



International Column



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>> Contd. p.2..



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## The future of 150 students of G L Bajaj Inst. is now in the hands of the court

■ EJ News - Yatender Singh

Angry students and relatives called the police, AKTU did not issue admit cards for not getting the approval for the seat. The Knowledge Park police station, which reached the information, pacified the students and assured them to fix everything in 24 hours. On the other hand, the students say that not only the college fees have gone, but also one year has gone to waste. There is a possibility of spoiling the career due to this. Students allege that in the year 2022-23 session, the college had admitted about 150 B.Tech, 30 MCA, and MBA students in the EWAS category. On this, AKTU had also given notice to the college for taking admission without permission. The college management first went to the High Court and then to the Supreme Court, Special Leave Petition is dismissed by the apex court. Having regard to the controversy involved in this group of petitions, with the consent of the learned advocates for the respective advocates, the matters is taken up for hearing and would be disposed of by apex court while hearing the special leave petition of GL bajaj. The ball is in the hand of the high court and all eyes are awaiting the pronouncement of the reserved order by the high court in the interest of justice. In the past same incident happened at Gr. Noida, Prayagraj, and Ghaziabad where the court regularized the seats for the future concern of the students in-



### AKTU VC office said

AKTU VC office told Education Jagat that the case of GL Bajaj is going on in the court, and only after the decision of the court will it be known whether the students will be allowed to appear in the examination or not.

An unprofessional and unethical act of GL BAJAJ Management towards the 150 engineering students who came to Gr. Noida, where the college enrolled the students without approval from AKTU.

involved, So said GL Bajaj.

Experts are concerned about the future of 150 students and praying that court will see the part of the students while deciding the order. but the solution could not be found right now. Here, the admit card was not issued to these students by the university.

Recently there are so many judgments delivered by courts where that are not harsh on the part of students and most likely High Court will think about these aspects for the sake of students.

Rest depends on the Rules and Regulations and Concerned acts and merits of the case.

## Ukraine to allow medical students to appear for the key exam from India

Ukraine to allow medical students to appear for the key exam from India

■ EJ News - Agency

Indian medical students who have returned home following the war in Ukraine will be allowed to take a key examination from India, according to Ukraine's First Deputy Foreign Minister Emine Dzhaparova. This was conveyed during her three-day visit to New Delhi.

"On the issue of Indian medical students, the Deputy foreign minister mentioned that Ukraine will allow foreign medical students to take the Unified State Qualification Exam in their country of domicile," the Ministry of External Affairs (MEA)



they have returned to Ukraine, and are residing mostly in the western part of the East European country.

Under the initiative of the Ukrainian authorities, students who are still in India can join online classes, and have the option to appear for the Unified State Qualification Exam (USQE) in India.

During the visit, the first deputy foreign minister held bilateral talks with Sanjay Verma, Secretary (West) in the MEA, and called on the Minister of State for External Affairs Meenakshi Lekhi.

"Dzhaparova, during her visit, highlighted Ukraine's desire to build a stronger and closer relationship with India," the MEA said. "Dzhaparova's visit to India would facilitate cooperation between the two countries," it added.



said

The MEA stated as Dzhaparova wrapped up her visit to India.

Around 19,000 Indian students were studying in Ukraine when the war broke out in February last year. According to estimates, approximately 2,000 of



Figures in Million's

	Qtr. Ended Dec.2022	Qtr. Ended March 2023	Groth %
Indian Readers	4.83	5.27	+9.24%
Global Readers	2.47	2.78	+12.63%

(Source CAAR)

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# ELT Methodology

## Language acquisition through story-telling: how reading and listening to stories can achieve language fluency

Language acquisition can be acquired through a variety of teaching strategies and materials. The purpose of this paper is to demonstrate a promising and fast-growing method in language acquisition, the story-telling method. Storytelling is one of the oldest and most widespread methods of communication around the world spreading rapidly in the educational environment as means of reaching fluency in the target language. The primary goal of this paper is to explore the benefits of reading and listening to stories and the various ways that this method leads to further development, language awareness, and fluency in the target language. Activities that focus on this approach are Focus on Meaning tasks (FoM), which aim to learn grammar and vocabulary unconsciously through context.

According to authors, story-telling in literature is a cultural and social activity achieved by sharing stories through embellishment, improvisation, or theatricals. These stories are shared differently from culture to culture as means of entertainment, instilling moral values, cultural preservation, and education; a fable is an ideal example of a fictitious story that can teach a moral lesson (Sherman, 2008). Storytelling acts as an activity that passes information from one person to another or from one generation to another (McDrury & Alterio, 2003).

Listening to stories and reading them aloud grows learners', and significantly young learners' knowledge and awareness of literature, thus their place in the world (Dr. M. Bamkin, 2016).

### Storytelling and play

Storytelling in combination with play can act as an important instrument for perceiving children's world by incorporating learning into a kind of activity. Based on Haven (2007) an effectual manner of instruction and narration is storytelling. "Stories struggle to infiltrate the normal flow of education" (p.4). Tannen (1989) asserts that children when they listen and read stories create images in their minds, hence assisting in better comprehension and more enduring memory than simply memorization of facts or rules. This is in line with the Schema Theory by Anderson which implies that reading or listening to stories or texts evoke memories of the reader or listeners' background leading to a better understanding of the story or the text respectively. It is asserted that learners, and especially young learners, by incorporating play into learning are highly able to manage any section of their lives that is formed by the play (Garvey, 1977; 1990; Paley, 1992; 1997; 2001; 2004; Corsaro, 1997; 2003). The reason for this is that it is regarded as the first independent activity that is assumed as their own (Hakkarainen, 1990; 1999). Furthermore,

storytelling through play is an activity that promotes other skills as it forms the Zone of Proximal Development (ZPD), (Vygotsky 1979).

The benefits of storytelling in education are:

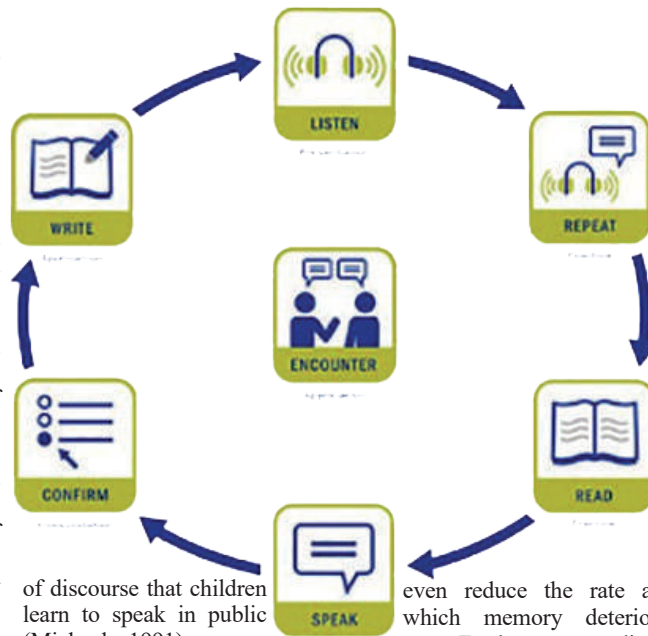
- To engage learners to participate actively in the language learning process: Stories are an early genre

1991).

- To boost imagination and emotions (Tannen, 1989)

### How storytelling can achieve language competence?

To start with, reading is a neurobiological process that exercises your brain muscles. In this way, you can help slow down cognitive decline and



of discourse that children learn to speak in public (Michaels, 1991)

- To further development of vocabulary: stories often act as an early writing form (Sulzby, 1985).

- To encourage learners to speak English (Slattery & Willis, 2001).

- To improve learners' interest in reading (Slattery & Willis, 2001).

- To reinforce critical thinking: current studies in philosophy and cognitive psychology emphasize the value of narrative in developing arguments (Bruner, 1990) and generally in thinking (Dennett,

even reduce the rate at which memory deteriorates. Furthermore, reading challenges the mind in several areas. First of all, it is about understanding and processing the words you read. In addition, you can use your analytical skills, stimulate your memory, and even expand your imagination by reading words from a page. Reading in L2 (Second language) assists learners in feeling more comfortable with new words and grammar rules. Seeing words and structures visually builds up their memo-



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ry especially if this is accompanied by the scaffolding method or by simply looking up words in the dictionary. Learning new vocabulary not as lexicon sets, as mostly used in foreign classrooms, but in a relevant context enable learners to memorize them unconsciously, additionally to instill them faster and easier in their minds. The exposure by reading in more sentences per minute, new vocabulary, and grammar rules is far greater than watching movies or listening to songs. That is why, according to surveys, heavy readers speak more articulate than average English speakers.

Apart from reading, listening to stories reinforces students' active listening skills which are highly significant in the language-learning process. By the term "active listening" we refer more to listening for comprehension and less to listening for responding. When we listen to understand, we acquire a more

holistic view of the language without focusing on grammatical intricacies. Learners focus on the general meaning of the story or the sentence leading to learning the language unconsciously through context. By improving students' listening skills we help them to communicate in a more comprehensible manner, "pick up" language faster, and promote mindful thinking which reduces anxiety and depression (Edenfield and Saeed 2012). Mindful thinking is a social-emotional skill

that teaches learners not only to recognize their emotions, however, but also teaches them how to manage these emotions positively. It can be particularly helpful for children with learning difficulties, especially attention-deficit/hyperactivity disorder (ADHD). According to Dr. Bamkin (2016), the physical passivity of children listening to a story is deceptive. There is a theory that people tend to enter a mild hypnotic state as they listen to a story. While they are in a rare state of relaxation, their brains are becoming flooded with pleasure-promoting hormones and their neurons are forming connections. This state increases the capacity to learn, and that is where knowledge slips in.

To sum up, the benefits of story-telling as an educational tool for teachers have already been aforementioned. However, the various ways a teacher can choose to implement story-telling in class can determine the success and the amelioration of students' improvement regarding language development and language fluency.

## Always remember your moral Principles and Sanskar

A person's career is crucial to their existence. Which-ever job route you decide to choose, will have a significant influence on your life. Together with your lifestyle, your work will define your position in society. In other words, the relationships and social circle you have will depend on your work. For this reason, picking the right professional route is crucial. We have aspirations to be one thing or another from a very young age. Some people want to be doctors, while others want to be painters. Several factors affect our job decisions. Hence, it's crucial to take everything into account before picking a job route.

Youth is a time in life when one has the vigor and strength to face any obstacles, yet this stage of life can be particularly hazardous since young people tend to be emotionally unstable. They have the power to end their lives for all time and make the seemingly unthinkable possible. Lift your head high and let go of any mental dread. When a storm is coming, never retreat; instead, meet it head-on with all your courage. Always have faith in yourself, and nothing will seem impossible. Dream bigger than you can imagine and think bigger than you can. With diligence and commitment, you can achieve all of your goals. Be positive at all times to overcome obstacles.

Avoid temptation on the road and keep your attention on your objective while feeling in tune with your soul. Make your dreams come true, and

then take pleasure in living a joyful life. There are many things in this world that make us terrible, but there are also very few things that make it good. You have a choice; you either follow the crowd or forge your path. Ask your thoughts about where to go if you are having trouble finding your way in life. Your thinking is never deceptive. Have confidence in yourself and keep moving forward in

objectives, and track the results. Each goal may even have a corresponding action. In the meantime, you may also refresh your abilities, network with relevant people, and join industry events. You can also maintain a professional image and update your CV and LinkedIn page. Just keep in mind to tackle things day by day and lay solid foundations for your profession as you create it.

When choosing a career, you must take into account a lot of

lar area of interest.

Following that, you search for opportunities in your field of interest. Knowing your likes and dislikes will make it much easier to hunt for jobs that fit your interest. Create a list of the professions you may pursue based on your interests. Moreover, condense the list you have created. You must follow your personal preferences. To make wise judgments, talk to your parents and older family mem-



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the right one. Moreover, make an outstanding résumé to assist you land the ideal opportunities.

Being a social species, humans are expected to adhere to particular social rules. In these social boundaries, there are numerous virtues can be found, including truth, nonviolence, goodness, humility, and truthfulness. When it comes to achieving success on both a personal and professional level, ethics and morals are essential for humans. As actions usually trump words, how a person or any group interacts with others may reveal a lot about them. Those with high moral standards and strong ideals are immediately identifiable by their deeds.

Professional values and ethics are only developments of what one learns before to entering the workforce; ethics and values are derived from the location, family, beliefs, and

school. So, one's attitude and behaviors from a young age carry over into adulthood and might have a favorable or bad influence on job performance.

Errors are unavoidable. They will always aid in your improvement if you take the time to learn from them. Knowledge is a very effective tool. It will make the world a better place and enhance your future. If you use it properly, you will be effective. Your justifications cannot hold you back. Do what needs to be done on time, and you'll feel fantastic afterward. You must put forth a lot of effort, the battle for what you want, and find inspiration and motivation to keep going if you want to succeed. You will be an amazing person, and with the proper circumstances and diligent effort, you will soon have your dream career. You are capable of doing it. Never stop attempting. We all make errors, so it's acceptable if you do. Making errors is a wonderful method to learn. We all make errors, so it's acceptable if you do. Making errors is a wonderful method to gain knowledge. As long as you keep a positive attitude and put in enough effort, your scholastic path will be straightforward.

More than you could ever think, you are more than capable of achieving. Anything is achievable with grit, perseverance, and effort. Never question your capacity for success. If you put in the effort, you can become the person you want to be and realize your goals.



life.

You only need to use your inner strength to make it happen. You already have all you need to achieve inside of you. Set realistic timeframes for your short and long-term professional goals. Your short-term objectives should be a step towards your long-term objective and should not take more than six months to complete. Be explicit in your

variables. Every element has a big impact on your decision. First, always give yourself a comprehensive evaluation. To pick a job, you must be aware of your areas of interest. For instance, a skilled dancer may go on to become a doctor, but dancing will always remain his passion. Be sure you have the skills necessary to succeed in the pitch you choose. This will originate from your particu-

bers.

The most essential thing is to learn the necessary abilities for the job path you want to take. Make sure you obtain the necessary credentials and degrees. To improve your talents, consider enrolling in training courses. This will offer you the advantage of knowing whether your decision to pursue a particular professional path was

## SRM-AP received the “Best Emerging University” award

■ EJ - New Delhi

SRM University-AP was honored with the award for the Best Emerging University with Academic Excellence in India at the ‘13th Asia Education Summit and Awards-2023’ at the Ashok Hotel in New Delhi.

Vice-Chancellor of SRM University-AP professor Manoj K. Arora, and Director of Communications Pankaj Belwariar, received the award from Union Minister of State for Education and External Affairs, Dr. Raj Kumar Ranjan Singh and, Member of Parliament and former Minister of Education, Ramesh Pokhriyal ‘Nishank’ for the varsity’s outstanding services and contribution to the higher education sector.

“SRM University-AP stands out at the forefront of higher education in India as a multifarious research-oriented institute delivering education for individual and social responsibility. The recognition at the Asia Education Summit and Awards 2023 proved that the five-year-old university is already ahead on the right path,” commented Dr. P. Sathyanaray-



anan, Pro-Chancellor of SRM University-AP, in response to the award.

Prof. Manoj K. Arora also took part in the panel discussions on ‘Improving Education Globally’; ‘Educational Technology has a Significant Role in Today’s Education System’; ‘Innovative Management Strategies for Cooperation Between University and Industry’; ‘Key Politics of State

Central Towards Enhancing the Quality of Education Across the Country’; and ‘How Can India Create Enough Jobs for its Graduates’, during the Asia Education Summit and Awards. Asia Education Summit and Awards is an open platform that brings together some of India’s most brilliant minds to share their leaders’ strategies and insights into financial, economic, educational, and management.

## KIET to Represent Delhi-NCR at NASA Rover Challenge 2023

■ EJ News - Ghaziabad

NASA Human Exploration Rover Challenge 2023 is all set to welcome 61 teams across the world that shall compete against each other to develop and invent new technologies for crewed space missions. Team INTERSTELLAR from SAEINDIA Collegiate Club of KIET Group of Institutions, Delhi-NCR, Ghaziabad has been selected as one of the teams from India that are working on human-powered rovers. This 3-day competition will be organized in Huntsville, Alabama, US (NASA’s space & rocket center) from 20th April to 22nd April 2023.

As per the team’s mentor, Tuhin Srivastava, this is the third time for the SAEINDIA Collegiate Club of KIET to participate in the NASA Human Exploration Rover Challenge. He stated, “In 2019, we got the prestigious “AIAA Neil Armstrong Best Design Award” and in the year 2021, we got “Phoenix Award”. This year, our team is comprised of 6 student members, and we are hopeful to win the competition.”

On 12th April 2023, the institute organized the Rover Flag-Off Ceremony at the SAEKIET Workshop on campus along with a press conference, wherein the team discussed their project and celebrated their achievement to have made it to this point. Team Captain Agam Jain said, “It was not an easy or smooth journey for



us. We spent sleepless nights designing and assembling our rover. Fitting the frame in a box of size 5\*5\*5, keeping in mind the strength of the frame, keeping the weight of the vehicle in mind, were all very tough tasks, but we are confident that our rover will easily overcome all the obstacles and tasks, put forth in the competition.”

Elated by the enthusiasm of the students, the institute’s Director, Dr. A Garg, said, “I always believed myself to be a good orator. But, today, I feel out of words. I am joyful, exhilarated, and speechless at the same time. You are not just the future of the KIET Group of Institutions, but the future of our nation. I wish Team INTERSTELLAR and their mentor Tuhin, the very best and we shall win.”

The institute’s Joint Director, Dr. ManojGoel, too expressed his emotions by blessing the team with all the luck. He added, “We are glad to share that based on our previous performances in the past events, AICTE has approved the reputed SSPCA (Support to Students Participating in Competitions Abroad) Sponsorship for our team. In addition, the institute is also supporting the team by providing financial support from its end.”

As per NASA, all the participating teams shall be judged based on their ability to assemble a rover that could traverse a half-mile course, consisting of 10 obstacles and 5 tasks with a simulated field of crevasses, boulders, asteroid debris, erosion ruts, and an ancient streambed.

## IP University launches new courses in Bioinformatics, Cyber Security

■ EJ News - New Delhi

Indraprastha University has launched new courses on bioinformatics and cyber security. The IP university has designed the bioinformatics course to help students acquire skills in data analysis, biological data management, and computer programming. Similarly, the course on cyber security aims to equip students with the knowledge and skills to identify and prevent cyber threats and attacks. With these courses, the univer-



sity is hoping that students will get the opportunity to gain new-age skills. The move is aimed at providing

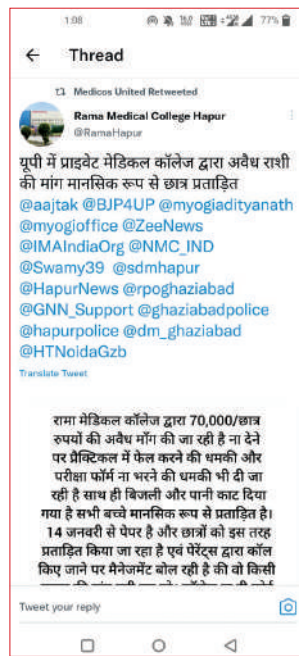
wider exposure to students and expanding the university’s academic offerings, the Delhi government said in a statement. “We are committed to providing our students with the best quality education and exposure to the latest trends and practices in their respective fields. These new courses will help our students achieve their academic and professional goals,” Delhi Education Minister Atishi said.

## Management in Kanpur accused of arbitrariness MBBS students protest

■ EJ - Kanpur

Hundreds of MBBS students of Rama Medical College sat on a sit-in. The students alleged that they were deliberately failed by the college administration. Due to this, the second-year student tried to commit suicide. He cut the vein of his hand. However, he has been admitted to the hospital located in the college.

Second-year students of the college said that Mrinal Pratap Singh is a second-year student in the college. He is being failed 2 consecutive times. In one subject, the same marks were given as in the previous semester. Scrutiny was also filled but the numbers



did not increase.

Despite the ruckus, neither the director nor the principal came forward to talk to the students. After the intervention of the police, the college management formed an inquiry committee. After the report of the committee, a decision will be taken for the students.

## DU Separates Admission Portals For UG & Masters

■ EJ News - New Delhi

Delhi University will launch two separate portals for admissions to undergraduate and postgraduate programs through the Common Seat Allocation System, a senior varsity official said on Tuesday. The university is likely to begin its admission process by May 20, he said.

The admissions for undergraduate and postgraduate programs will be through CSAS (UG) 2023 and CSAS (PG) 2023.

This will be the first time the university is opting for the Common University Entrance Test for admission to post-graduate programs. It admitted students to its 70 colleges through CUET-UG last year.

Students aspiring to get into DU will have to appear for CUET(UG)-2023 and CUET (PG)-2023 as well as register on the CSAS UG and PG portal of the DU. The university is hopeful that this year the admission process would be “smoother”, the official said.

“We are fully prepared to take admissions to UG and PG programs through CUET. We will be launching two separate portals for admissions to graduate and postgraduate programs,” the official said.

## Copy recheck fee Rs. 15k

The students alleged that a large number of students were being deliberately failed by the college administration. So that 15 thousand rupees can be charged in the name of copy check. Earlier, the copy check fee was Rs 5,000.



**Scholarship:** IIHS Urban Fellows Programme 2023-24  
**Description:** IIHS Urban Fellows Programme 2023-24 is an initiative of the Indian Institute for Human Settlements (IIHS) for bachelor’s degree holders in any subject or discipline. It is a scholarship-based, nine-month, full-time, interdisciplinary and residential programme, delivered through seven months of in-class teaching at the IIHS City Campus in Bengaluru. This programme is followed by two months of internship placements in locations where a fellow’s particular internship organisation is located.

**Eligibility:** Open for Indian citizens below 30 years of age at the time of the UFP’s commencement. The applicants must hold a bachelor’s degree in any subject or discipline and have basic proficiency in reading English (Note - There is support available for candidates with limited speaking ability in English)

**Prizes & Rewards:** Tuition fees and stipend to cover daily living expenses

**Application:** Online applications and through post to - The Admissions Committee IIHS Bengaluru City Campus, No. 197/36, 2nd Main Road, Sadashivanagar Bengaluru - 560 080

**Last Date to Apply:** April 24 2023

**Short Url:** www.b4s.in/jagat/IIHS4

**Scholarship:** D. K. Bhawe Scholarship 2023

**Description:** D. K. Bhawe Scholarship 2023 is an opportunity offered by the Savitribai Phule Pune University. The purpose of the scheme is to encourage students to return to India after their master’s degree and help India to compete in the global economy.

**Eligibility:** Open for applicants who are Engineering graduates or studying in final year of B.E./B.Tech. degree (any branch) of Savitribai Phule Pune University from the NBA (National Board of Accreditation) accredited institutes. The candidates must have secured merit-based ‘confirmed admission’ in a master’s degree course in Engineering and Technology in any foreign accredited university from USA/Canada/Germany/England.

**Prizes & Rewards:** 50% of total cost of one year for a master’s degree.

**Application:** Online applications only

**Last Date to Apply:** May 20, 2023

**Short Url:** www.b4s.in/jagat/DKB3

**Scholarship:** Arts University Bournemouth GREAT Scholarships 2023-24

**Description:** Arts University Bournemouth GREAT Scholarships 2023-24 is an opportunity offered by the Arts University Bournemouth in partnership with the British Council and the GREAT Britain Campaign to students applying for a postgraduate course at Arts University Bournemouth.

**Eligibility:** Open for Indian citizens holding a valid passport. The applicants must hold an offer/invitation to study a one-year postgraduate course at the Arts University Bournemouth. They must have a language certificate before or by May 15, 2023 and be overseas fee payers.

**Prizes & Rewards:** £10,000 discount on the course fee for a year.

**Application:** Online applications only

**Last Date to Apply:** April 30, 2023

**Short Url:** www.b4s.in/jagat/GAU6

**Scholarship:** Sheffield Hallam University GREAT Scholarships 2023

**Description:** Sheffield Hallam University GREAT Scholarships 2023 is an opportunity offered by Sheffield Hallam University in partnership with the British Council and the GREAT Britain Campaign. The scholarships will be offered to postgraduate candidates.

**Eligibility:** Open for Indian students holding a valid Indian passport. The applicants must have achieved a minimum 2.1 or equivalent in the undergraduate honours degree and meet the English and academic entry requirements. The applicants must hold a full-time postgraduate taught course at the university in September 2023. The students must be international fee-paying student who is fully self-financing their studies.

**Prizes & Rewards:** A tuition fee waiver of £10,000 for the first year of study

**Application:** Online applications only

**Last Date to Apply:** May 31, 2023

**Short Url:** www.b4s.in/jagat/SU3



# Featuring the EXTRA LOCAL Teacher of English

The universal reach of English is unprecedented. No other language in the history of the world has impacted, nor continues to impact, the economic development and globalization of commerce, diplomacy, industry, legislation, literature, and science as much as English. With an estimated 2.5 billion speakers worldwide, of which only 400 million are native English speakers, English continues to be one of the most commonly used languages by much of the world's population. The continual use of English by such a large portion of the global community has understandably created an ever-increasing need for English teachers.

Interestingly, in 2014, the late David Graddol forecasted that a lack of qualified English language teachers would present one of the most significant large-scale challenges to developing national English programs. Nearly a decade later, regardless of the immense worldwide need for English education, the slightly more than 15 million English teachers—with almost 80% or around 12 million being non-native English speakers—currently teaching across the globe are unable to meet the overwhelming demand for English education.

Despite valiant recruiting efforts, many developing countries with the most significant economic need for English education have felt the brunt of the global English teacher shortage. Yet, even though, as highlighted earlier, the most accessible English teachers are non-native English speakers (NNES), education stakeholders (e.g., school administrators, teachers, parents, and community and local business leaders) in most developing countries continue to irrationally focus on predominantly recruiting native English speakers (NES).

Accordingly, this preoccupation with NES teachers begs the question, seeing as non-local

NNES teachers (e.g., Filipino, Indian, Indonesian, Malaysian, Nepalese) substantially outnumber NES teachers (e.g., American, Australian, British, Canadian, New Zealander), why would education stakeholders with a personal stake in the success and welfare of a school or education system fixate on recruiting from a limited pool of NES teachers. This so-



cially unjust misguided demand for NES teachers has expectedly exacerbated the ever-increasing English teacher shortage. Yet, this irrational fixation over who, the seemingly “preferred” NES teacher or the “less desired” non-local NNES teacher, is believed to be the most suitable English teacher in the world of ELT rages on.

Peter Medgyes, in *The Non-Native Teacher*, one of the most influential seminal works on this subject, should have resolved this discussion nearly thirty years ago. In trying to settle the above debate over who is the better English teacher, Medgyes compared the capability of an NNES teacher who ‘is’ highly proficient in Eng-

lish to an equally credentialed NES teacher who ‘has not’ acquired a second language. In this case, they found that the NNES teacher would be a more competent English educator. In contrast, Medgyes then compared the capability of an NNES teacher who ‘is not’ proficient in English to a likewise experienced NES teacher who ‘has not’ acquired a second lan-

guage. In this second case, they found the NES teacher would be a more competent English educator simply due to their English language ability. Medgyes concluded that an NNES teacher who ‘is’ highly proficient in English and a similarly qualified NES teacher who ‘has’ acquired a second language would be equally competent English teachers.

Given the above realization, it is prudent to say that English educators should be chosen according to their attributable qualifications, teaching experience, subject knowledge, and linguistic aptitude rather than solely based on their characteristics and social traits (e.g., ethnic group, skin color, national

origin, sex, religion, or age).

Even though leading English language teaching organizations have voiced solidarity with NNES teachers across the globe, the TESOL International Organization was the first to take a formal stance against such prejudiced biases. In 2006, the TESOL International Organization strongly opposed discrimination against NNES teachers

in ELT. Although they conceded that all English educators should be proficient in English, they declared that teaching skills, experience, and professional preparation (e.g., credentials) should be given as much weight as other criteria when evaluating an English teacher’s professionalism. Unfortunately, the NNES teacher label continues to routinely minimize the formal education, linguistic expertise, professional preparation, and teaching experience of NNES English teachers.

As NNES and NES teacher groups have been found to possess comparable benefits, there should be terminology to represent the homogeneous English teacher rather than separating

them into prejudiced NNES and NES English teacher categories. Suppose we peruse studies regarding NNES and NES labels. In that case, we will find that the prefix non-, as in non-native English speaker teacher, has the connotation that the NNES teacher lacks the usual, particularly positive characteristics of the NES teacher. In response, several studies have even explored alternative terms for the NNES teacher, such as ‘bilingual or multilingual teacher,’ ‘multicompetent teacher,’ and ‘translingual teacher.’ Nonetheless, whether alternative terms or the traditional NNES teacher label are utilized, there is always an implication that these terms convey a negation or an absence of “nativeness” compared to the NES teacher label.

In the work by Carmen Fought, Language, and Ethnicity, they mentioned the term extra local. They continued that an individual is considered extra local if they are not the ethnicity nor a citizen of the country in which they reside or work. Therefore, the term Extralocal Teacher of English could homogeneously embody the mutual characteristics of both NNES and NES English teachers without focusing on the inconsequential attributes mentioned above.

I would like to put forth a call to action to all education stakeholders in countries where English is taught as a foreign or second language to end this nonsensical NNES and NES teacher debate. It is time for you to uphold the notion that all Extralocal Teachers of English should be chosen according to their experience, qualifications, subject knowledge, and English proficiency rather than



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being discriminated against on account of their physical characteristics and social traits (e.g., ethnic group, skin color, national origin, sex, religion, or age).

In this article, I will talk about one of the subjects that I have always been attracted to by family ties and that I want to pass on to my students with the project “Approaching Architecture”. Although my University degree is in Chemistry, I have been teaching Visual and Plastic Arts for more than two decades, and this subject comprises technical drawing too., essential to engineering, architecture, or even interior design

The idea of the project came out when we realized that we could take advantage of some online applications where students can develop their projects with great skill and fluency and without the demands required by programs such as Autocad, 3DStudio, etc...

Along with the experience of developing a final project, I wanted to incorporate the historical and plastic part of a branch such as architecture, a discipline closely linked to our civilization. We live, work, and enjoy... buildings, houses, etc... Bringing students closer to certain elements of this discipline is very interesting to complete their training in Secondary Education. In this part of the project, we work on the artistic part, the sketch. The sketch is where the author of the project sets out his initial idea, an example of which is the sheet on Le Corbusier's Notre Dame Chapel. I have created a series of worksheets with sketches of the great names in architecture,

## Approaching to Architecture



now and forever, such as Norman Foster, Zara Hadid, Frank Lloyd Wright, etc... At the same time as they work on the worksheets, I share with them the biography of these references or I propose a cooperative work on one of them or one that they propose to me. Getting to know the most influential architects and their works, is one of the axes of this project which I hope will leave a mark on my students, appreciating the Tower of London Bridge in the same way that they can enjoy Norman Foster's City Hall, for example.

It is clear that Antonio Gaudí, the great Spanish architect, is a reference point on this subject. His work, from the Sagrada Familia, Casa Milá, or the Güel Park in Barcelona, as well as others built throughout Spain, are the subject of study in this project. Not only for the constructive part but also for the plasticity and originality of the design.

It is not my intention to lead my students towards University careers such as Engineering or Architecture, although I believe that giving them a glimpse of

some elements of these disciplines can give them an idea of the work carried out by professionals in the sector and generate vocations or propose paths for their future studies. In this respect, and to have direct contact with current affairs, we have planned talks with professionals from the sector (architects, engineers, decorators...) who will tell us about their professional experience and share with us the projects in which they are involved.

Approaching Architecture is an ambitious project that I hope to keep growing with contributions

over the coming years. It wants, with the external collaboration of professionals from the sector, to create a fun learning environment, where students, as they deepen into the subject, will develop new interests that will lead them to continue exploring. Another no less important objective of this project is to familiarise my students with concepts such as technical drawing in its real or everyday use, to learn how a house is distributed or how to decorate commercial premises, and also to have an idea of the space for its use, to see the

size of a room on a plan or the space that will be left for storage when considering a business. I have always considered that the overall training of a student who finishes Compulsory Education should include being able to read a plan, to know how to interpret it because at any moment, as I



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have already mentioned, he or she will have this need.

To develop this project I have used some specific digital tools for the subject that I will be increasing from now onwards, because, as I explained, I consider it a dynamic and updatable pro-

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# 21st-Century Challenges in Fintech applications

The 21st century has seen an explosion in the development and use of financial technology (Fintech) applications. Fintech applications are becoming an increasingly important part of the financial services industry, providing innovative solutions to traditional banking and financial services challenges. With the rise of Fintech applications, some unique challenges must be addressed. These challenges range from security and privacy concerns to the need for more comprehensive regulatory frameworks. Additionally, the speed and complexity of

sector because of the speed at which technology evolves.

## Issues of Fintech in the 21st Century in the commerce field

- ♦ **Lack of Security:** Fintech applications and services can be vulnerable to cyberattacks because some of them are built on open-source technologies that don't have the same level of security protections as more established financial institutions.
- ♦ **Data Privacy:** Fintech applications may collect a lot of personal data, which can be used to target customers with targeted ads or



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## Threats and Challenges in FinTech



Fintech applications require the development of more advanced technology and infrastructure. The challenges in Fintech applications in the 21st century are complex and need thoughtful solutions to ensure the continued growth and development of the industry.

### Challenges of Fintech in the 21st Century

- 1. Cybersecurity:** Fintech companies are vulnerable to data breaches and cyber-attacks, which can lead to a loss of customer trust and financial losses.
- 2. Regulatory Compliance:** Fintech companies must comply with a complex web of rules and regulations, both in the US and globally, which can be a challenge for smaller or newer firms.
- 3. Consumer Protection:** As financial technology advances, there is a risk of consumer exploitation due to the lack of consumer education and protection.
- 4. Accessibility:** Fintech products and services may not be accessible to all due to language barriers, digital literacy, or lack of internet access.
- 5. Social Inequality:** Fintech can widen the gap between the "haves" and "have-nots" as financial products and services become more expensive and complex.
- 6. Potential for Fraud:** Fraudulent and unethical practices can quickly spread in the Fintech

even sold to third-party companies.

♦ **Regulatory Uncertainty:** Fintech companies are often operating in a regulatory gray area, which can lead to uncertainty and confusion for both customers and companies.

♦ **Lack of Customer Service:** Many Fintech applications are designed to be easy to use but can be difficult to navigate when customers need help or have questions.

♦ **Limited Scope of Services:** Many Fintech apps and services are focused on one specific task, such as budgeting or investing, but don't offer a comprehensive suite of services as traditional banks do.

### Threats faced due to Fintech in market regulations

♦ **Risk of inadequate consumer protection and data privacy:** Fintech companies often have access to large amounts of sensitive customer data, which could be vulnerable to cyber-attacks and data breaches.

♦ **Potential for anti-competitive behavior:** Fintech companies may have an advantage over traditional financial institutions due to their agile business models and innovative technologies. This could lead to an uneven playing

field in terms of competition.

♦ **Regulatory uncertainty:** Fintech companies operate in a highly regulated sector and are subject to a wide range of laws and regulations. However, many of these regulations have yet to be updated to reflect the latest technological advancements.

### Growing potential for fraud:

As Fintech companies become more prevalent, they are also becoming targets for fraudsters. The lack of a centralized system of control makes it difficult to track and prevent fraudulent activity.

### Conclusion

The challenges in Fintech applications in the 21st century are numerous and complex. Despite the ever-increasing complexity of the Fintech industry, it can still be a powerful tool for businesses, entrepreneurs, and individuals to maximize their financial potential. With the continued development of innovative technologies, financial institutions can take advantage of the new opportunities presented by Fintech, while still ensuring security, compliance, and customer satisfaction. With the proper resources and strategies, the future of Fintech can be a bright one.

### Approaching...

As in the other subjects I teach, I have introduced the Flipped Classroom methodology. In the case of technical drawing, I have created the didactic videos with the GeoEnZo tool, a digital tool I use for classroom explanations and with which I have developed the videos that I share with the students on the web or in the digital classroom. I think it is a very didactic application for this part of the subject. For the development of the different final works, either a house or commercial premises, I have used the Floorplanner application. This tool allows my students to create creative projects simply. Floorplanner is a very intuitive tool where the students make their proposals without spending a lot of time learning how to use the tool. In addition to working on the concept of space and distribution, the students can work on the final decoration in a simple way and with fantastic finishes for the educational level in which the project has been implemented.

As this is a living project, at the moment I am working with other tools that I intend to include in the project such as SketchUp, and pCon.planner, Planner 5D...

To sum up, I would like to point out the great acceptance of the project by my students. Learning has been favored with the implementation of the Flipped Classroom methodology as they can view the content of the videos at any time and solve their doubts afterward with the teacher by their side. In the performance of the final projects, the originality and detail of their projects surprised me. With no previous knowledge and, in most cases, with the instructions included in the initial video that I prepared, they carried out magnificent projects, developing original ideas.

It has also fostered cultural exchange as they have learned about architectural works carried out in other countries, which they have had to exhibit to their classmates. I hope that this project will grow and consolidate over time.

# Don't tell the World what can be done, show how you do it

“We want to act: to develop ourselves and others to be useful to Ukraine and the world in general...” (Ukrainian youth - co-founders of the International Community “Ludstvo”, October 2022)

The terrible war in Ukraine united Ukrainian youth from different parts of the world for joint activities for the benefit of their country and the whole world in the International Community “Humanity”. Youth is our future. Children, teenagers, and young people, especially now, in the conditions of war in Ukraine, need the support and help of adults. Their need for quality education, unlimited creativity, interesting communication,

business games training hub.

♦ Develop sites for digitizing children's drawings drawn during the war by children from all over the world.

♦ Organize online summer training camps for young people.

♦ And many other things On February 25, the Ludstvo community will launch a unique and unique mini-EdCamp for children. *Everything is done by children who are in different parts of the world!*

Mini-EdCamp will be the starting event of the “Lyudstva” activity, which is an initiative of Ukrainian youth for the development of everyone as full



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Free online schools for  
children of Ukraine all  
over Europe  
Ukraine



effective self-realization, and creative self-expression made them feel even more strongly. They, like never before, strive to be useful, work, act, and feel needed.

### The community was created to:

♦ Organize and conduct events for children and youth, according to their own chosen directions and topics.

♦ Implement programs for the development of strategies and development ideas for territorial Ukrainian communities.

♦ Develop and implement online courses on acquiring future skills.

♦ coordinate the creation of youth hubs of mutual development according to one's interests.

♦ Ensure the functioning of the



citizens of the world. It will function as a community of progressive and goal-oriented youth, which is aimed at finding themselves, their place in the world, and like-minded people with whom they can change themselves and the world around them. We are sure that the International Community “Lyudstvo” in general and the children's EdCamp, in particular, will become another brick in building a strong, educated, and happy Ukrainian society.

It is precisely for the implementation of children's initiatives at the systemic level that we ask to attract young people from all over the world to the Community and support us.



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