can be measured rapidly; thus, the process is more economical than analytic scoring. The practicality of holistic scoring echoes Bachman and Palmer (1996)'s criteria of assessment scales that "the most important consideration in designing and developing a language test...is its usefulness" (p. 17). Weigle (2002) further analyzes usefulness in this regard and uses practicality as the most important criterion while comparing the scoring methods. That is, a valid, reliable scoring method must be first of use. In terms of diagnostic purposes, research in both L1 (English as a first language) and L2 writing studies have a consensus that holistic scoring is reliable in giving useful ranking information in an efficient way with a low cost when rater training and rating session administration are faithfully adhered to (Perkins, 1983; White, 1994). Because of these two distinct strengths, holistic scoring is commonly used in large-scale assessments of writing performance, especially in high-stakes tests for making decisions about placement for L2 writers (e.g., Cumming, 1990; Hamp-Lyons, 1990; Reid, 1993).

Analytic scoring. Different from holistic scales, analytic scoring typically provides separate or component scores of writing on specific features, such as relevance and adequacy of content, organization, and lexical breadth and depth, thereby having higher discriminating power (e.g., Mendelsohn & Cumming, 1987). See Analytic Scoring Rubric for Writing (Appendix 2), which was originally developed by scholars in Virginia in the 1990s and was adapted by Wright (2015). The multiple ratings of different components of L2 writing in an analytic rubric are awarded to the same essay in an attempt to enhance the reliability of assessment (e.g., Hout, 1996; Shaw & Weir, 2007; Weir, 1990). As such, analytic scoring is preferred over holistic scoring by many writing specialists for explicit diagnostic information about NNES students' writing, which helps determine proficiency levels for placement and assist NNED students as well. As Shaw and Weir (2007) state,

Analytic scales are more suitable for second-language writing as different features of writing develop at different rates. This method, therefore, lends itself more readily to full

profile reporting and could well perform a certain diagnostic role in delineating students' respective strengths and weaknesses in overall written production. (pp. 151-152). That is, analytic scoring is popular for measures of specific textual features which NNES writers may have developed unevenly. For example, some NNES writers may have an excellent control of sentence structure and grammar but lack knowledge in organizing their ideas in the manner expected in the target language. Given separate or component scores of writing features, an analytic rubric is easier in training raters for its practical and efficient rating procedure (Cohen 1994; McNamara, 1996). Compared with holistic scoring, analytical scoring has a high inter-rater and intra-rater reliability.

Analytic scoring is mainly disadvantageous for its time-consuming and costly in large-scale writing assessment. It is sometimes challenging to assign numerical scores based on certain descriptors even for experienced essay raters (Hamp-Lyons, 1989). Also, measuring the quality of individual aspects may maximize the role of autonomous text features and diminish the inter-language correlation of written discourse (Hillock, 1995; Hughes, 2003; White, 1994). Thus, analysis scoring alone cannot always easily accommodate qualitative judgments concerning content, coherence, style, and language.

Conclusion

Research has demonstrated that direct assessment of L2 writing skill using holistic and analytic scoring methods are reliable and valid to inform test users (e.g., an educational institution) of NNES students' proficiency levels. While both scoring methods have their pros and cons, holistic scoring, which uses a single score representing a reader's general overall assessment of a written text, has been used as the primary measure of L2 writing due to its usefulness or practicality to differentiate NNES students by their relative ranking on a continuum across a range of scores. In contrast, analytic scoring, which specifies separate scores for specific features of writing, is welcomed for its diagnostic information (Brown & Hudson, 2002) for classroom evaluations of learning and a call for student attention to areas of needed improvement or their achievement (Brown, 1996).

The purpose of this article aims to discuss two major scoring rubrics for direct assessment of L2 writing: holistic and analytic. The review of these two rubrics helps improve

the validity of assessment procedures in assessing L2 writing and raise teachers' awareness of different features of scoring rubrics. It is arbitrary to assume that analytical rubrics are better for assessing individual components of the various features of a written text than holistic rubrics assigning an overall score to a piece of writing (Weigle, 2002; Hyland, 2002). The purpose of the writing task is significant in deciding which scoring method to use. A well-developed, effective scoring rubric with explicitly defined criteria, standards, and scales should be encouraged for scoring L2 writing to avoid subjectivity and a risk of reliability, thereby ultimately enhancing effective teaching and learning in L2 writing. What writing components should be assessed in a scoring rubric would depend upon L2 writing construct according to a sound writing theory.

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Appendix 1 Holistic Scoring

iBT TOEFL Test: Independent Writing Rubric (Scoring Standards)

Score	Task Description
5	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> effectively addresses the topic and task is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details displays unity, progression, and coherence displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> addresses the topic and task well, though some points may not be fully elaborated is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> addresses the topic and task using somewhat developed explanations, exemplifications, and/or details displays unity, progression, and coherence, though connection of ideas may be occasionally obscured may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning may display accurate but limited range of syntactic structures and vocabulary
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> limited development in response to the topic and task inadequate organization or connection of ideas inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task a noticeably inappropriate choice of words or word forms an accumulation of errors in sentence structure and/or usage
1	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> serious disorganization or underdevelopment little or no detail, or irrelevant specifics, or questionable responsiveness to the task serious and frequent errors in sentence structure or usage
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

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Appendix 2 Analytic Scoring

Analytic Scoring Rubric for Writing

Domain Score	1	2	3	4
Composing	Lack of a central idea; no details, random digressions	Lack of a focused central idea, or more than one idea; limited details and many digressions	Central idea but with fewer details and some digressions	Central idea with relevant details in a well-organized text
Style	1	2	3	4
	Limited vocabulary; choppy sentences; flat tone	Basic vocabulary; limited to no sentence variety; inconsistent tone	Acceptable vocabulary choices; some sentence variety; consistent but less appealing tone	Well-chosen vocabulary; excellent sentence variety; tone that appeals to readers
Sentence Formation	1	2	3	4
	Frequent non- standard word order; mostly run- on sentences or sentence fragments; omissions of many words; errors frequently detract from meaning.	Some non-standard word order; several run-on sentences; several sentence fragments; omissions of several words; errors somewhat detract from meaning	Mostly standard word order, some run-on sentences; some sentence fragments; occasional omission of words; errors do not detract from meaning	Standard word order; no run-on sentences; no sentence fragments; effective transitions
Usage	1	2	3	4
	Little to no correct use of inflections; frequent tense shifts; little to no subject-verb agreement; many errors in word meaning; errors fully detract from meaning	Some correct use of inflections; some consistency in tense and subject-verb agreement; several errors in word meaning; errors somewhat detract from meaning	Mostly correct use of inflections; Mostly consistent tense and subject-verb agreement; mostly standard word meaning; errors do not detract from meaning	Correct use of inflection (e.g., verb conjugations, plurals, prefixes, suffixes, adverbs); consistent tense; consistent subject-verb agreement; standard word meaning
Mechanics	1	2	3	4
	Little to no correct use of mechanics or formatting; errors fully detract from meaning	Some correct use of mechanics and formatting; errors somewhat detract from meaning	Mostly correct use of mechanics and formatting; errors do not detract from meaning	Correct use of mechanics (capitalization, punctuation, spelling), and formatting

COMMENTS	TOTAL SCORE
<p>*4 = consistent control; 3 = nearly consistent control; 2 = inconsistent control; 1 = little or no control</p> <p>Source: Adapted from O'Malley & Pierce in 1996, originally from Virginia Department of Education in 1990s</p>	

Source: Wright, W. E. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* (2nd ed.). Philadelphia, PA: Caslon Publishing. Note: The rubric is formatted with some features by the author of this article.

CALL's effectiveness in the process of second language learning

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Abstract

This paper is presented to illustrate the importance of technology in education. It discusses several factors playing a significant role in the teaching and learning processes. This paper shows how contemporary learners apply various strategies of learning implementing technology for support. This study considers the advantages and disadvantages of utilizing technology in educational settings by examining current evidence-based research and different points of view.

Introduction

One of the contemporary terms popular in technology is Computer Assisted Language Learning (CALL). This acronym refers to any operation in which a learner uses a computer to improve and learn a second language. Hubbard (2009) illustrates that CALL does not only include desktop or laptop devices, but includes other devices such as mp3 players, mobile phones, whiteboards, smart boards, and DVD players.

At the beginning of technology usage in the classroom, some educators criticized the information technology (IT) field due to the non-universal implementation and the restriction of access to technology. (Hubbard, 2009) states, "similarly, others have criticized the field for being too connected to general education rather than focusing on the unique qualities of language learning" (p. 93).

The earliest projects of CALL began in the 1950s and 1960s. Initial attempts appeared to utilize technology after the invention of the computers in only a few subject areas to aid learning acquisition. By the 1980s, personal computers started spreading to the general public and they were utilized to support learners at all levels in many different subject areas, including language learning.

These attempts continued to develop and expand CALL projects and usage. It was observed (through designing and evaluating numerous projects and programs conducted by scholars) that there is an emphasis on the unique qualities of CALL. Among the programs evaluated were online courses, software programs, and designs. General approaches of CALL included: checklists, methodologies, frameworks, indices, and applications of second language acquisition (SLA) principles (Hubbard, 2009).

This paper seeks to explore the benefits and challenges of CALL, as well as the reasons behind why educators would or would not implement CALL resources into their courses. CALL is defined according to personal experience and whatever definition may be used given the learning environment and program. The main focus of CALL, learning language through different applications needing devices such as cellphones, computers and iPads, is the same no matter what program or system is being used to teach. Zhytska (2012) states that, "It is necessary to understand the huge possibilities of the Internet application in the foreign

language learning and teaching to provide wider opportunities for students to communicate effectively with a lot of people around the world” (p. 25).

Discussion

Advantages

I use CALL in my classes because of the advantages my students experience while learning. When I see my students using CALL individually or sharing their ideas with others after having experiences of using different websites and applications, I see firsthand the value of utilizing CALL. Other advantages appear as well. I find my students' motivation increases by using different games and activities on the computer which assists them in developing their four critical language skills. CALL helps students practice individualization, which refers to choosing which skills to develop and which courses to take.

Another benefit of using CALL in the classroom that causes students to interact with teachers is by sending them their own individuated tasks through emails.

One day, I divided my class into two groups. The first group was allowed to use computers to search for information regarding an assigned topic. The second group was not allowed to use computers at all, but they were allowed to go to the library and choose any book they needed for their search on the same topic. I gave each group 20 minutes to do their research. After that, I switched the groups. When the task was completed, I asked my students, “Which way was easier? Why? Which way do you prefer? Why?” Most of the students preferred using technology because it gave them easy access to more resources with less effort.

Disadvantages

A challenge with using technology such as CALL is the rising costs to the school or educational institution since using computers would become a necessity. Using CALL may make learners confused about some information because there are no specific topics to be taught. Traditional books focus on limited topics. In Iraq, only private schools and a limited number of public schools are able to implement CALL. The lower income schools and students from low income families cannot usually afford a computer. It can cause unfair competition and uneven educational environments for those poorer schools and students. Expensive hardware and

software also becomes a huge obligation for schools and parents. Implementing CALL requires more teachers, more training, and more time in class schedules.

In my opinion, to overcome or reduce the digital divide, I can suggest the following:

1. The government should provide access to free Internet service.
2. The government should provide one computer per home.
3. The government should provide computers for computer labs in each high school and higher education institution.
4. The government should provide laptops for rural community schools and students.

All these above-mentioned recommendations can be achieved by coordination between local and national governments and global organizations which support solutions to educational challenges. If so, they can create fairer communities and more equitable access to technology in education around the world.

Purpose of Technology

Taylor (2014) posed the possibility of uses of the computer in three different settings: tutor, tool, and tutee. Taylor (2014) was the first to distinguish between these three terms and roles as he explained, "When the computer is used as a tutor, it temporarily takes the place of a teacher by providing instruction and guidance. When used as tool, it has no teaching attributes but facilitates instruction. As tutee, the students program the computer" (Chritson & Murray, 2014, p.39).

Computer as Tutor

To depend on computers for lessons, computers should be programmed by experts in all subjects. Programming computers often wastes time because it needs days of preparation for a one-day lesson plan. Also, the computer then becomes the center of instruction, or the only teacher in the class by automatically presenting subject materials and any other resources related to that lesson. There is, in contrast, an advantage of using computers when considering the entire presence of students. This advantage is that, "With appropriately well-designed software, the computer tutor can easily and swiftly tailor its presentation to accommodate a wide range of student differences" (Taylor, R. 1983).

The Computer as Tool

To design a class by using computers as a tool, there needs to be programs which support each served class. For example, I sometimes, connect my teaching/learning activity with using computers especially when my students are using their laptops to search a specific topic for a presentation or to make calculations when solving math problems. In this case, teachers and students may save time and preserve intellectual energy by transferring the necessary but routine tedious clerical tasks to the computer. Using computers either as tutors or as tools improves and enriches classroom learning. It does not require students or teachers to have heightened skills or retrain.

Based on the points above, there are differences between using computers as tools and as tutors in the following cases:

1. Using computers as tutors requires more hours to be well-organized because humans are much more flexible than any machine, even a computer.
2. Designing a lesson plan to be delivered by a teacher requires less time than to be delivered by a computer because teachers can delete some details that they think are not important or adapt spontaneously during a lesson if need be.
3. When the computer is used as a tutor, scaffolding is needed to achieve careful sequencing with each component building on the previous one. Then explicit instructions for learners to practice the language themselves are needed.
4. In contrast, when the computer is used as tool, this interaction may be achieved through human to human connections using discussion lists, emails, and VOIP (Chritison & Murray, 2014).

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Infringement Cases of Intellectual Properties

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Abstract

Intellectual properties are collected ideas and concepts that originated from different sources, such as an individual or company. The entity who carries the title of being the owner of the idea has the sole right in copying or duplicating his own concepts. Despite entitlement of ownership, many people step across the perimeter of the boundaries set by the author. This type of violation is called copyright infringement, where ideas are copied and used without the approval of the originator. The focus of this paper is to discuss some of the companies who are involved in infringement issues like Napster, Bertelsmann, and Blackberry. They were sued by Metallica, Electric and Musical Industries (EMI) and Universal Studios respectively. Additionally, making use of one's invention without the permission of the inventor is called patent infringement. It violates the exclusive rights given by the federal government to the maker of the innovation. NTP Inc., a company with no technology of its own and Oxbo both violated patent rights and were sued by Research in Motion (RIM) and H&S Manufacturing respectively. Each of these cases will be discussed in detail considering various facts, violations, court rulings, and financial damages.

Introduction

All types of violations in the United States have corresponding punishments. Stealing of intellectual property, which belongs to the originator, is a crime which falls under copyright infringement or patent infringement. Companies who are accused of this are not spared from being questioned on any infringement offenses. When proven guilty, the company could face losses of millions of dollars in revenue or possibly its entire operation. This happened in the case of Napster, Bertelsmann, and Blackberry when they robbed the intellectual properties of copyright holders like Metallica, Electric and Musical Industries (EMI) and Universal Studios, respectively. In the same way, NTP Inc. and Oxbo used the intellectual properties of Research in Motion (RIM) and H&S Manufacturing without obtaining the correct permission to do so. Details of the infringement cases faced by these parties are discussed below.

Discussion

Copyright Infringement Cases- Napster sued by Metallica.

To give a brief background, Napster turned out to be a well-known company since 1999 on its inception when Shawn Fanning introduced his concept on the Internet. Music collections with MP3 format are easily downloaded. Through Napster, acquiring music files and sharing with a click of a button became easy. In reaction to this, many bands and musicians attempted to sue Napster. One of these bands was Metallica, whose drummer, Lars Ulrich, was the most vocal in attempting to revoke Fanning's idea.

Metallica sued Napster on the occasion when "a leaked recording of the track / *Disappear* from the Mission: Impossible 2 soundtrack made its way onto Napster, and then onto the radio before its official release" (Patel, 2015, p. 5). Metallica's main complaint is that Napster did not consent them in using their music. Not only that, Napster put in their system the music of Metallica where everyone can freely download it (Patel, 2015).

Certainly, Metallica was very much affected because of copyright infringement. Instead of earning copyright royalties which should have been given to the Mission Impossible production team, the team received nothing, not even a request for them to allow Movie Maker to use their music. Therefore, in April 2000, Metallica sued Napster and in the same year, in the month of October, A&M sued Napster on the same grounds (Rosoff, 2011).

Napster defended themselves by citing the 1992 Audio Home Recording Act. The legislation permitted anyone to make digital recordings for private use, but also required the manufacturer of the digital audio tapes machine and the mini-disc recorder to give the royalty fee to the owners of the copyright (Rowell, 2017). Napster contended that they are just catering the needs of private users and make the process simpler which does not violate the law.

Additional words from Napster's side came from their CEO who claimed that they were not copying files. MP3 files were not the creation of Napster. He expressed that Napster was just the facilitator for all the music lovers to talk with each other and share their love of music, as well as sample it. If people were able to sample the music, they could figure out if they would want to buy recordings or recommend them to others (Taro, 2000). The question remains tough, what is the point in purchasing something when it is already free?

Bertelsmann sued by EMI and Universal Studios.

A different group under the Recording Industry Association of America (RIAA) sued Napster, which made the latter bankrupt. In this situation, Napster sought financial support from companies such as Bertelsmann. Bertelsmann eventually gave in to the demand of Napster and loaned the company \$85 million. In effect, they turned out to be involved in the dispute between Napster and different musicians who are filing cases against Napster. Some of these disputes arose from EMI and Universal Studios (Sandoval, 2007).

Bertelsmann tried to prove that their connection with Napster only began in 2001 when they assisted them during Napster's case trials. Bertelsmann claimed that they were not partakers of any illegal matters (Sandoval, 2007). To lend money to Napster does not mean that they are conniving to its criminal affairs (Harmon, 2003). What Bertelsmann saw is the good side that Napster makes improvement in music industry (Kravets, 2009). Indeed, the former showed hope for Napster and considers it a legitimate online music service provider. This is why they decided to provide financial aid, unknowingly digging themselves into the same grave.

Court rules and financial damages- Napster

In 2002 a federal judge and court of appeals in San Francisco charged Napster copyright infringement fees because they became the platform where people could download and acquire music of different artists without paying (Kravets, 2009). Napster was required to pay over \$40 million due to copyright violations.

Bertelsmann

The court demanded Bertelsmann to pay Universal Music Group \$60 million, Warner Music Group \$110 million, and National Music Publishers Association \$130 million (Kravets, 2009).

Patent Infringement Cases- Research in Motion (RIM) sued by NTP Inc.

First, let me introduce the two companies which are involved in a legal dispute. Research in Motion (RIM) is a Canadian company which began in 1984 and has been successful as the years have gone by. In 1996, it developed a concept to innovate a wireless device and a two-way pager which was handy and could be kept in a pocket. In 1998, Blackberry phones started to support and move voice signals upon starting a contract with Canadian and American telecom companies. In January 1999, Blackberry became more useful for having additional features. The Blackberry device served as a, “phone, pager, e-mail, personal organizer, and web browser” (Weston & Lim, 2008, p.3). A record states that in 2000, RIM made sixteen patent portfolios, while in 2007, the figure went up as high as 400. In this same year, there were 8 million people who used Blackberry.

On the other hand, the late Thomas Campana, Jr. owned NTP Inc., a Virginia based company. The late owner started inventing electronic items in the 1970's. In the 1980's, NTP concentrated on wireless pager technology. In 1992, Thomas Jr. began protecting his inventions and acquired up to fifty patents. While in the process of creating these patents, NTP suffered from bankruptcy.

The issue began in year 2000 when the bankrupt NTP still operated its business by suing different companies who infringed on their patented inventions. NTP did send out warning emails to companies like RIM to warn them that they need to acquire a right to use NTP's

technology. RIM did not heed this warning. In November 2001, NTP submitted a lawsuit against Blackberry stating that Blackberry infringed upon eight of NTP's patented works.

Blackberry was facing a big issue, during the same period that RIM was flourishing in North America, Europe, and Asia. The revenue of RIM increased by 33% during this time (Weston & Lim, 2008). The more RIM's revenue increased, the more NTP saw an opportunity to gain from RIM.

RIM requested to have the issue re-evaluated by the Court. In 2002, the infringement case of RIM went to a US jury trial. RIM presented an old device which they claimed that they created in the courtroom. However, RIM was not able to prove through their demonstration that it was an old enough because the device used the latest technology. On that condition, the judge saw the discrepancy on the part of RIM and thus, did not consider the evidence valid. (Weston, & Lim, 2008).

In addition to the above, RIM sent a letter to NTP mentioning about the technical manuals of Telenor, a Norwegian Telecom company. The documents presented a wireless device for e-mail messaging. In this scenario, RIM argued that Campana (NTP founder) claimed he invented the patented item in 1990 while the technical manual's publication date was 1986-1989 (Weston & Lim, 2008). The arguments brought up by RIM were set aside by the Supreme Court, which made RIM suffer penalties.

H&S Manufacturing sued by Oxbo International Corporation

Oxbo International Corp is a known American Company which deals with the manufacturing of agricultural equipment. Their engineers work hard for the design and development of their machineries to cater the needs of farmers (EauClaire, 2012). In May 2015, Oxbo sued H&S Manufacturing for infringing on four of the triple head merger patents they owned (Stich, 2017).

Court rules and financial damages- Research in Motion

On August 5, 2003 the District Court went in favor of NTP and "awarded damages based upon its assessment of the estimated income derived from certain of the Company's revenues that were considered infringing revenues" (Horgan, 2006, p.1). RIM brought the case to a

higher court. On December 14, 2004 the Court of Appeals supported the judgment of the District Court.

However, in 2005 RIM and NTP made a negotiation. RIM would still operate and “have the right to grant sublicenses under the NTP patents for products or services that interface, interact or combine with RIM’s products, services or infrastructure” (Horgan, 2006, p.1). By demanding that RIM pay NTP \$450 million (originally \$612 million before the negotiation), NTP gave RIM the permission to operate freely without being bothered by any further claim from NTP (Horgan, 2006).

H&S Manufacturing

After 2 years, the court’s and jury’s decisions were tallied. It had been proven that H&S infringed Oxbo’s patents which were identified in the Tri-Flex Window Merger. H&S was required to pay for damages and was ordered not to make, use, or sell Tri-Flex window mergers in the future (Stich, 2017).

Eventualities/Analysis

As mentioned above, Napster went bankrupt after it got involved in a lawsuit during an infringement case. However, despite its loss on the cases filed against them, the brand and logos were adopted by Roxio. Napster name was bought for \$5 million by Roxio (Bary, 2005). Hence, Best Buy was about to buy Napster for \$121 million but since the latter had \$67 million in cash therefore Best Buy just paid them the remaining balance which is \$54 million (Hansell, 2008). In 2005, Rhapsody was trying to join Napster (Levy, 2005) but only in 2011 when Rhapsody adopted Napster and in 2016 the former relaunched the latter (Popper, 2016).

In the case of Blackberry, there is a nonstop volume of demand on this popular gadget and service while NTP worked hard to ensure that they were heard by the court regarding the infringement case of RIM. Despite the loss of the head of NTP, its body continued to spoil the image of RIM in the market. Consequently, RIM ended up having to pay \$650 million dollars plus other damages to NTP. Blackberry continued its operation but got eventually was surpassed by Apple and Samsung.

Despite Napster’s business failure, there are companies who became willing to acknowledge its strength, even using its own name while the tainted brand name was known to

all. Essentially, businesses require publicity. Once this element is established, though credibility is ruined, there are establishments who still see the positive effect of restoring a dead business. In doing so, a new horizon awaits, and exciting outcomes are anticipated by these two companies.

With respect to Blackberry, I regret the time when they received a letter from NTP to warn them about the infringement issues that they committed. Upon ignoring the notification, in a matter of a year, they failed to foresee the huge tide which rocked their boat, the stability of their operation. It is good that the billion-dollar company, RIM, remains solid. Otherwise a big blow may have turned been their fate, just like what happened with Napster.

Conclusion

What a fulfilling feeling when someone is able to discover, invent, compose, and create ideas that no one has ever thought of before. To seal the newly discovered concept or creation, a set of procedures have been established by the government to protect the intellectual property. Imagine if after this there was an intruder, or group of invaders who dove in to steal the concept or enjoy the benefits of utilizing the product for free. That does not seem fair. Therefore, copyright and patent law became crucial to secure owners' inventions and designs. Copyright and patent owners simply need recognition and above all respect and permission. That is all that matters, to avoid any disheartening or dispiriting feelings of the author, whose was the original source of all the ideas that were introduced or imparted to the world to serve a useful purpose.

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Improving written communication among English language learners

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Abstract

Teachers of English language learners (ELL) face two important tasks. First, they must help students master the content of a specific subject matter and compile evidence that students can demonstrate mastery. Second, they must help students achieve proficiency in academic English, both orally and in writing. In this short article, the authors would like to share some of the practical techniques researchers have found for helping students master the content of a specific subject matter and offer suggestions to help ELL students begin mastering the difficult task of communicating in writing.

Introduction

To begin, the challenge of teaching subject matter content is addressed well in an article by Karen Carrier (2006) entitled, "Improving Comprehension and Assessment of English Language Learners Using MMIO." Carrier (2006) offers effective techniques for addressing the problem of helping ELL students master school content. Her suggestions and practical ideas warrant review by any teacher searching for ways to improve the teaching of subject matter content to ELL's. Many of Carrier's (2006) techniques, however, are less reliant on developing written English and "...are more dependent on using multiple modes of input and output" (p. 1). While using Carrier's (2006) multiple modes may well promote the learning of content, they only partially address the development of written language; and at some point, learners must develop proficiency in both oral and written communication.

Discussion

Carrier (2006) proposes using what she terms Multiple Modes of Input and Output (MMIO), a method which provides many opportunities for developing procedural knowledge and critical thinking. For example, some of what she proposes is as follows:

- 1) Emphasis on specialized vocabulary for a specific subject matter.
- 2) Using graphic organizers.
- 3) Use of computer-based word processing technology to produce comprehensible output in short bulleted points of key information, which reduces the language load for ELL's.

That being said, teachers of English language learners continue to search for effective, empirically-based methods of helping individuals acquire and use the English language for oral and written communication. In a 2014 review of literature by Caldwell and Outcault entitled "Identifying and Implementing Specific Cognitive Processes that Affect Composition Skills Used in Selected Writing Genres," the authors conclude that little research has been done on the cognitive aspects of writing and that a great deal more research is needed on how ELL writers go about intellectualizing their thoughts and constructing ideas in written language.

Surprisingly, little research has been done on the exact cognitive processes writers use to transform their own experiences onto the written page. Caldwell and Outcault (2014) cite

the work of Lola *et al.* (2011) and Bereiter and Scardamalia (1993) on the differences between beginning writers' (knowing little of the English language) and expert writer's (more proficient in the knowledge of English) characteristics and how cognitive functions are used in the process of writing. The research of Bereiter and Scardamalia (1993) stands out as an example of researchers who have advanced the development of research frameworks for linking cognitive processes with the development of written language.

Further research exploring the function of the cognitive aspects of writing in terms of language learners, has been advanced by Flower and Hayes (1981), Cumming (1989), and Sasaki (2000). Sasaki's (2000) study of first and second language writers constructing language revealed distinct differences in their cognitive planning of verbal practice and written words on paper. Sasaki (2000) found that second language learners "self-regulate" through a verbal-to-written process more frequently than first language writers (p. 258).

What does research suggest as good practice in helping English language learners with written language? Scardamalia's (1981) research is founded on a Constructivist notion that students use language to construct knowledge. Therefore, one effective technique used in her research for helping students develop language skills is termed "knowledge telling," a process in which students tell what they know. This strategy consists of telling what one knows in more or less the order it comes to mind with genre constraints and preceding text as the principal retrieval clues.

Scardamalia (1981) believes this to be a highly efficient strategy that enables young writers, and writers with limited skill in the English language, to quickly and easily complete writing assignments that more mature writers labor over. Her research shows that the more mature writers, or those more proficient in the English language, employ a more complex strategy of knowledge transformation which involves a cycling between writing concerns and concerns about knowledge. Although less efficient in getting the job done, the more mature writer's strategy has the important benefit that the writer's knowledge of language undergoes development through the composing process, whereas knowledge telling has little or no effect on the writer's actual knowledge.

The distinction between these ways of producing knowledge has become increasingly relevant with the advent of computer technologies. Studies conducted by Corbeil (1989) found that the use of word processing technologies helped learners easily create language, and therefore knowledge, and offered unique advantages to helping second language learners develop improved learning skills.

For example, the application of word processing in a network environment allowed students to create documents and then share them with other students in a student-to-student interaction that benefited students in improving their vocabulary, comprehension, and interpretation.

Other studies by Kobayashi & Rinnert (1992) also offer some useful effects of first language on second language writing through translation versus direct composition. These studies of various English compositions written by 48 Japanese university students examined differences between writing resulting from two writing processes: one group of learners writing first in Japanese and then translating into English and the other group composing directly in English. What the studies found was the relationship between these two writing processes and students' language proficiency. In terms of quality of content, organization, and style, lower-level writers (writers with low proficiency in English) tended to benefit from translation, whereas higher-level writers (greater proficiency in English) did not benefit much. Overall, syntactic complexity was greater in translations than in direct writings. In terms of error frequency, higher-level students tended to make more errors that interfered with intended meaning in translation than in direct writing, but lower-level students did not show any difference.

Regarding the correlation between language proficiency and the quality of the writing resulting from the two composing processes, oral skills related more closely to writing quality than did grammar knowledge, particularly for direct writing.

As teachers of learners who struggle to comprehend and communicate in the English language, we continue to search for ways to improve that complex learning process. In this short article, we have tried to summarize what some researchers have found to be effective in improving both the learning of subject matter content and the improvement of written

language. As a final note, we would add that one factor that seems to contribute significantly to helping learners gain knowledge and improve the quality of their writing is their response to teacher feedback.

Caldwell and Outcault Hill (2017) suggest that meaningful instructor feedback must do more than simply focus on the correction of punctuation, grammar, spelling, and vocabulary. Feedback must be provided in a way that facilitates an evolution in academic writing and English acquisition. It must help the learner extend intellectual thought and exercise cognitive process beyond knowledge and comprehension levels. In order to compile evidence that students can demonstrate subject matter mastery, research on the effectiveness of currently accepted corrective practice, utilized by educators, warrants further investigation. There is currently little satisfactory research evidence to support the practice that error correction methods are helping learners improve written expression significantly (Truscott, 1996). In addition, there is much evidence to support the idea that many students fail to take advantage of instructor feedback and use it to improve their written communication (Bitchener_& Knoch, 2008).

Conclusion

It is the hope of the authors that the suggestions detailed above might have some practical applications in actual classrooms and that the thoughts expressed here might provide some directions for further research with validation. In addition, it is our hope that educators will extend current research and contribute to the base of empirical research contributing to better helping learners master English.

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Hollow marketing and nongredients: A new marketing approach by food industries in advertising

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Abstract

Many firms that are selling food products, are hoping to get more of customers' attention, and increase their sales by new marketing strategies. Informing customers about ingredients and health claims look normal, but advertising the things that can't inherently and naturally exist in their food, or "nongredients," are new practices that have been termed in this paper as "hollow marketing." This paper explains this new phenomenon, and its possible economic and social outcomes.

Introduction

Consumers nowadays have more information and knowledge about food products offered in the market, and what they consume than ever. Several governmental and nongovernmental agencies, blogs, health websites, and magazines, are providing information, for safer, healthier, more ethical, and high-quality consumption patterns (Hawkins, Mothersbaugh, & Best, 2013). For instance, the Federal Trade Commission (FTC) is a governmental agency in the US, which provides information and tries to protect consumers from unfair, deceptive, and anticompetitive practices that may occur during business communications and transactions between the customers and businesses (Federal Trade Commission, 2018). The Food and Drug Administration (FDA) is the other federal agency that regulates the labeling of the food, such as breads, cereals, canned food, snacks, and frozen food (US Food & Drug Administration, 2018).

Companies that are active in food industries have found seemingly appropriate/inappropriate and/or controversial ways to market and advertise that are not necessarily unethical, unsafe, or deceptive, based on FTC and FDA's regulations. However, since they might attract additional consumers, they are used in their advertising and labeling terminologies (Hawkins, Mothersbaugh, & Best, 2013). Terms such as gluten free, BPA free, Non-GMO, organic, sugar free, and the like, are among the terms, that look totally fine on many food-related labeling. It would be relatively inappropriate, to list these terms when it is inherently and naturally free of it to begin with. The term "nongredients" has been used in this paper for such ingredients that do not naturally exist in the food, and their absence have been advertised on the labeling to increase sales.

All the marketing strategies, practices, and techniques that have been used for informing consumers about the ingredients that are not naturally in the products themselves (nongredients), but have been advertised in order to directly or indirectly influence the purchasing decisions of the consumer, by exploiting their information gap in favor of the companies, have been called "hollow marketing."

Discussion

Gluten-free water does exist in the market (McFadden, 2017). Yes, you have heard it right! Even some other companies have taken extra precautions to enlighten their consumers by labeling their pure water bottles as GMO-free, calorie free, and Bisphenol A free (BPA-free) (blk., 2018). McFadden (2017) uses the term “fake transparency” for this phenomenon explaining the practice in an economic context. Later he continues to explain how asymmetric information (when a company knows more about the product than the consumers), would let the companies exploit the knowledge gap, and do, in his words, “fake transparencies.” He concludes that consumers are mystified by the so-called absence label (does not contain) and the practice results in higher price tags, meaning the consumers are being ripped off.

In this paper, through a marketing lens, the term “hollow marketing” has been used to address such practices. Hollow marketing is advertising the absence of a property, ingredients, or attribute that cannot inherently and naturally be in that product or service. Therefore, the companies are giving information the products that are relatively perceived by some customers to be redundant, absurd, and hollow. While “green marketing,” “guerilla marketing,” “cause marketing,” and the like, are expressing the exclusive intentions and techniques that firms use based on their marketing strategies to target a specific market, “hollow marketing” can be used in the same manner.

Also, in this paper, those attributes, properties, or ingredients that could not naturally and inherently exist in a product or service (particularly in food industry), but their absence potentially improves consumers’ health, have been called “nongredients,” to better address the issue. For instance, gluten, GMOs, BPA, or pesticides are considered “nongredients” while their absence is advertised for pure water, since it is inherently and naturally impossible for pure water to have the above material, unless they have been added artificially.

On the other hand, research has shown that, consumers with less income and education, have less cognitive abilities to interpret the mandatory FDA nutrition labeling on products (Mitra, Hastak, Ford, & Ringold, 1999) and are mostly the target market for such practices. Therefore, most probably come to the same conclusions that are applicable to hollow marketing techniques and advertising nongredients, assuming that the same population would

be targeted for the same purpose. Although, more research needs to be done on examining the claim.

Additionally, one can assume that the technique is more likely to work better on consumers while making purchases on homogeneous goods with the least amount of price differentiation. For instance, consider a consumer who is standing in front of an aisle, full of different brands of (in our case) water bottles (homogenous good). It would be rational to assume that, he/she would prefer an organic, non-GMO, gluten-free, BPA-free bottle of pure water, over a bottle of just pure water with almost the same price tag. Therefore, more specific research on the hypothesis needs to be done in order to study hollow marketing and its impact on the decision-making processes of consumers.

Although “hollow marketing” carries a somewhat negative connotation, still within the scope of an optimistic view, the company’s intentions could be justified as letting the consumers make extremely sound decisions about their purchases by providing them with extra information. Ford, Hastak, Mitra, and Ringold (1996) have shown that the interpretation of the nutrition facts on product labeling could be considered a complex task for the consumers and if combined with extra claims, this could even alter consumers’ decisions. In their laboratory experiment, consumers were shown products which had both nutrition facts and some health claims on their labels at the same time. The results of the experiment showed that the combined information could influence the consumers’ beliefs about the healthfulness of the product. Although, health claims could not influence the processing of the nutrition information by its own, when both were presented on one label, each could independently affect the customers’ beliefs (Ford, Hastak, Mitra, & Ringold, 1996). Their research is suggesting that the amount of health claims on the labels should be limited by the new FDA regulation.

This paper tries to distinguish between health claims and nongredients. A health claim is information about the health benefits of a product that are usually placed on the front and/or back side of the product (Wansink, 2003). For instance, “heart healthy” or “low fat” is a health claim that has been put on many products claiming that the product has health benefits.

Wansink (2003) has shown, that giving health information on labels (health claims), would be more acceptable, believable, and well-processed if the short health claims were put

on the front side, and long health claims, that give more explanations about the benefits, were put on the back side of the package.

Contrarily, one difference between nongredients and health claims is that nongredients are not directly claiming any health benefits to the consumers but are indirectly inferring the meaning that the product is safe to be used, and that is healthy, because of the absence of a substance, property, or additive. For instance, nongredients that state the product is organic (none-pesticide), BPA-free (none-BPA), and gluten-free (none-gluten) are indirectly indicating and inferring the meaning that the product has extra advantages, such as being safe and healthy. Secondly, nongredients are different from health claims, since they cannot inherently and naturally be in the product in the first place. More studies need to be done to understand if the customers perceive nongredients as a health claim, or not. Many informed consumers might see it as an insult or deception when they see gluten-free tags on the bottles of pure water, while others might see them as more informative and accurate.

There are three major areas that are the main concerns of the ethical marketers, in regards to businesses communicating with their consumers. One is the accuracy of the information that marketers are providing while they advertise. The other is the adequacy of the information, and the last one is the cumulative impact that those marketing communications might impose on society's values (Hawkins, Mothersbaugh, & Best, 2013). In our case, one or a combination of the above issues could be involved.

One might suggest that giving extra information increases the accuracy of the information, and therefore increases the levels of trust for the customers (Hawkins, Mothersbaugh, & Best, 2013), approving what hollow marketing does, while advertising nongredients. On the other hand, others might see it as decisive as noted above, especially when the provided extra information has the potential of being inferred by consumers for something else in a given situation (Harris, 1977). These techniques fall under another category of deceptive marketing that are called pragmatic implications (Hawkins, Mothersbaugh, & Best, 2013). Using hedge words and juxtaposed imperatives are two examples of them to be named. Hollow marketing does not fall in the pragmatic implications category either, but it still might look ridiculous or deceptive if not used in a proper manner.

For instance, in the bottled water example, most probably the number of consumers that are aware of the absence of gluten in pure water, is high, and for that reason, there have been many negative reactions in the online community about it. But as a comparison, the same label would seem informative if put on a box of oats. Since not too many people know that oats are inherently and naturally gluten free, unless they have been somehow contaminated by wheat in the production line (Garsed, & Scott, 2007).

Also, the way that companies practice hollow marketing would be important as well in determining the meaning as being deceptive or not to the consumers. For instance, a box of eggs stating, “eggs are naturally a gluten free food” might sound more authentic than just stating “gluten free.” The first sentence, on one hand, is more informative than the latter in explaining that eggs do not carry gluten, and on the other hand, it is practicing hollow marketing in a positive way, which says the food is gluten free by itself, and not because of an extra activity from the firm’s side in order to include a higher price tag. Although extra research needs to be conducted on the claim.

Hollow marketing practices could cause negative cumulative economic impacts on consumers, since higher price tags could potentially cost them extra money while purchasing their food. Moreover, extra profit margins for the firms resulting from practicing hollow marketing, could also be seen as unfair in the eyes of society, triggering negative online and offline reactions from the consumers, which could cost the firms more in the long-run. Although more research on the matter needs to be done.

Conclusions

Hollow marketing, and advertising nongredients on food labels are new marketing strategies practiced by some firms that look totally legal in the eyes of the FDC and the FDA. Although, improper implementation of the strategy can appear deceptive, and as if the company is trying to rip off the consumers. It is necessary to distinguish between these two phenomena as new practices in marketing, and separate research on them needs to be conducted to measure the perception of consumers, the affected target market, potentials of success and failure if used by the firms, and the proper ways of implementing them. Moreover, extra research can reveal if the impacts of hollow marketing on consumer decision making

processes are greater for homogenous goods, where price differentiations are small. Although hollow marketing might look deceptive, if practiced properly, it can be seen as positive.

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Emotional intelligence in higher education: Perspectives of Nepalese college students

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Abstract

This paper explores the perspective of college students regarding emotional intelligence in higher education. A great number of changes in the education system globally has developed new expectations for teachers. These days, teachers are not just the authority in a classroom but a mentor. Thus, emotions play a significant role in the teaching and learning process. This paper argues that mastery in subject matter does not make the best teacher in the eyes of students, rather emotional intelligence does. Emotional intelligence is neither the opposite of intelligence nor just the battle between mind and heart but it is the unique intersection of both. Quantitative research was done with 201 college students from different educational backgrounds. The data was analyzed with the theoretical modality influenced by Daniel Goleman's 'Emotional Intelligence' method. The first part of the research explores what aspects of teacher's students associate with being the best, and the second portion explores what behaviors the students want in their teachers in general. This research helps to identify emotional intelligence, a new domain introduced in the teaching and learning process, as significant, even from the student's perspective.

Keywords: Emotional Intelligence, higher education, teaching-learning, perspectives

Introduction

Teaching is an art. Effective teachers use various techniques to help their students excel at whatever they are sharing because there is no single and universal approach that fits every situation. Teachers need to incorporate a variety of teaching strategies that support intellectual development, foster a mutual learning environment, and value differences in the classroom. However, with the advent of new technologies, the question becomes: if you can Google it, why teach it? Levasseur (2012) expanded upon this mentioning that "All computing devices – from laptops to tablets to smartphones- are dismantling knowledge silos and are therefore transforming the role of a teacher into something that is more of a facilitator and coach". In this context, an important question is arising in the field of education. Is the mastery of content enough for a teacher to possess in order to ensure the academic achievement of their students?

With the advancement of technology in the 21st century, life has changed a lot and so has the area of teaching. These days, we give emphasis to how we learn rather than what we learn. Research is being done about how to best support the development of an educational system that helps and motivates a child to learn more efficiently. Present day pedagogy demands teachers, students, and parents to mull over their learning strategy and engage with it both inside and outside of the classroom. With the increasing challenges and added pressure in life, learners need to be flexible, adaptable and emotionally intelligent. That means it is important for a teacher to be able to develop their skills specifically in communication, self-management, teamwork, and co-operation.

Vygotskij and Cole (1981) noted that social interaction plays a fundamental role in the development of cognition and that everything is learned on two levels. The first is through interaction which then integrates into the individual's mental structure, and the second is through the path of technology integration in education. The integration of technology can both be seen as a disruption and an opportunity. However, in this era, pedagogy demands teachers to be creative in their attitudes, flexible in their approaches, and always up to date in their fields. Simultaneously, they are asked to be capable of recognizing the value of human potential, understanding the diverse needs of learners, and enriching the educational

environment to foster their growth. Thus, present-day pedagogy demands a teacher be well equipped both with emotional as well as cognitive competencies.

Discussion

Emotional Intelligence

Emotional intelligence has become a popular phrase in recent times. Plato had once said that 'All learning has an emotional base' ("The importance of emotional intelligence in training," 2014, para. 1). Emotions have great power and they enable an individual to cope with circumstances which demand the utmost efforts for survival or success. According to Salovey (2007), emotions and feelings are interwoven with the networks of reason and there is interconnectivity between emotions and cognition. Emotional intelligence is neither the opposite of intelligence nor the triumph of heart-over-head, but it is the unique intersection of both.

Daniel Goleman (2010), an American psychologist, elaborated on the idea of "Emotional Intelligence" in 1995 by highlighting the fact that anxiety, anger, and depression hamper learning. These emotions put people into a state where they cannot take in information efficiently. Additionally, Goleman (2010) expressed that an emotionally intelligent teacher can bring a different insight into the classroom. There is an example a four-year-old child named Judy who seemed to be a wallflower among her more gregarious playmates. She was found hanging back from the action at playtime, staying on the margins of games while her friends were plunging into the center. It was found later that she was actually a keen observer, when one of her teachers asked her to put each girl and boy in the part of the room they liked to play in most and to identify which children each boy and girl liked to play with the most, she was able to do it without a problem (Goleman, 2010).

A teacher's self-efficacy and empathy are seen as an important quality that he/she should possess to be both effective and efficient in their teaching. Emphasis has been placed on a teacher's ability to develop their emotional intelligence as there has been an identified link between emotional intelligence and learning. However, less has been discovered from the student's perspective. The question arises as to whether students prefer emotionally intelligent teachers or not. How do they perceive teachers who demonstrate self-efficacy and empathy in

their teaching, classroom management and interaction with their students from those who do not?

A teacher's actions and decision making abilities in the teaching-learning process holds specific significance. Research has suggested that there is a relationship between feeling and decision making. Grewal and Salovey (2005) suggest that emotional intelligence is the ability to monitor one's own and other's feelings, to discriminate among them and to use this information to guide one's thinking and actions. Grewal and Salovey (2005) also suggest that decisions are based not only on assessing outcome, but also on the basis of the emotional quality associated with it.

Goleman (2010) notes that teachers who are emotionally intelligent are more effective as they are aware of how their actions and decisions influence the learning and behavior of their students. Emotional intelligence has four dimensions: perceiving, facilitating, understanding, and managing emotions. If a teacher is aware of these four domains, they have the ability to process abstract thoughts and navigate them properly by adapting to the various settings. Research suggests that the synchronization between teachers and students is important to build rapport in the classroom and that synchrony is based on the coordination of the movement between them (Bernieri, Janet, Rosenthal, & Knee, 1994). This study correlated the friendliness, happiness, enthusiasm, interest, and easygoing attitude of the teachers with the how their students felt in the class. The understanding of this connection is the basic skill associated with emotional intelligence (Bernieri, Janet, Rosenthal, & Knee, 1994).

What is the mark of a good teacher? Individuals at school have emotions; they think and feel. Though teaching is still considered as an honorable profession, it is also the profession where scrutiny is undeniable. Today, teachers are not just seen as the facilitators and instructors but also as role models and motivators. Darling-Hammond (2003) mentions that the classroom teacher is the most influential variable influencing student achievement outside of the child's home environment.

McNulty and Quaglia (2007), in their work with the International Center for Leadership in Education, examined some of the most successful high schools noting that "in addition to the achievement gap, there is a participation gap, which is characterized by students who feel

unwelcome, disconnected and lost in our schools" (McNulty & Quaglia, 2007). McNulty and Quaglia (2007) found that the schools they examined had the challenges of poverty, mobility, and diversity but still had high rates of student success, which they believed was due to the type of relationship the teachers were able to form with the students. Though research has been conducted to help find what affects the student's learning challenges less priority has been given to the students' moral and social well-being and the establishment of positive relationships with people around them. In this scenario, the prioritization of the classroom teachers to recognize and manage emotional intelligence (EI) could help make the necessary connection between students and their various educational needs and backgrounds. Various research and publications have shown how emotional intelligence can be transpired in learning and how the teachers can play their part. However, less is known from the student's perspective regarding whether students prefer emotionally intelligent teachers or not. With this in mind, the purpose of my study was to find out how much importance a student gives to the emotional intelligence of his/her teacher. Specifically, the study focused on the following questions:

1. When it comes to choosing best teachers, what do the students prefer: emotionally intelligent teachers or teachers with content mastery?
2. What do students of the present context want from their teachers in general? How do they perceive their teachers?

This study was conducted from April 2017 to June 2017 with students studying in both public and private colleges in Kathmandu. The students are affiliated with different universities. Specifically, the study included students from the Institute of Advanced Communication, Education and Research (Pokhara University, Nepal), King's College (Westcliff University), Sandipani Multiple College (Tribhuvan University), Kathmandu Engineering College (Tribhuvan University), Nepal Medical College (Kathmandu University), Tribhuvan University Central Department of Management (Masters in Finance and Control), Samanta Foundation Nepal, and Smart Club.

The population of this research was the higher-level students studying at the colleges and Universities of Kathmandu Valley. The respondents included two hundred and one high school,

undergraduate, graduate, and postgraduate students. As the target population was from four different educational levels, the researcher set the number with the intention of having an equal number of people from all the levels.

Of the total respondents, 113 (56.2%) were male and 88 (43.5%) were female. The student population from which the response was drawn included 26 (12.9%) high school students, 101 (50.2%) undergraduate students, 29 (14.4%) graduate students, and 45 (22.4%) postgraduate students.

Twenty questions in the form of short sentences using 5-point Likert scale were formed with reference to Daniel Goleman's (2010) identified areas of emotional intelligence. These areas included one's ability to be self-aware, which is defined as knowing one's emotions, strengths, weaknesses, values and goals and recognizing their impact on others while using gut feelings to guide decisions. The second is one's ability to self-regulate, which is defined by managing or redirecting one's disruptive emotions and impulses and adapting to changing circumstances. The third is regarding social skills, in specific the ability to manage other's emotions to move people in the desired direction. The fourth is the ability to empathize, meaning to recognize, understand, and consider other people's feelings especially when making decisions. Lastly, the ability to motivate, specifically to motivate oneself to achieve for the sake of achievement. (Goleman, 2010)

The questions were divided into two groups with ten questions each. The first set of questions asked the respondents to mull over the features of their current best teacher, while the second set asked them to identify features they would like to see in their teachers in general. The questions were framed following the guidelines of the emotional quotient Inventory (EQ-i). Mae Hapal (1997), a researcher in the psychology department at the Polytechnic University in the Philippines, stated that "The emotional quotient Inventory (EQ-i) is the first scientifically validated and most widely used emotional intelligence assessment in the world. Based on more than 20 years of research worldwide, the EQ-i examines an individual's social and emotional strengths and weaknesses" (Goleman, 2010).

In analyzing the results, the average mean of each question was reported and on the basis of that, the scores were evaluated to better understand the outcome. Two different tables were prepared to compare the scores of two different groups of the questionnaire.

Table 1

Students' Perception on Their Best Teacher's Traits

S.N	Statements	Average Mean Value
1.	My best teacher treats every student with respect.	4.27
2.	I feel emotionally safe in his/her classroom.	4.33
3.	He/she empathizes me.	3.80
4.	He/she prioritizes on knowledge of the subject rather than on delivery in the classroom.	3.00
5.	I feel like I belong (accepted and liked) at his/her classroom.	4.10
6.	I can get along with my best teacher.	4.16
7.	My best teacher gets along with the students well.	4.12
8.	My best teacher takes account of my emotional reactions to the lesson he/she has taught.	3.70
9.	My best teacher plays an important role in my academic performance.	4.28
10.	My best teacher takes care of every mistake we make and teaches us not to repeat it.	4.21

Students' stated that for them the main characteristic of a best teacher is that he/she makes them feel emotionally safe in their classroom as it has the highest average mean value among all i.e., 4.33. Interestingly, the students did not focus on the content mastery of their teachers as they felt that their best teachers were more focused on delivery instead of content mastery. The importance of a teacher's content mastery received the lowest average mean among all, i.e. 3.00. However, at the same time, the students surveyed also believed that it was their best teachers who played an important role in their academic performance with the mean value of 4.28, implying the fact that it was not the teachers' knowledge of the content rather their delivery and their other skills that resonated with the students.

Looking at it from the emotional intelligence framework, the students perceive that their best teachers have good relationship management skills as the average mean of the statements associated with it are in highest value. This proves that relationships between teachers and students do matter, particularly in those schools servicing high-risk populations (McNulty & Quaglia, 2007). The mean value of the students who felt that they could get along with their best teachers was 4.10. Similarly, the mean value of students also felt that even other students could get along with their best teachers was 4.16. The students surveyed also found that their best teachers treated everyone equally, as this was represented by an average mean value of 4.27.

A study conducted by Harme and Pianta (2007), found that students with significant behavior problems are less likely to have problems if their teachers are sensitive to their needs and provide frequent, consistent, and positive feedback. The research of this study concluded similar findings. The students believed that their best teacher motivated them not to recur any mistakes, which was represented by an average mean value of 4.21.

On the other hand, the data revealed that the students perceived their best teachers as having low social awareness competence. Most of the students were not able to identify whether their best teachers took account of their emotions while teaching. The average mean value for the statement was 3.70. Similarly, the average mean value of their best teacher empathizing them was also only 3.80. From this what we can derive is that though the teachers

lack the self and social awareness aspect embedded within emotional intelligence, what they do have is social management skills.

Students' Perspectives on Emotional Intelligence in Teaching

Table 2

Students' Perception on How Teachers in General Should be

S.N.	Statements	Average Mean Value
1.	A teacher should be gentle and considerate as much as be an intellectual.	4.42
2.	A teacher should feel that in his/her classroom all the students are made to feel safe and accepted.	4.65
3.	A teacher should encourage his/her students to recognize that all humans deserve respect and care.	4.69
4.	During instruction, a teacher should demonstrate his/her students that everyone's opinion is valuable and should be respected.	4.54
5.	A teacher should be able to create a sense of belonging among his/her students.	4.40
6.	A teacher should feel that students can contribute very little to learning in his/her classroom.	2.40
7.	A teacher should be able to make a significant difference in the lives of his/her students.	4.05

8.	A teacher should shout at his/her students as soon as they make him angry.	2.00
9.	A teacher should use emotionally inclined teaching materials when teaching. (e.g, stories about pets, friends etc.)	4.13
10.	A teacher should listen to ideas from his/her students to help facilitate learning in his/her classroom.	4.66

Table 2 reveals what a student perceives to be the essential traits of a teacher. The most important factor the student surveyed identified is that the teacher should be socially aware. The highest average mean value was in regard to the teacher being empathetic at 4.69. Similarly, the students also wanted their teachers to have the component of self-management, as they felt that the teachers should not show his/her anger as soon as the students provoked them. This category received the lowest average mean value of all at 2.00. According to Bar-On (2007), being able to manage personal, social, and environmental change by coping with the immediate situation and solving problems of an interpersonal nature are the traits of emotionally intelligent people. Students identified wanting their teachers to have this trait, which is further supported by a study on teacher self-efficacy, which showed there is a link between teachers with higher emotional intelligence and teacher self-efficacy in the ability to manage their classroom, and motivate students (Fabio & Palazzeschi, 2008).

The students surveyed believed that teaching-learning is a collaborative approach, thus the content mastery of the teacher would not come into effect if he/she was not able to integrate the knowledge of the students in the classroom. Students who identified those teachers who have expressed their perception of low potential for student contribution was low; the average mean was 2.40. Whereas students seemed to believe that a teacher should listen to ideas from his/her students to help facilitate learning in his/her classroom, as the average mean value of this statement was 4.66. The students perceived that teachers play a significant role in their lives and thus, should be able to create a sense of belonging among their students.

Comparative Analysis

The overall data comparison for this study revealed that the teachers who students perceive as their best teachers currently are recognized by their students as someone who is high-functioning in terms of social relationships but low-functioning in terms of self and social awareness. Ironically, these students believe that self and social awareness is the most important competence that teachers need to develop in general. Importantly, they also believe that it is the delivery, not the content, that teachers need to focus on. In this regard, their best teachers prioritize delivery rather than content mastery; however, they also lack empathy. Students seemed to perceive that their teachers need to be empathetic and have good control over their emotions. This leads to the fact that people who are currently involved in teaching also need to think about their competence in emotional intelligence.

Conclusion

On the basis of this research, it can be concluded that students prefer to have an emotionally intelligent teacher rather than a teacher who only understands the content. Emotional intelligence focuses on the person-centered process for teachers. The students get to learn by building human development behaviors. The emotionally intelligent teachers are active in their orientation to students, work, and life which makes them resilient even when the environment is negative in their classroom. Students perceive this as a highly significant value when it comes to their learning. Students choose their best teachers, not on the basis of their academic qualifications, but rather on the basis of the traits they project in the classroom. An emotionally intelligent teacher devotes plenty of energy to creating an encouraging atmosphere in the classroom and takes into account the learners' feelings. Students perceive this as an important component when they consider their best teachers. Students feel that even if their teachers may be the master of their content, if they do not devote their energy in relationship building with their students, they cannot bring any significant change. These students perceived that even their academic performance highly relies on the relationship they have with their best teachers. When it comes to relationship building, maintaining a higher level of emotional intelligence is important as this helps teachers to have a better interaction with students.

Regarding the second research question, the surveyed students' responses proved that they want every teacher to be emotionally intelligent. Emotional intelligence is the ability to understand expressions of emotions in oneself and others. This signifies that students want every teacher to be resilient and calm when it comes to handling their stress by being aware of the environment around them. The surveyed students expressed that they wanted their teachers to calmly listen to them by knowing their own expectations first and then that of their students. Students associated their teachers with their devotion to learners, enthusiasm in the teaching process, approach to their profession, and ability to establish a harmonious relationship with their students.

The question posed through this study facilitated an inquiry into emotional intelligence as a possible indicator from the perspective of the students. Interpersonal relationship management, self-actualization, and stress management are some of the important skills teachers need to possess beyond their mastery in content. However, additional research is required and recommended because with limited resources the opinions of this study were only collected from the colleges of Kathmandu.

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Sociocultural factors in the success of Vietnamese English learners

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Abstract

This research paper analyzes the current English learning and teaching situation in Vietnam through collated data from both primary and secondary sources. The primary sources were taken from the survey entitled, “Factors influencing Vietnamese learners’ success in learning English” (see Appendix A). The survey asked participants to describe their demographics and opinions about teaching and learning English in Vietnam. The participants consisted of the author’s living and teaching network, which was comprised of 31.8% acquaintances and 68.2% students at the Premier Language School. The secondary sources were compiled from scholarly articles, news, books, and online sources. These sources provide a broad scope when looking into the country’s identified issues concerning English learning and teaching.

Introduction

President Bill Clinton lifted the nineteen-year-old trade embargo against Vietnam on February 3, 1994 (Cockburn, 1994). This was a great threshold of the Vietnamese socioeconomic development. One year later, in a review in *The New York Times*, Mydans (1995) wrote:

Twenty years after the end of the war and the disappearance of Americans from Vietnam, this Communist country is in the throes of an English-language boom that has little to do with the past and everything to do with the nation's rush to join the international marketplace. The war seems all but forgotten as ordinary Vietnamese welcome American visitors not as former soldiers but as future investors.

It has been twenty-two years since the early advancement of the English language, and Vietnam has witnessed a lot of far reaching contributions and achievements in teaching and learning English. According to Education First (EF), the English Proficiency Index (EPI) places Vietnam thirty-first out of the seventy-two countries reviewed in terms of the ranking of language proficiency among Vietnam's adult population (2017). This information confirms an improvement from 2.13 points to 55.94 points compared to last year's index. This is a positive sign for the country's general situation regarding teaching and learning English. However, the feelings of positivity are still controversial among Vietnamese people, who may quickly voice dissatisfaction regarding the general environment of English teaching and learning. Therefore, this paper seeks to discover what Vietnamese English learners truly think about the issue for a more impartial look, which can be the fundamental to the quality of English teaching throughout the country.

Research Findings

Secondary Sources

The English language in the Vietnamese society.

Vietnam is a Far East Asian country with the long tradition respect for teachers and ethics. This beautiful humane value has been embraced and developed throughout many generations. The dedication to respect is found across the country, from rural to urban areas and from remote villages to economic-financial centers. The Vietnamese government has

always emphasized the importance of enhancing foreign language levels among the citizens, especially the English language, which is in part why it is such a respected profession.

A bright and clear picture.

According to the current data recorded by EF's EPI, the level of proficiency has increased considerably in Vietnam throughout the previous few years. The following figures give strong evidence to support that claim.

Figure 1

Summary of Vietnamese teaching and learning English

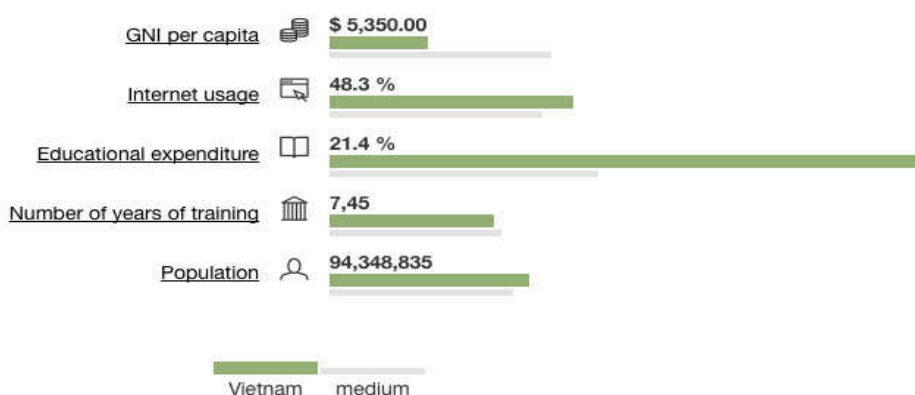


Figure 1. Summary of Vietnamese teaching and learning English. Reprinted from EF EPI

in *EF Education First*, n.d. Retrieved July 16, 2017, from <http://www.ef.com.vn/epi/regions/asia/vietnam/>. Copyright 2017 by EF Education First. Adapted with permission.

Figure 2

EF EPI Trend in Vietnam

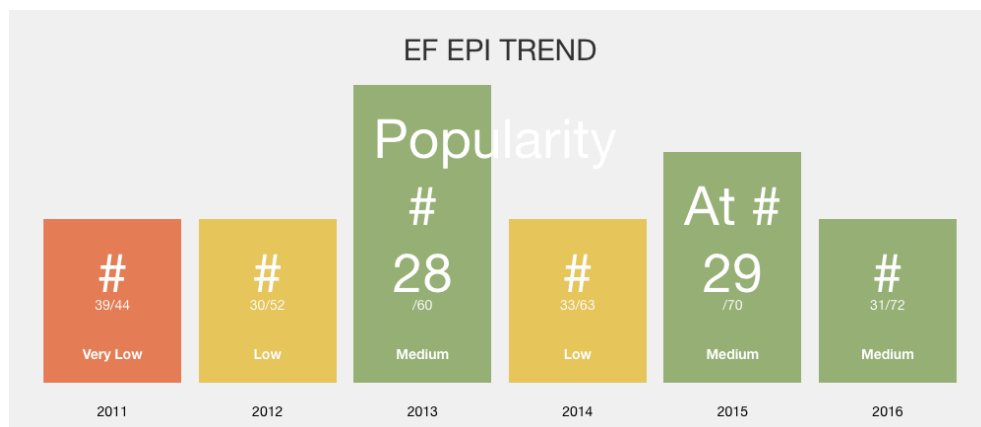


Figure 2. EF EPI Trend in Vietnam. Reprinted from EF EPI

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English proficiency in Vietnam has improved recently, which lends to a belief that there has been an improvement in the quality of teaching, and thus, learning. *The Economist* (2011) expressed that, “The quality of English instruction in Vietnam lags far behind government aspirations” (para. 1). In 2012, Vietnam’s ranking increased by seventeen despite the fact that the country was still in the “low” group. By 2013, the country’s ranking had steadily increased to twenty-eight out of sixty countries total. In the 2014-2016 period, the country’s English language ranking made stable steps and stood at the “medium” level out of the five identified possible levels: very high, high, medium, low, very low. In 2016, Vietnam proudly was ranked one space below Hong Kong, an old English colony with high proportions of English speakers. Optimistically speaking, Vietnam’s ranking could be in “high” in near future.

Regional comparison.

Vietnam is one of the three nations in Indochina, along with Cambodia and Laos, that were affected by the war and the socio-economic conditions that arose because of it. This had a direct impact on the ranking of these identified countries for many years. Vietnam has only just risen surpassed the rankings of Laos and Cambodia.

Table 1

English proficiency comparison in 2016 (Indochina)

Vietnam	Laos	Cambodia
Rank 31	Rank 70	Rank 69
EF EPI Rating: 54.06	EF EPI Rating: 38.45	EF EPI Rating: 39.48
High	Very low	Very low

Table 1. English proficiency comparison in 2016. Reprinted from EF EPI

in *EF Education First*, n.d. Retrieved July 16, 2017, from

<http://www.ef.com.vn/epi/compare/regions/vn/kh/>. Copyright 2017 by EF Education First.

Judging the position of Vietnam in Figure 3 below, gives more insight in terms of its overall ranking. Vietnam's English proficiency rate is ranked within the top ten of all countries within the continent of Asia. Asia only has one country which has a "very high" EPI rating – Singapore, where English is the official language. Vietnam is even ranked before some more developed countries, such as Japan, China, and Thailand.

Figure 3

English proficiency comparison in 2016 (Asia)

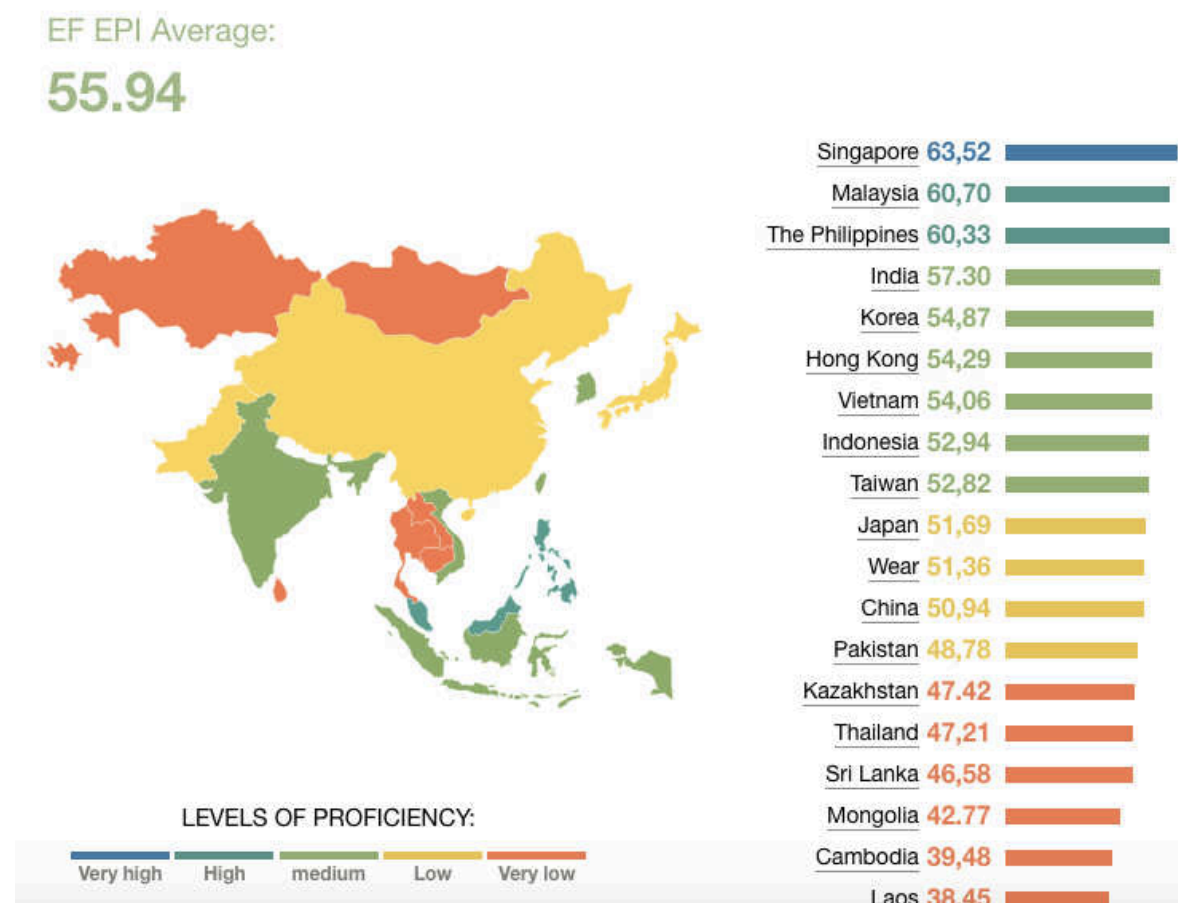


Figure 3. EF EPI Trend in Vietnam. Reprinted from EF EPI

in *EF Education First*, n.d. Retrieved July 16, 2017, from <http://www.ef.com.vn/epi/>. Copyright 2017 by EF Education First. Adapted with permission.

Primary sources

Data collection.

The primary sources provide information regarding the research of this author's current living and teaching context. Among the forty-four participants surveyed, fourteen (31.8%) were friends with the author who have learned or are in the process of learning English as a second language. The remaining participants (68.2%) were students currently enrolled in the Premier Language School. The participants were asked to describe their location, age group, financial

position, and English certificates earned. The questions were in multiple-choice format. The findings have been summarized in the table below.

Demographic factors.

Table 2

Vietnamese English Learners' demographics

1. Genders	44 subjects = 100%
Male	25%
Female	72.70%
Undefined	2.30%
2. Occupations	44 subjects = 100%
Office worker	25%
Student	50%
Education	18.20%
Self-employed	0%
Manual labor	2.30%
Housewife	2.30%
Business owner	2.30%
3. Age groups	44 subjects = 100%
Under 20	25%
20-35	68.20%
35-50	6.80%
Over 50	0%
4. Place of living	44 subjects = 100%
Ho Chi Minh City	88.60%
Hanoi City	0%
Da Nang City	0%
Other	11.40%

5. Financial Abilities	44 subjects = 100%
Low	18.20%
Average	81.80%
High	0%
6. Certificates earned	44 subjects
TOEFL	6.82%
TOEIC	52.27%
IELTS	11.36%
CPE	6.82%
Other	22.73%
No certificates	18.18%

There were more female learners (72.7%) than male learners (25%) surveyed, with the undefined-gender learners encompassing 2.3%. The majority of learners were adolescents of the 20-35 age group (68.2%), followed by 25% of learners who were under twenty years old. 88.6% of the subjects are living in Ho Chi Minh City, 11.4% in other cities, although none of the participants were living in either of the other two largest cities in Vietnam, Hanoi and Da Nang. 81.8% of the subjects fall within the average range of financial status, whereas 18.2% value their finance status as “low.” No participants identified having a “high” financial status. English certificates, a reflection of a learner’s qualifications, were also included in the survey. TOEIC® was the most popular certificate, which was earned by 52.27% of participants. 11.36% received an IELTS® certificate, 6.82% received a TOEFL® and CPE® certificate, and 22.73% identified receiving other certificates. 18.18% participants did not receive any certificates.

Attitudes and learning methods.

In the next part of the survey, the participants were asked about their opinions and judgments regarding attitudes, learning methods, family and teachers’ support, teachers’ qualifications, and overall satisfaction. Questions were given in an open-ended format with some embedded within the Linkert scale.

Table 3

Vietnamese learners' attitude towards learning English

6. Attitude towards learning English	
6.1 Spending	44 subjects = 100%
No more than 10% of my income	27.30%
No more than 20% of my income	34.10%
No more than 30% of my income	25%
No more than 50% of my income	13.60%
6.2 The importance of English	44 subjects
It is a necessary universal language.	79.50%
It is popular, but not the most.	11.40%
It helps me get my desired job.	81.80%
It is compulsory to learn English.	36.40%
English proficiency is unessential.	4.50%
I must be English-competent for university graduation.	22.70%
6.3 English (L2) interference	44 subjects
Its vast knowledge	31.80%
Its complicated grammar and structure	50%
Its large vocabulary	70.50%
Its difficult accents	36.40%
Its writing styles	25%
Its diversity	34.10%
6.4 Purposes	44 subjects
Well-paid jobs	54.50%
Better international communication	63.60%
More business opportunities	43.20%
Higher positions in the work place	50%

Better entertainment (more access to books, movies, etc.)	31.80%
A hobby	29.50%
6.5 Personal difficulties	44 subjects
Lack of time	56.80%
Too much homework	15.90%
Lack of money	22.70%
Lack of good schools	6.80%
Inadequate teaching methods	15.90%
Lack of motivation	20.50%
6.6 The most important contribution factor in success/failure	44 subjects = 100%
Teachers' quality	9.10%
Self-learning ability	36.40%
Motivation	22.70%
Learning methods	15.90%
Teaching methods	13.60%
Facilities	2.30%
6.7% Time (per week) spent on learning English	30 subjects = 100%
less than 7 hours	36.70%
7 to 14 hours	26.70%
over 14 hours	36.60%

In terms of the participants' attitudes regarding cost of courses, 34.1% of participants were willing to spend no more than 20% of their income on learning English. The other 27.3%, 25%, and 13.6% of learners were willing to spend 10%, 30%, and 50% on English courses respectively. The general attitude in Vietnam regards learning English as important because it helps them to get their desired jobs (81.8% of participants validated this claim). 79.5% of

participants surveyed identified that their reason to learn English was because it is a universal language. 36.4% of learners believed it was compulsory to learn English. 22.7% needed to prove competence in English to graduate from university. Only 4.5% agreed that English proficiency was unnecessary.

In terms of the purpose behind learning English, the majority of those surveyed (63.6%) identified international communication as the main reason. Secondly, 54.5% identified securing well-paid jobs as their purpose, 50% of the participants believed it would help them get promoted in their career, and 43.2% believed it would provide them with more business opportunities. 31.8% identified their purpose for learning English was to access better entertainment. 29.5% stated that they learn English as a hobby.

In regard to problems associated with learning English, two aspects were selected: English interference and personal difficulties. 70.5% agreed that large vocabulary necessary was the biggest problem. 50% were afraid of its complex grammar and structure. The need for vast knowledge, ability to understand difficult accents, and diversity were chosen by 31.8%, 36.4%, and 34.1% of participants respectively. The subjects' personal difficulties were various with lack of time being the biggest obstacle (56.8%). The second major hindrance was lack of money (22.7%). "Too much homework" and "inadequate learning methods" were equally selected at 15.9%. "Lack of motivation" was identified as a popular problem amongst 20.5% participants, and the least common problem chosen was lack of quality schools at 6.8%.

36.4% of participants identified the ability to self-learn as the driving factor of success in learning English. 22.7% identified the leading factor as motivation. Learning and teaching methods were chosen by 15.9% and 13.6% of participants respectively. Only 9.1% agreed that the quality of a teacher was significant in their success. "Facilities" did not seem to be valued with only 2.3% of participants identifying that this was a factor of success.

Around one third of the participants spent less than seven hours per week studying English. 36.6% spent more than fourteen hours a week studying, and 26.67% dedicated seven to fourteen hours.

Learning methods.

Another part of the survey focused on Vietnamese learners' learning methods. The findings are shown in Table 4. Nearly half of the participants felt confident in their self-learning abilities (47.7%). 31.8% could not identify their self-learning ability, and 20.5% were not confident in this regard. When asked about reactions in class when not understanding a point, most subjects expressed that they would raise their questions immediately (54.5%), and 25% voiced that they prefer to save their questions until the end of class. 15.9% agree that they choose to figure the answers out by themselves later, and only 4.5% expressed that they feel shy to ask a question in front of the class.

Regarding ways to improve their English skills, half of the subjects decided to enroll in a language center. Nearly 16% watch movies in English, while 13.7% go traveling. 11.3% listen to English, and 6.8% read books in English. Only 2.3% try to find English tutors.

Table 4

Learning methods

7. Learning methods	
7.1 Confidence in self-learning ability	44 subjects = 100%
Yes	47.70%
No	20.50%
Maybe	31.80%
7.2 Reactions when not understanding a point in class	44 subjects = 100%
Raise my question immediately.	54.50%
Wait until the end of the class since I want to ask more.	25%
Wait until the end of the class since I am shy.	4.50%
I will figure it out by myself.	15.90%
7.3 Ways to improve English skills	44 subjects = 100%
Go to a language center	50%
Seek for an English tutor	2.30%
Watch movies in English	15.90%

Listen to English songs	11.30%
Go Traveling	13.70%
Read books in English	6.80%

Family and school factors.

Table 5 shows the subjects' responses to questions about factors related to family and school. Some high school students in the subjects were asked to give answers in a Likert scale about their satisfaction with the quality of their high school's English courses as well as their personal results.

84.1% of the participants identified that they were supported by their families, yet 15.9% claimed to get no family support. Among the types of support referred to, "financial support" was selected as the most popular form (70.2%). Mental and physical support were chosen at 19.1% and 10.6% respectively.

55.8% of participants agree that they received support from their English teachers. 34.1% expressed high satisfaction with teachers' support. 6.8% gave neutral answers. Only 4.6% identified their teacher's support as being bad or very bad.

The results of the surveyed high school students in terms of their satisfaction in their performances were as follows: 44.4% of the students agreed and 33.3% strongly agreed that they were happy with their results as well as with the quality of their courses. Still, 16.7% were dissatisfied and 5.6% remained neutral.

Table 5

Family and school support

8. Family support	
8.1 Yes/No	44 subjects = 100%
Yes	84.10%
No	15.90%
8.2 Major support	44 subjects = 100%
Financial	70.20%
Mental	19.10%
Physical	10.60%
9. Teachers' support	44 subjects = 100%
Very bad	2.30%
Bad	2.30%
Neutral	14%
Good	55.80%
Very good	25.60%
10. Teachers' qualification	44 subjects = 100%
Very bad	2.30%
Bad	2.30%
Neutral	6.80%
Good	54.50%
Very good	34.10%
11. High schools' good teaching methods and satisfaction in results	18 subjects = 100%
Strongly disagree	0%
Disagree	16.70%
Neutral	5.60%
Agree	44.40%
Strongly agree	33.30%

Conclusion

The reliable information shown through the secondary sources cited has clearly shown that English language proficiency has developed throughout Vietnam. The country's traditions and customs have always supported teaching and learning English. The improvement in the EF EPI ranking indicates a promising future for the Vietnam's rate of English acquisition. Compared to other countries in Indochina, Asia, and the world, Vietnam has been progressing at a consistent rate in terms of English proficiency.

The survey given reflects a small but bright picture of English learning and teaching in Vietnam. The opinions of English learners show overarching satisfaction, in spite of some dissatisfaction.

In particular, the majority of learners identify their “self-learning ability” as the main determinant in their success, meaning an educator’s role should be focused on guiding them towards how to improve their self-learning skills. Furthermore, the fact that most learners are not confident in their self-learning abilities and choose going to language centers to improve their English skills proves that language centers in Vietnam need to improve their teaching quality to help learners solve these problems.

In order to assist learners in overwhelming obstacles regarding learning English, language centers and/or English teachers should design appropriate curricula. Specifically, “lack of time” is chosen as a major personal problem, so the amount of homework should not make the students feel overwhelmed or burdened. Instead, teachers should focus on a specific target and limit the amount of homework students need to do to practice that target language. With regard to English interference, curriculum should focus on effective vocabulary learning methods since vocabulary was identified as the biggest problem in learning the language. Besides, more pronunciation classes should be offered as many learners are afraid of difficult English accents.

Taking into account learners’ attitudes towards learning English, the learners were aware of the importance of English in that it helps develop their career. Therefore, curricula should be career focused. Even though most surveyed learners agree that learning English is compulsory, and it is a universal language, only 36.6% of them spend more than fourteen hours per week learning English, which equates to two hours a day.

The majority of participants showed satisfaction when asked about their high schools’ teaching quality and English learning results. However, there were concerns regarding the teaching quality. The quality of teaching remains a complex issue, as Parks (2011) projects that “all school leavers will have a minimum level of English by 2020 under ambitious education reforms, but teachers fear that they are not getting the help they need to upgrade their own skills”. Teacher training remains the trickiest aspect in improving the quality of teaching. That is

why teachers themselves should improve their qualifications and experience rather than waiting for governmental support.

Appendix A

Factors Influencing Success in Vietnamese Learners' English Learning

Hello everybody, I am conducting a survey on the factors that affect Vietnamese students' English learning performances. Your time spent on answering this questionnaire is valuable. Thank you very much.

1. You are

☐ Male ☐ Female ☐ Undefined

2. What can your occupation be classified as?

☐ Office worker

☐ Student

☐ Education

☐ Self-employed

☐ Manual labor

☐ Housewife

☐ Business owner

3. How old are you?

☐ Under 20

☐ 20-35

☐ 35-50

☐ over 50

4. Where are you living now?

☐ Ho Chi Minh City

☐ Hanoi City

☐ Da Nang City

☐ Other

5. How would you judge your financial ability? (including parental support)

☐ Low

☐ Average

☐ High

6. How much would you spend on learning English?

☐ No more than 10% of my income

☐ No more than 20% of my income

☐ No more than 30% of my income

☐ No more than 50% of my income

7. What is your opinion about the importance of English? (You can choose more than one option)

☐ It is a necessary universal language.

☐ It is popular, but not the most.

☐ It helps me get my desired job.

☐ It is compulsory to learn English.

☐ English competence is enough, and English proficiency is unessential.

- ☐ I must be English-competent for university graduation.
8. Do you have any English certificates? (If yes, please go to question 9)
- ☐ Yes
- ☐ No
9. What is (are) your English certificate(s)? (You can choose more than one option)
- ☐ TOEFL ☐ TOEIC ☐ IELTS ☐ CPE ☐ Other
10. Do/Did you have family support in learning English? (If yes, please go to question 11)
- ☐ Yes ☐ No
11. What is the major support they give/gave you?
- ☐ Financial (paying your fees, etc.)
- ☐ Mental (encouraging you, etc.)
- ☐ Physical (picking you up from school, taking care of you, etc.)
12. What are the difficulties in learning English? (You can choose more than one option)
- ☐ Its vast knowledge
- ☐ Its complicated grammar and structure
- ☐ Its large vocabulary
- ☐ Its difficult accents
- ☐ Its writing styles
- ☐ Its diversity
13. What is/are your purpose(s) of learning English? (You can choose more than one option)
- ☐ Well-paid jobs
- ☐ Better international communication
- ☐ More business opportunities
- ☐ Higher positions in the work place
- ☐ Better entertainment (more access to books, movies, etc.)
- ☐ A hobby
14. What are your own difficulties in learning English? (You can choose more than one option)
- ☐ Lack of time
- ☐ Too much homework
- ☐ Lack of money
- ☐ Lack of good schools
- ☐ Inadequate teaching methods
- ☐ Lack of motivation
15. What do you do to improve you English skills?
- ☐ Go to a language center
- ☐ Seek for an English tutor
- ☐ Watch movies in English
- ☐ Listen to English songs
- ☐ Go Traveling
- ☐ Read books in English

16. What is the most important contribution factor in your success/failure in learning English?

- ☐ Teachers' quality
- ☐ Self-learning ability
- ☐ Motivation
- ☐ Learning methods
- ☐ Teaching methods
- ☐ Facilities

17. What do you do when you do not understand a point during the class time?

- ☐ Raise my question immediately.
- ☐ Wait until the end of the class since I want to ask more.
- ☐ Wait until the end of the class since I am shy.
- ☐ I will figure it out by myself.

18. Your teacher gives/gave you good support.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

19. Your teacher(s) is/are qualified

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

20. Are you confident in your self-learning ability?

- ☐ Yes
- ☐ No
- ☐ Maybe

21. (Please answer this if you are a high school student) Your school is offering good teaching methods and you are happy with your results.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

22. How much time per week do you spend on learning English?

- ☐ less than 7 hours
- ☐ 7 to 14 hours
- ☐ over 14 hours

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