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“Recent Studies and Research”

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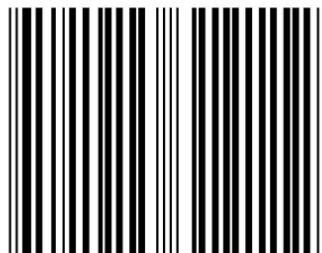
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KARINA NIZIOŁEK

Under the Savo Sky - A Philosophical Time-Travel Mosaic

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Abstract

Using his words, the essayist endeavours to build a mosaic-like Kuopio. To do so, he also needs the help of photographs. A time-trip will reveal the multifaceted nature of Kuopio, constructed from small pieces. The Savo sky is like a large existential mirror, reflecting past, present and future time. The vaulted mirror of life above the landscape reveals the everyday moments of various generations. Interspersed among the flickering images are glimpses of the joys and sorrows of individuals and of the whole nation. Individual and community are presented both alongside and nested inside each other. The market place, as a time-square, acts as the space where events unfold. It resembles an existential theatre where various sequences of events take place. An essayistic or philosophical time-travel mosaic means a flâneur's wanderings through the existential stream of Kuopio city life. As an anonymous observer, the traveller notices many kinds of things. From these he formulates a coherent and confidently worded overall picture. In this way, an intellectual-artistic self-portrait of Kuopio takes shape. The role of the essayist is demanding: he must be able to act as a contemporary observer, critic and artist. He can therefore also be seen as an omniscient narrator – simultaneously both as a reader and a writer. The essayist thus lives and tells an existential story – a story of the forms of 'kuopioness' across time. It is a story worth each and everyone of us listening to.

Keywords: time-travel mosaic; time-square; travel literature; verbal and pictorial gaze; essayistic tradition

Motto

"The reflections in the mirrors sped her through time and space – she was simultaneously here and immersed in the depths of another time; in her childhood and in the mythical time of the Norns, beneath the eternal oak tree." Kähkönen, 2016b, p. 238.

"Come on a time-travel journey to a city that no one can dismantle." Kähkönen, 2011, p. 5.

Towards a time-square

The essay you have in front of you contains various ways of looking at the world. You could also call them partial mosaics. Together, they draw a picture constituting a coherent mosaic entity. It is a harmonious verbal painting in which Kuopio, as seen from different directions, emerges. What we have is some kind of "viewing device" combining language and image – a ViewMaster – allowing the reader to look at four multidimensional existential images of Kuopio's market square. Perhaps it could also be described as a scientifically-tinted artistic time-postcard.

A key figure in the Finnish essayistic tradition is the versatile writer Kersti Bergroth. In her explorations of the themes of time and being, she has followed the path of spiritual profundity paved by Henri Bergson and Marcel Proust. This eloquent and telling quote is from her wide-ranging work *'Essays'*.

"Gradually I realised that if you want to understand (Marcel) Proust, then you have to temporarily change, as if to become him himself [– –] Once you have changed back to your own self, you can look at and evaluate Proust's work in the same way as if you were reviewing something in the lifetime you yourself have lived [– –] In its opening pages, Proust's great novel, 'A la recherche du temps perdu' (In Search of Lost Time), describes the way a person wakes up in the morning. [– –] From night into day, from familiar slumber to astonishing daytime existence. Before you lies a new world with a bed, a door, a table. Your thoughts are still loose, still running riot. Your emotions wash in waves from past to present, from the lows of the soul, from fundamental wistfulness to the sensory wavelets of this moment. [– –] The reader feels that he himself is the experiencer of moments of slumber and awakening." (Bergroth, 1950, pp. 28–29.)

How to interpret the world around you accurately, intelligibly? How to reach the daily dawns and dusks of previous generations? Or into the heart of the everyday experiences of future generations? In short: is it possible, even to some extent, to become another person, to step into and become part of his or her apposite state of being?

We have to create an exploratory verbal and pictorial gaze across the time-square. Only in this way can an in-depth analysis of the situation be achieved. Such a procedure is also required to promote the ideal of quality essay writing. The essayist must be able to express ideas as part of the world of language.



Photograph 1. Looking across the time-square.

In 1940, Vilho Setälä's book *Photography as Science and Art* was published. A good eight decades ago, then, Setälä was already reflecting interestingly on the role of the photographer. His thoughts still seem worthwhile and valid today: "However, it is quite wrong to think that the photographer does not have his freedoms. All we have to do is choose any landscape or group of buildings and then take a few steps forward or backward, to the right or to the left, and soon we see how the factors affecting the picture as a whole are constantly changing. We have complete freedom to choose the correct viewpoint, and to a large extent it is in exercising this freedom that the secret of taking a beautiful picture lies." (Setälä, 1940, 434.)

I, as a contemporary interpreter, am able to stand in a Kuopio time-square at a point from which detailed observation of people and hackney carriages – taxis – would have been possible even at the actual moment when the photograph was taken, in 1936. My non-reflective, open-minded attitude ensures for me a connection to a real historical situation: access to the origins of a presence expended on time-travel. Since time immemorial, it has been possible for someone to find themselves in a situation in which, for example, a city, as an existential milieu, presents itself as a home of being. In other words, this is also a very practical perspective that opens up multi-level views of experienced everyday life. What does it mean for a space or place to become home-

like? Or would it be more realistic to talk about consciously making a landscape home-like? (On urban studies, see e.g. Benjamin, 2007; Itkonen, 2006; 2012a; 2012b; Mumford, 1949.)

The hackney cabs for hire along the street were also probably among the practical objects that were part of everyday life. But at that time, summer 1936, they were certainly not part of everybody's daily experience. In most cases, taking a taxi was probably to do with some kind of special occasion, such as a party, a visit or illness.

The photographer who took photo 1 must have climbed the Kuopio City Hall tower, thus exercising their artistic freedom in choosing the right "eyepoint". In any case, the end result is quite impressive: from a high, metaphysical vantage point, the view opens up over the entire landscape, towards the expanses of Lake Kallavesi. A feeling of being at home is created. For the viewer, the idea of roads leading to safety and warmth comes to mind.

Geographical location is probably of little importance in this context: a familiar region may include several 'kuopios' – according to where a person's home might be. Of the essential elements, devoted attachment is the most important. Of course, the strength of the overall feeling is also influenced by the people close to you, the lived others who range from the closeness of relatives to the remoteness of anonymous strangers. (For an examination of Finnishness, see, for example, von Bagh, 2002; Iso-Markku and Kähkönen, 2007; Itkonen, 2019; 2021a; 2021b.)

It is also possible to consider language as a home of partnership: living there ensures that mutual understanding can be achieved. Each person may therefore think themselves capable of understanding what the intended message is. And vice versa: each person may also assume that they are being understood. Otherwise, communication or interaction would be impossible.

I, as a human being of the future, probably represent a third participant compared to the photographer and to those existing in the time-square: a kind of external he/she element who through their writings in the inner world of the essay is giving birth to a faceless me, to anyone or to no one. It is a matter of everyone or no one. Those who have gone before, the people at the market, are in a you-position with regard to me. I lack the information and the words to characterize their true essence. It's true, though, that the distance in time is so great that I can't be absolutely sure about it. Inevitably, the he/she category probably always implies a certain degree of fabrication, fantasy and fiction.

The time-square refers to the imaginary and real Kuopio market square. The time-travel mosaic under the Savo sky is thus both a scientific and artistic fabric of writing. As such, it represents a cultural-philosophical study creation linking word and image together.

Once upon a time on Kuopio's market square

The market as a space frees up a space. Or the market brings a space to life. It is not just an open space between two opposite sides, for example. The market square brings both edges and puts them one beside the other. In this way the entirety of the market is constructed. It means a milieu that has placed itself in reality for a person. So, it's about a human-sized space, characterized by its many faces. In other words, the space exists for various purposes. Market square time is stratified everyday time.

Some cities are known for their markets. We could perhaps talk about Kuopio's market as a concept in itself. It is a guarantee of quality. Tammela market in Tampere is also renowned. It too is associated with the idea of quality. The atmosphere of the market obviously plays an important role in the impression of quality. Of course, the goods on sale and the market vendors are also essential enablers of sophistication. But it would probably be right to say that the most important thing about Kuopio is its Savo-ness, which is thought of as associated with a unique existential atmosphere. People talk about folksy joviality. It is probably some kind of peaceful benevolence and cheerfulness.

War, with its ideals and goals, arrived at the market place as well. Could the ideal of quiet joviality have been valued then? An examination of the question once again requires the presence of photographs.



Photograph 2. Soldier boys' sports championships A.



Photograph 3. Soldier boys' sports championships B.

The present was the Continuation War: late summer 1942. The exact date is not important. Other things are more significant. This is also a point worth stressing: this is neither a study of military history nor of war tourism. The time traveller concentrates on other kinds of observation. The main focus is on reflecting about the spirit of a place and the urban milieu.

Written echoes of the past are also needed. The military and disciplined parade needs the insightful words of Sinikka Kallio-Visapää to accompany it. Her fascinating work, *Santiagon Simpukka* (The Scallop Shell of Santiago), is one of the classics of Finnish travel literature, with its succinct subtitle "Travel essays and picture series from Spain". Kallio-Visapää describes nested hiking trails. Perhaps we could even call them earthly and heavenly hiking trails.

Kallio-Visapää's text is insightful, fluent and appealing to the reader: "The blood red of the sun is extinguished, but the air is 'bright' even in the dark, the firmament a hard and cold element, like black glass. While the stars sow their white sparks on its surface, below on the ground the little hay fires of the shepherds are lit. Shell carries us along an invisible road, the Scallop Shell keeps us on course, and above there gleams the familiar misty arc of the Milky Way. If we had the eyes to see, we could now distinguish the night roads which in Spain lead from up to down and from down

to up, as crowded with travellers as the earthly routes are by day. Along them, the wanderers of heaven and earth meet each other and reach each other's dwellings as easily as if there were no difference between these two spheres of existence, no greater distance than that which the eye can embrace in one look." (Kallio-Visapää, 1952, pp. 75–76.)

The time traveller moves from the ambiances of Spain to wartime Kuopio. Even in olden days the market was the centre of events. We can make this claim despite the fact that the parade only passed alongside the market square. Nevertheless, the square as a space dominated the space and gathered the levels of time into its essence. It was not in the role of a bystander but rather the main protagonist of a state of being. It is as if all the ideals of the age had assembled on the square: the cause of the Finnish Fatherland was shared by all. Collective narratives bound people to the same reality. The soldier was the heroic figure of everyday life. Sport was raising boys to become future soldiers. The march was the time signature for the days of war. Music raised the sense of solidarity. Leaders were admired and followed. Society was more important than the individual. The goal of all activity was to forget oneself. Individuality was replaced by communality. Finland's independence was the prerequisite vital lifeblood of the whole nation.

The past and the future march against each other and meet in the present. Memory and expectation move towards perception from opposite directions. The situation could be likened to the roads of the night and the routes of the day mentioned by Kallio-Visapää. The travellers would be wanderers of the past, of the present and of a time yet to come. The short journey from ideal to manipulation, the conscious "tampering" with minds, is timeless. Did the parade in photographs 2 and 3 represent some kind of patriotic pilgrimage? Alongside the visible marchers, an invisible ideological procession advanced. Alongside sport and play marched the ideals of valour, war and heroism.

In architecture, too, time strata were located in parallel and intertwined. Wooden Kuopio breathes the atmosphere of the bygone. The future frenzy of modernisation was not yet known. The magnificent town hall has endured through all of the enthusiasm for updating. The stylish lyceum school building still exists. Both of these witnessed the marching parades of the soldier boys' sports championships. Or, to once again interpret the thoughts of Kallio-Visapää, it was about a simultaneous and parallel march past of a visible and an invisible parade. In addition to the heavenly and earthly procession, concrete and metaphorical childhood and adulthood also took part in the march.

In photo 2, the camera observing the parade is slightly further away from its subject than in photo 3. Moving closer to the subject makes the scene slightly more transparent. The grown men, perceived by the senses to be soldiers, appear to be concrete and honest figures. They flag their patriotism with unabashed showmanship.

In picture 2, the sporting boys, the unshaped blanks for future soldiers, still proceed in the background. They are like predictive reflections of an ideal tomorrow: glimpses of the right kind of manhood, of model citizenship.

In photograph 3, the soldier boys have moved to centre stage. Did a possible manipulation then become more clearly distinguishable? Or are the boys placed in an adult world of interpretation? In that case, of course, reality would be looked at through a distorting lens. Presumably it was enough for the boys that they were just living one of the most solemn moments of their lives.

The parade also signifies the passage of time. The researcher of the 2020s locates the parade in his own present and his own experience of Kuopio. The market square brings the generations close together. I wonder whether it would now be possible to call it the Kuopiago Scallop Shell? It would tell the traveller the way. The Scallop Shell would also guide the time traveller along its interpretative route. The cultural wayfarer would also be able to see the wanderers of yesteryear. Through the eyes of his soul, he follows the evocative march of the soldier boys in their games. The traveller sees the visible and the invisible parade. Perhaps he also wanders alongside Sinikka Kallio-Visapää beneath a Spanish sky resembling black glass. Everything is possible – just as it was on the Kuopio marketplace once upon a time. (For an analysis of the time thematic, see also Deluze, 2018; Itkonen, 2015; 2018; Kähkönen, 2016a.)

Below the future sky

Bergroth skilfully explores the difference between a memory and a photograph. The person in her novel sees the photograph as an unauthentic, impersonal industrial product. Memory, on the other hand, she sees as a unique handcrafted delicate work of art. A photograph reproduces a world. A memory creates a world. "It was difficult for Aili to get into the hall. She had a clear image of one part of the hall because the family photo had been taken in the hall. But it was the photograph that blocked and disturbed Aili's remembering. Suddenly, there in the midst of the blurred and fragile memory, was this stark 'reality'. They say that a photograph doesn't lie, but for Aili the photograph was a lie and the memory was reality. Aili felt that the photograph was disgracing her entire world of memories. In the picture, the old hall was clearly and nakedly visible in the tiniest detail. But in the rooms of memory, the pieces of furniture were not precise, mechanical and plainly obvious, but they had a kind of subtle softness, they shimmered artistically. Memory must be an artist, Aili thought. All the pictures of our past are works of art! A photograph is not nice because nature in a photograph looks as if it was made in a factory. In reality and in memories, nature looks like a handicraft industry. It is irregular, whimsical, just as elegant as genuine handicraft always is. In a photograph, nature looks mass-produced." (Bergroth, 1948, pp. 18–19.)



Photograph 4. The timeless market hall and Hotel Atlas.

Present are the early 1980s. Photograph 4 provides a view of the market square, which is flanked by two buildings of national importance: the market hall and Hotel Atlas. I shall start my exploration in the market hall. When examined from an everyday perspective it has a multi-dimensional essence.

When, deep in thought, I have walked towards the market hall, my thoughts have been preoccupied by the words of Yrjö Kokko, which I have read earlier. They were published in the stimulating travel book *The Islands of Good Will*, published in 1953. Kokko looks at his native land from a distant vantage point, the Canary Islands, and movingly writes (p. 317): "Is the fatherland, then, the time in which a person is born,

where they have grown up and which dies with them? Perhaps the fatherland is only the soil on which they were born, the home district which, compared to the universe, is no greater than the grave they are hidden in when they die. But isn't the fatherland the people who speak their language, the people with whom they have shared their joys and sorrows, their common destinies? But indeed generations pass away. New generations do not think and feel the same. Opinions change, as do circumstances. When one's own generation dies, does one's own people also die?"

From a distance, things are seen differently than from up close. There is not just one market hall, but many market halls, each differing from the other. The spirit of the place is a narrative or story of market hallness, the nature of which varies according to the individual experiencing it. The ages and generations also scoop out their verbal furrow into the fulfilled soul of the building as it is lived out. The wide open doors can be thought of as gates to linguistic yesterdays. You just have to be able to sensitize yourself to listen. Is it though still possible to understand anything other than the speech of one's own generation?

The sculpture of the boy in the foreground, *Veljmies* (Brother), has witnessed the change of modern times. It has also seen the departure of some people and the arrival of new ones to replace them. Now, accompanying me as well, this time in summer photos of Kuopio in the 1980s, it is making observations about the essential natures of the square and the market hall. The *Siskotyttö* (Sister) statue at the opposite end of the building has been in place for a much shorter period than this Brother companion of mine. To paraphrase the writer Kokko's questions, you could play with the idea that the market hall resembles the idea of a fatherland, of which at least a part disappears with each generation. That is why the spirit of place, which was close to its predecessors, is alien to succeeding generations. They narrate into being their own market hallness. The cycle is endless: familiar territory to one person is alien to another. The market hall has many expressions on its local face.

At the beginning of the section, Bergroth's profound novel *This Life* was quoted. In the quotation, the photograph is seen as a machine-made factory product. A memory, on the other hand, is seen as art because it contains an elegance and a uniqueness of craftsmanship. So, are all photos pure illusion, reflecting the world as an excessively blatant immobility? Is it in memories, then, that we can find the aesthetics of yesteryear that can still make the past shimmer so powerfully in the midst of a present that is forever trickling away?

If you want to linger under the future sky, you should stay at the Hotel Atlas. It had already featured prominently in Valentin Vaala's 1936 film *Vaimoke* (The Wife). This traditional hotel is still in its original location. Since its renovation, the Atlas has become a modern, upmarket hotel. Fortunately, becoming part of the Scandic chain did not destroy the renowned Atlas name.

In fact, the traveller staying at the Hotel Atlas is lingering under a sky of timelessness. For this reason the traveller also understands the ultimate truth of existence: the Kuopio marketplace can simultaneously mean something existent and something non-existent. Only a very content-rich place can conjure up such an impression in a person. In an environment like that, one can simultaneously be passing time at home and in the midst of a dream milieu. Which is why it is possible to claim that the Kuopio market square is both precisely here and nowhere at one and the same time. But isn't it just that nowhere that means the same as everywhere? Once you have visited Kuopio market square, it is almost a duty to long for it elsewhere in the market squares of the big wide world.

Perhaps my essay has revealed one truth: the very essence of the kind of Kuopio that I have wanted to encounter. In the corridors of my memory that city on Lake Kallavesi shines like a gently flickering flame. Its warmth is the safe warmth of a home where I'm always welcome. This is what life is like under the Savo sky. It means both a state of being that is outside time and one that is appropriate always and everywhere. (For a skilful description of the spirit of time and place in fiction, see, for example, Jääskeläinen, 1953; Kähkönen, 2017; 2019; 2022.)

Traveller, stop, stand still and listen: Kuopio is already calling you. So, without hesitation, head for Savo.

English translation by Glyn Hughes

Note

The title of this essay is a conscious tribute to Wim Wenders and his skilfully made film *Der Himmel über Berlin*, (literally *The Sky Over Berlin*, in English *Wings of Desire* and in Finnish *Under the Berlin Sky*) (1987). It also includes a thoughtful reference to Sirpa Kähkönen's excellent work *Under the Kuopio Sky* (2011). Wenders and Kähkönen have been essential inspirations for my recent essays, for which I am grateful to both of them.

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Facilitating the Process of Students' ESP Assignment Completion

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Abstract

The teaching process encompasses many aspects that need to be considered properly to ensure students' improvement in all of the language skills. Recently it's noticed that students are reluctant to complete their assignments, especially when it comes to homework. In order to assist them in this procedure that is indispensable when it comes to learning a foreign language, first of all teachers need to know the causes that contribute to the difficulties they encounter. For this reason a questionnaire was conducted to engineering students to find out preferred environment to do assignments, the level of independence and cooperation in task completion, types of assignments that students find the most difficult, the impact on task difficulties, and strategies used to overcome difficulties in assignment completion.

Keywords: assignment, tasks, improvement, language skills, difficulties, strategies.

Introduction

In teaching English for specific purposes, the target objectives often describe the competences to be acquired, which are considered to be the set of skills and knowledge that a student must have in order to perform a certain task. Hyland (2006) states that the objectives set describe the achievable behaviors that are expected to be performed by students at the end of the course, but also during it.

Djapoura (2005) underlines that the planned time before performing the tasks is a beneficial aspect because the attention will be focused on the form of the language.

Like many other researchers, Mozzon-McPherson and Van Der Wolf (1997) highlight that teachers should consider the needs of their students. Experience has shown that while most teachers try to change the way and content of teaching, still a significant number continue with teacher-centered teaching, excluding students from planning, evaluating class assignments, limiting the level of independence of students in certain activities.

Edwards and Willis (2005), think that the process of obtaining student feedback can also be considered a separate task.

According to Nunan (2004) tasks have 6 elements:

Objectives

Information

Activities

Teacher's role

Student's role

Environment

The teacher should give assignments to students based on their proficiency level and must be aware that every task given must have a specific purpose and outcome. Students on the other hand have to understand this purpose and complete assignments not only because they are assigned by the teacher (Haloçi et al, 2008).

With reinforced reading habits, English students will progress more and achieve success in academic areas as well (Anderson 1999).

Material and method

In order to highlight difficult and facilitating aspects in the completion of students' assignments, a study was conducted to 182 first year students studying at the Faculty of Civil Engineering (Polytechnic University of Tirana, PUT).

Students were randomly chosen in different fields of study (civil engineering, geodetic engineering, environmental engineering). Their textbook is "Civil Engineering", which contains many topics related to their fields of study.

The purpose of the questionnaire was to know:

Preferred environment to do assignments

Level of independence and cooperation in the completion of assignments

Most difficult task types

Influence on task difficulty

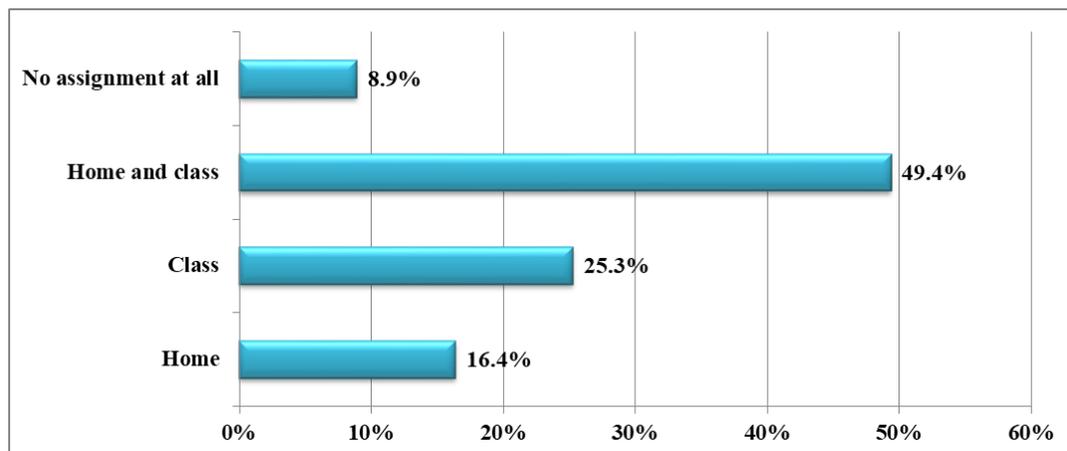
Strategies used to overcome difficulties in assignment completion

Preferred environment in assignment completion

Teachers assign tasks to be done not only in the classroom, but at home as well. It is noticed that the performance of students in doing tasks varies from one environment to another (home or class), even when we are dealing with the same students. Some students have better results when working at home than in class, also because of the

greater time available to them. The opposite happens when students have a set time limit, and in this case they give their best in the tasks planned in class.

In order to better understand students' approach regarding the environment where they prefer to complete assignments, we are presenting the graph as follows:



Graph 1: Preferred environment in assignment completion

Results and discussion

Data shows that 49.4% of students prefer to do the assigned tasks at home and in class as well. These students are aware that dealing with activities done not only in the classroom, but also outside it will enable them to practice the language more.

The new terms and the new information that must be assimilated by students is made easier by having tasks assigned not only in class, but at home as well.

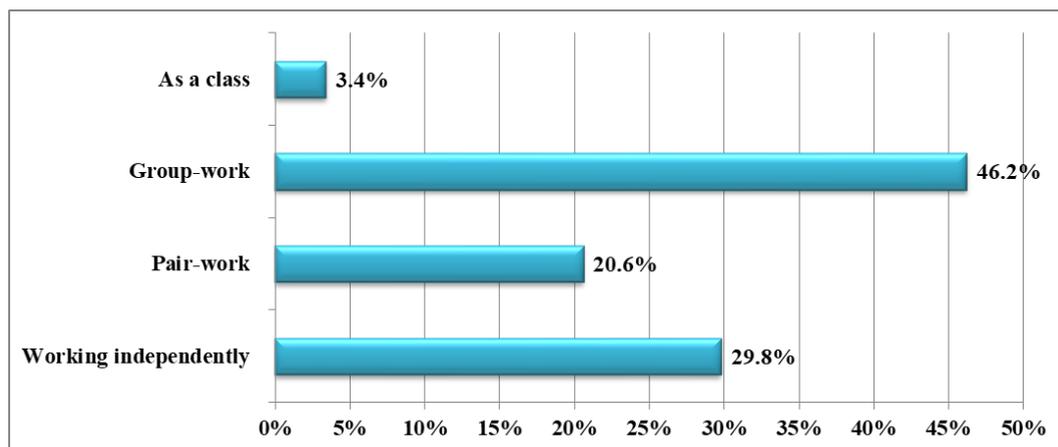
If we compare the results of doing assignments at home (16.4%) with the results of doing assignments in the classroom (25.3%), it is noticed that students prefer to work more in the classroom. This is even related to the fact that the teacher assists them and gives instructions in every step of the activities, and students work in pairs and in groups sharing ideas and knowledge.

There is also a category of students who do not prefer to be assigned tasks at all (8.9%), and it has to be pointed out that these students are passive actors in the classroom, they hesitate and are reluctant to give feedback.

Level of independence and cooperation

Just as environment and time affect students' performance on assignments, there is another element that affects their performance even when dealing with the same students. Some students have better results when working independently, some others are more collaborative and perform best when working with others.

During the teaching process, each teacher manages to identify how certain groups of students prefer to work on completing English for specific purposes tasks that are assigned to them. In order to better distinguish what the preferences are when we are not only dealing with specific groups of students, but for a larger number of students, in order to learn more about the level of independence and cooperation during the completion of tasks, the graph is given as follows:



Graph 2: Level of independence and cooperation

Results and discussion

Data show that most students prefer to work in groups (46.2%). Working in groups helps them reinforce and practice the new ESP vocabulary learned in class. They consider it the best way to share knowledge, generate new ideas and learn to recognize and appreciate each other's skills. Teachers must be very vigilant because not always, students give their contribution according to the role they have in the group. They often take collective credit. Sometimes there might be students that don't work properly and the leader of the group feels responsible to finish the assignment.

A significant number of students (29.8%) prefer to work on their own, to work independently. They are mostly very good students, well-prepared, that have self-confidence and manage to do and finish the tasks without anyone's help. In this group might as well be students that are shy and hesitate to work with others. It's the teachers' job to find mix groups in such a way that they feel appreciated despite their level.

Students prefer to work in pairs (20.6%). But from experience it's noted that they like pair-work only when the partner is at a more advanced level or when they are at the same level (if they are good foreign language students). They want a good performance, and finish the task faster and correctly, and working with good students facilitates the process and helps them give their best.

Few students (3.4%) like to work as a class. At this point students want activities to have fun and learn at the same time, such as quizzes, yes/no questions, competitions etc.

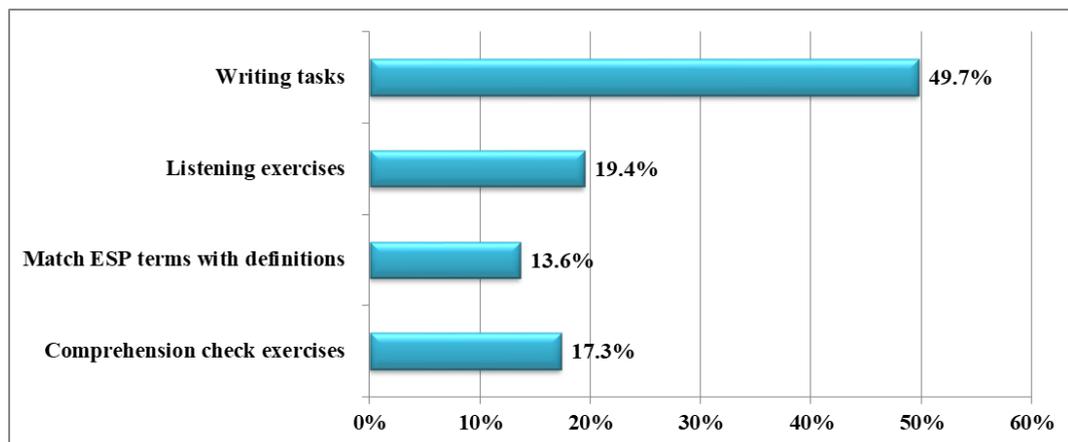
As it is pointed by Brahja et al (2004), students want collaboration with all actors of the teaching and learning process.

The most difficult task types

Each new lesson in the ESP textbook that FCE students have to deal with has almost the same structure and the same types of exercises, with a focus on mastering the new ESP terminology that is given in the lesson.

It is noted that students' participation in the completion of these tasks varies from one exercise to another, and it is implied that this occurs due to the level of difficulty they perceive in different exercises.

The following graph is given to better understand the types of exercises they consider the most difficult to do:



Graph 3: The most difficult task types

Results and discussion

It is known that the most complicated activities and the most demanding tasks for students are the writing ones, especially when dealing with English for specific purposes. In these tasks, students must apply all their knowledge and skills, harmonizing them and emphasizing the accuracy of the language and the information it conveys. That's why 49.7% of students find it very difficult to write reports, plans for building projects, work proposals, request forms, etc., because they find it difficult not only using the appropriate ESP terms, but also putting into work the critical thinking and problem solving skills and the creativity of an engineer. In each of the

lessons of their textbook, there is a writing exercise that seeks new ESP terms and topics to be used properly (Hansom et al, 2017).

Hirvela (2013) states that regarding how and what students should read and understand, is also a key issue for ESP reading specialists.

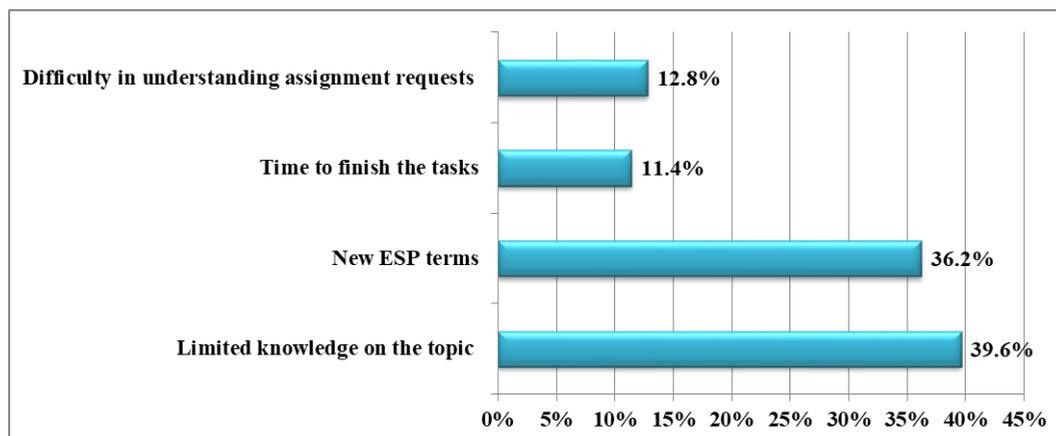
The exercises related to matching new terminology with the relevant definitions (the definitions are given in the book), are considered simple by the students (13.6%) considering that they are also based on the context given in the relevant lesson.

It is noted that there is not much difference between having difficulty in understanding the listening tracks (19.4%) and having difficulty in doing comprehension check exercises from the reading passages (17.3%), although the difficulty encountered in understanding the listening tracks is a little bit higher, because of the terminology used, emphasis, speed and intonation, accent, which also play an important role in understanding a foreign language.

Influence on task difficulties

Students have their own experiences regarding aspects that influence in the difficulty of assignment completion. These influences vary from one student to another, as well as from one task to another.

To understand the aspects that make an ESP task difficult for students, considering most of the cases, the graph is given as follows:



Graph 4: Influence on task difficulties

Results and discussion

Students associate the difficulty of tasks with their specific field of study, more precisely with the limited knowledge on the topic. The data in graph 4 show that the students have chosen the limited knowledge on the topic of the lesson (39.6%) and the new ESP terminology (36.2%) as factors that mostly influence the difficulty they

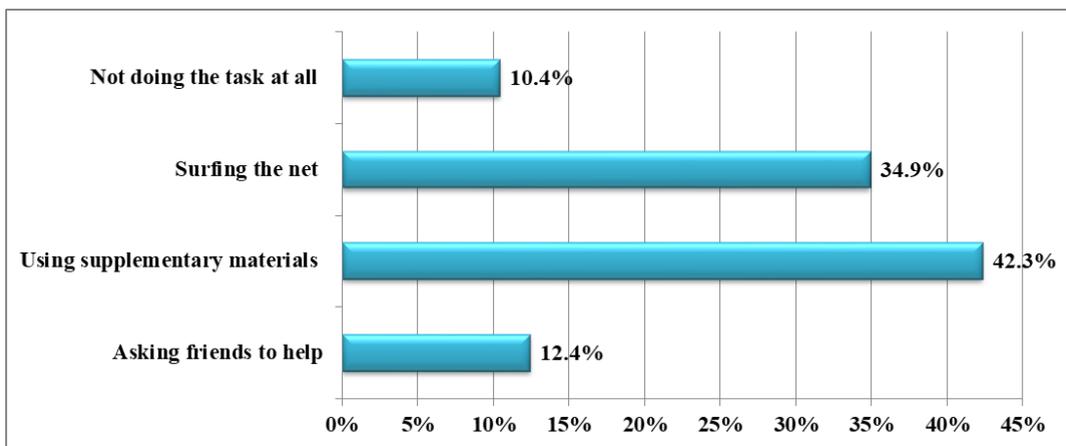
encounter in doing tasks. This is also due to the fact that all the assigned tasks are related to the field of study, and students study in the first semester of the first year of the Bachelor studies and do not yet have in-depth knowledge of their field of study even in the other specific Albanian subjects.

As discussed earlier in this paper, time plays its role in completing various activities during the teaching and learning process. Some students think that the time set to complete the task is insufficient (11.4%). There are also cases when difficulty appears even when the task request is not understood (12.8%). Students are not clear about what they should do and these students need more assistance and supervision.

Strategies used to overcome difficulties in task completion

Students often use strategies to overcome the difficulties they encounter while completing assignments. There are also cases when they give up on the task completion.

To better understand the facilitating strategies they use in doing their tasks, the graph below is given as follows:



Graph 5: Strategies used to overcome difficulties in task completion

Results and discussion

Civil engineering students mostly prefer to use other materials (42.3%) that do have supplementary information about the topic of the assignment and 34.9% of students choose to do research on the Internet for possible solutions as a strategy to overcome difficulties in completing tasks. Through these two ways, students not only find possible or alternative solutions for solving tasks, but they also expand their knowledge and specific vocabulary at the same time. There are also students who decide to give up and not do the task in the face of possible difficulties (10.4%), showing a lack of responsibility, effort and concentration.

Through sharing mutual help with peers (12.4%), students learn from each other's knowledge, skills, mistakes and difficulties, as long as they do not become dependent in this respect.

Conclusions

Students know the importance of tasks, and it is for this reason that for them it's good to have assignments both in class and at home. In so doing they practice terms and topics more.

It's helpful for students to do tasks in class similar to those given as a homework assignment. It will make it easier for them to understand the activities and how to do exercises correctly.

Students like to work in groups when doing class work. Working in groups facilitates the process and makes it possible for students to finish the tasks faster. They share knowledge, give ideas, become creative and competitive. But teachers need to be alert so every member of the group contributes to assignment completion.

Writing is the skill that students find the most difficult. Thus, when it comes to doing writing tasks, students encounter difficulties in respect to the specific terms and topics needed. Students must be given writing tasks as much as possible so they can practice the skill more and more. In order to facilitate the process, some key words can be given to students so it's easier for them to proceed with the writing, paragraph by paragraph.

The limited knowledge on the topic results as making it difficult for students to do the given assignments correctly. Giving students extra materials related to the topic will help them expand knowledge and vocabulary, and will make assignment completion easier for students.

As for future prospects, one thing that will be of great help to students when it comes to doing assignments, is to have ESP in their Master's degree studies too. This will facilitate every aspect of assimilating the language as they will have lots of knowledge in their Albanian subjects as well.

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Student Attitude towards Professional Experience: Fulfilling Student Needs -a case study

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Abstract

The best approach to be a successful teacher is to motivate students to make great efforts to improve and to learn more and more. It's indispensable to identify their needs and find ways to fulfil them. From the data issued from many surveys, questionnaires, interviews, conducted on students studying at the Faculty of Architecture and Urban Planning, Polytechnic University of Tirana (PUT), it resulted that it would really be inspiring for students, if they had the opportunity to meet and talk to foreign architects and engineers. An open lecture was given by a British architect to students studying at the Faculty of Architecture and Urban Planning. It was noted the students' immense interest and feedback in every phase of the lecture. An interview was carried out to find out the aspects that mostly impressed students during the lecture, difficulties in understanding the language and the terms used, and students' attitude regarding participation in such lectures. The final exam grades were analysed and it's found out that students attending the lecture got the highest score.

Key words: needs, ESP terms, grades, students, lecture, professional

Introduction

Needs-analysis procedures were firstly used in language planning during the 1970s (Nunan, 1992).

As stated by Brindley (1984), there are two types of needs. The objective needs which are drawn by teachers based on the students' performance in class, their proficiency level and how they use the language. The subjective needs are what students want, wish and these needs have to do with expectations.

Basturkmen (2010) shows that needs analysis should not be seen as an entirely objective procedure.

For Nunan (1992) what is really important is engaging students in interesting and meaningful classes.

Haloçi (2010) points out the importance of a dynamic class ensured by the teachers. For Wilson (1986) learning by doing means that students will learn what they do.

Belcher (2009) states that ESP specialists accept the responsibility to find out what students need and want to be able to read, write, speak and understand as listeners in order to achieve the goals.

Whong (2011) writes that this process was thought to involve what was known as language transfer. Students transfer their habits from their mother tongue to the second, target language.

Teaching English for specific purposes is also made important by the fact that it is about meeting the needs of students and as Dudley-Evans & St. John (1998) found out, the analysis of these needs is not unique either in language teaching or within language training, but students' needs are considered the cornerstone of ESP and lead to a focused course.

Westerfield (2010) stresses the job of the ESP teacher to find out the needs of the learners, and the contexts and situations in which the learning will take place, in order to fulfil the needs assessment process.

Material and methods

During various interviews, surveys, and questionnaires conducted on architecture and urban planning students regarding an ideal class for them, we came to the conclusion that for these students it would be really inspiring to have lectures with English architects or engineers. Architecture students had the opportunity to be participants in an open lecture "**Architecture, Art & Justice**" by a well-known British architect.

It was noted a high participation rate from the Bachelor and Master's degree students of the Faculty of Architecture and Urban Planning.

At the end of the lecture, an interview was conducted with students of the IB architecture group. The participation in the lecture was made possible since the students had been studying ESP for almost two months and throughout the time they had expressed great interest in learning specific terms related to their profession. This was best achieved due to the change of the text book, "Architecture", Career Paths, (Evans et al, 2015), through which students are provided with a lot of information about architecture, which often precedes the lessons they receive in other specific subjects in the Albanian language.

It should be emphasized that the students are of an intermediate proficiency level.

The IB Architecture group had 24 students, 21 of whom chose English language and 3 of them chose one of the other four languages provided at the Foreign Language Center, Polytechnic University of Tirana.

Objectives

- To test and compare student performance in pre- and post-lecture seminars.
- To conduct a comparative analysis of the students' final tests among those students who attended the lecture and those who were not present.

A more positive attitude towards activities organized and performed in the classroom was observed after the lecture, as well as a greater commitment to creative tasks and projects. Certainly some of the students have had an excellent performance throughout the ESP course (Kostika. Gj., Keivin. R., Sabina. Sh., Olster. D., Daklea. H.,). But after the open lecture, it was noticed that there was a reawakening of some students who mostly preferred to contribute if asked by the lecturer (Kristirula. I., Ana. H., Fatjona. Ç., etc).

The participating students were more predisposed to give their best both in the use of linguistic and intercultural aspects, in various discussions in the classroom. While there was a hesitation of non-participating students, especially in cases where their future profession was discussed, giving real examples from the given lecture.

To come to an even more reliable conclusion, we analyzed the students' final exam results, given in the following table:

Architecture IB (FAU-PUT)

Final grade	10	9	8	7	6	5	4
Architecture IB	13	5	3	-	-	-	-

1Table 1.The students' final exam results

Results and discussion

From the results of the final exam score, it's noted that the students, in addition to the fact that they have a passing rate of 100%, it's also found out that 61.9% of the students got the top grade and the whole class results with an average of approximately 9.5 (9.476) final score.

But if we analyze the final score of the students who did not participate in the lecture, we notice that their average reaches 8.8. There is an average final score of 9.687 for the rest of the students.

From the comparative observation of the two groups of students, it is clear that the highest achievement of results in the final test is achieved by the group of students participating in the lecture.

It's one more time proved the importance of interesting and meaningful classes (Nunan, 1992).

Material and method

In order to delve even deeper into all the constituent aspects of the lecture, with all its components, and to examine the attitude of the students towards the way of presentation and its content, exploring at the same time their emotional state, an interview with open-ended questions was carried out as follows:

The interview consisted of 5 open-ended questions. Students were asked at the end of the lecture to voluntarily participate in this interview that was devised by their participation in the lecture. It was observed that the students did not hesitate when giving answers, but on the contrary, they were enthusiastic and willing to cooperate.

Similar answers are grouped together.

The purpose of the interview was to find out

the emotional state of students for participating in an open lecture by a foreign architect

the aspects that mostly impressed students during this lecture

suggestions from students about aspects of the lecture that they would have liked to have been expanded much more or differently

difficulties in understanding the language and the terms used

Students' emotional attitude for participating in an open lecture by a foreign architect

Students think that the educational system in Albania does not give great opportunities, and naturally this was an opportunity that should not have been missed. Students are of the opinion that as soon as they are given the opportunity to do something different, outside the monotony of daily student life, they should do it without hesitation. It's an even bigger boost when it relates to the field of their study.

For them, it was inspiring and motivating to hear ideas or perspectives from a foreign architect who has done many important cultural works around the world.

For students the participation in this lecture enabled additional and previously unknown information and experience, therefore they welcomed it with desire and curiosity.

Students feel that it is always fruitful to exchange experiences and knowledge among people or more precisely among foreign professionals. The architect who was going to present had a long working experience and that was one more reason they definitely wanted to participate.

Some students felt enthusiastic about the fact that they were going to have a new way of explanation/interpretation, they would get to know a new way of solving architectural problems, they would get more knowledge about architecture in Britain.

Aspects that mostly impressed students during the lecture

- The architect's communication skills.
- Clarity in the explanation of the topic in question.
- The passion with which she spoke about architecture and her projects.
- Jokes/sense of humour, the calmness of the architect and the bond she created with the audience.
- The extraordinary ability of the architect to interpret what she wanted to convey.
- The information in the lecture was sufficient and appropriate, and processed in such a way that it could be understood by everyone.
- Personal experience (authentic examples; one example was the reconstruction of old works, an object that she undertook to design, she did not destroy it from scratch, but reconstructed it by adding new and beautiful ideas to that object).
- Long work experience, wonderful works.
- The presentation given so naturally that it not only grabbed attention but created a warm atmosphere that made students participate in the discussion freely (no hesitation).

Difficulties in understanding the language and the terms used

Students think that although the vocabulary used by the British architect contained many specific terms related to architecture, it was generally understandable by the audience as some of the concepts she was going to cover were explained in details by the architect.

The British architect was very clear as she spoke slowly. She changed the tone and pitch of the voice so the speech was made interesting. Emphasizing key words made students focus more on the most important aspects of architecture.

Some students encountered difficulties only in understanding some terms unknown to them, elements that include their profession.

Others expressed difficulties in understanding the language due to the British accent and this caused them to partially understand the language, but keeping in mind the pieces of advice that are always given to them, that there is no need to know and understand every word in a speech in order to grab the message conveyed, students managed to get the meaning of the terms and to give the right feedback.

Difficulties other than language during presentation

From the data issued during the interview, it was interesting to find out that the biggest difficulty that some students had encountered during the lecture came as a result of the auditorium where the lecture was held, which, according to the students, was inappropriate for such a lecture. It was impossible to see on the two sides of the auditorium, because there were two columns which obstructed the entire view.

The projects presented by the architect using the over-head projector were difficult for all students to see.

Students suggest that it would be better to have a more suitable auditorium for the number of students, and a better orientation of the projector.

For some other students everything was clear and understandable.

Discussion

Students think that participating in such lectures not only develops their knowledge about architecture, but also equips them with new methods and ideas, which are not implemented or known in our country.

Also, these lectures give the opportunity to communicate and exchange ideas with people of different cultures. As a result, they not only increase their intellectual level in the field of architecture but also manage to communicate with different professionals that have different backgrounds.

Students feel that they need to take part in such lectures more often, because they benefit from different experiences, expand their horizons, learn new concepts and increase their love for work. Fulfilling students' needs is indispensable (Westerfield 2010, Basturkmen 2010, Belcher 2009, Brindley 1984).

Students think that these participations give the opportunity to combine the "ancient" ideas that are imposed by the current environment in Albania, with innovative and functional ideas that are practiced in other countries. Their methods are more advanced, but used in a simple way. Examples from the architect's work experience inspired students. One of the examples was the transformation of a prison into something completely different without affecting the history of that building. The adaptation they did, the combination of ideas, the discussion of different possibilities to the smallest details was impressive and increased the desire even more to continue this beautiful branch of study.

They think that these are very useful methods in order to integrate more in the field of their profession. In this way, they become familiar with all the difficulties or facilities that the profession brings.

Students think that these are lectures that expand their horizons by getting to know the techniques, works, creations, views of other foreign architects.

The hospitality for every foreign architect who comes to Albania is great. Students express that they need people who make them believe that they can change something.

Students think it was a short lesson but of great value.

Conclusions

It is important that ESP lecturers find ways to increase students' interest and desire to study ESP. By knowing their expectations and needs, the students will undoubtedly try harder to enrich ESP vocabulary. This was noticed even after participating in the open lecture of a foreign architect.

All the enthusiasm, interest, inspiration, motivation that the students expressed before and during the lecture was also conveyed in the subsequent ESP course seminars that they conducted. A better performance was reflected not only in subsequent seminars but also in the final exam.

They experienced a new way of explanation, interpretation and they think that it is always fruitful to exchange ideas and knowledge among foreign professionals.

It should be emphasized the impact that communication and interaction methods have on students. Besides the fact that students evaluate the preparation, experience, clarity in the explanation of the topic and the orderly organization of information, the aspects that leave the most impressions on them are the passion with which it is explained, humor, calmness, approachability, freedom and naturalness in the presentation, these aspects that grabbed attention and created a warm atmosphere.

Interestingly, the only language-related difficulty the students encountered was the difficulty in understanding some specific terms that were not covered during the ESP seminars. Some other students had difficulty understanding the language because of the accent. This means that students should practice listening to native speakers more by using CDs or the Internet.

Special attention should be given to the premise/auditorium where these types of activities are planned to take place. A suitable room should be used so the entire audience has viewing access at either end.

Today, it is advisable to use contemporary methods during presentations. The video projector is an efficient method to best reveal all the prepared information, associated by figures, images, photos, graphs, etc. Use of visual aids is a must.

It is noticed that students are eager to know the journey of already successful professionals, to get advice from them, to walk in the same steps. This is where the ambition they have and the success they aspire unfolds.

Students need to participate more often in such lectures, because from them they expand their horizons, getting to know the techniques, works, creations, perspectives,

styles of other foreign architects, learn new concepts and increase their love for learning and work.

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Gender Stereotypes as Barriers to Suburban Girls' Education

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Abstract

This article is about the impact of gender stereotypes on educational opportunities of girls living in suburban areas. The data was collected through semi-structured interviews with 40 young women that had finished compulsory education and high school. This is a longitudinal study, encompassing one decade from the initial study. Data is gathered in the same social context, with new participants being recently graduated. The findings are compared against the results of the study conducted one decade ago in order to grasp the shift in mentality about gender stereotypes. Girls face multiple barriers in education due to gender stereotypes on women's abilities and social roles. Girls are amongst the most stereotyping people, showing a high level of gender stereotype internalization and conformity with gendered social roles. Peers attest stereotypical attitudes against girls in school, confirming loyalty to social norms and expectations. The suburban environment reinforces gender stereotypes due to a stronger presence of patriarchal norms within these environments. Teachers reflect gender-stereotypical behaviour while differentiating girls from boys in assessment and external motivation. Suburban girls' education is hampered by expansive use of gender stereotypes that underscore women's abilities and skills for academic success. The findings show that there is no attitudinal shift concerning prevailing gender stereotypes, but a slight attenuation of the gender stereotypes' agency to impede suburban girls' educational opportunities and academic success is recently visible. The findings are relevant to educational policy makers and to teachers to lift gender stereotypes from the educational system and curriculum.

Keywords: education, suburban, gender stereotypes, academic opportunities, gender discrimination.

Introduction

Gender stereotypes exist in all societies and are entrenched in all social institutions including education. Gender stereotypes are strongly related to social roles, imposing social expectations for women's and men's behaviour (Martin, P., 2003). Women have suffered more from gender stereotypes as their sole role has been associated strictly with care and domestic chores, rather than independent economic activity outside the familial realm (Basow, S., 2003). Social roles and the gender stereotypes associating them are socially constructed and learned through the socialization process taking place within social institutions such as family, school, and the workplace (Giddens, A., 1997). Gendered social roles are played out through the life cycle, while the gender stereotypes associating them are internalized during the performing process of the social role. Being social constructs, gender stereotypes can be deconstructed as such (Butler, J., 2004). Gender stereotypes pose cultural barriers against women impeding them to achieve their full potential in education, employment and political representation. The harmful stereotypes on women's social roles have caused subordination and stratification in women, considering them as "second sex" (de Beauvoir, S., 20023). Gender stereotypes nail women to the private sphere and places an invisible wall to their engagement in the public sphere (Dervishi, Z., 2001). Gender stereotypes in education put barriers against women to achieve their full potential in learning and contributing to science and arts. Although no biological differences exist between men and women in cognitive ability, gender stereotypes create false differences that impact women's opportunities to learn. The gender stereotypes are equally conveyed to men and women through the process of socialization and, consequently, are held by both women and men, creating a double barrier against women, making it more difficult for women to succeed in education (Bronwyn, D., 2002). Women must first defy the internalized stereotypes that downplay their abilities and overcome the external social expectations that others have about women's social roles. As cultural social constructs, gender stereotypes are intensified in traditional patriarchal subcultures. Suburban areas are meeting points of different subcultures of internal migrants. The internal migration has shifted parts of the population from rural areas and small urban areas to the capital and other big cities in search of better opportunities for education and employment. The residents and newcomers' subcultures diffuse, creating an amalgam of subcultural norms. In addition, another layer of cultural diffusion is added to the local mixture from the emigrants living abroad, who keep the familial ties with kinship and family of origin. Despite the recent changes in the political regime and economic system, the cultural norms linked to gender stereotypes have been resistant to social change. Therefore, the negative beliefs on women's abilities have not changed and have fuelled discrimination against women. Moreover, not knowing each other, the residents and the newcomers have developed a mutual diffidence towards each other. To control the unpredictable behaviour of the neighbours towards women, both groups have intensified control over women that takes many forms, such as policing their

movement and restricting company with men outside their family and kinship. Taken on behalf of so called "*women honour*", male control has posed a threat to women freedoms such as access to education and the possibility of retaining and finishing school. Instead of social integration, migrants are facing a divide that creates boundaries among them and residents. The social groups are gathered around the local subculture axis based on geographical origin, creating new subcommunities (Fisher, C., 1976). Aside from the existing gender stereotypes of their subculture, women face additional negative stereotypes on their geographical origin and subcultural belonging.

Literature

Young women face a lot of gender stereotypes in age ranges where they attend school, part of which they manifest themselves. The suburban and quasi-rural environment reinforces the gender stereotypes that harm women's potential for success in the educational domain. Intertwined with the gender social roles for women, the gender stereotypes feed the discrimination against women's education. The social roles confine women to the family realm, providing care to family members, performing endless domestic chores and helping with agricultural production when living close to the villages. Overestimating the care provision within family as a primary exclusive role for women, the social environment blocks women's agency for other activities outside the family (Ridgeway, B., 2004), such as schooling, employment and representation in decision-making bodies. The socialization process that instils preset gender roles creates the conditions for the internalization of harmful gender stereotypes by women themselves, although the stereotypes work against their social development (Parsons, T., 1956; Weinreich, H., 1978). The 1964 Goldberg experiment confirmed that women believe gender stereotypes to be true as much as men do. Giving to women students some papers written by the same author but telling them that they were written from different persons, men and women, Goldberg asked the female students to assess whose articles were better off, men or women articles, and the female students credited men more than women. The gender stereotypes impact on women is negative, because they underestimate their abilities in comparison with men, thus fulfilling the social expectations prophecy that women are less capable than men (Kimmel, M., S., 2000). Furthermore, the gender stereotypes deform women's perception of their own abilities and create an inferiority complex towards men. Even when trying to overcome the stereotypical barriers, women are punished as deviants from social roles, because they do not submit to the passive subordinated status of women. This devastating effect is particularly visible when women manifest a high intellectual and professional level of competence, which is usually associated with masculine qualities, and these women are considered to behave in masculine way because success and competence are foreign to women according to gender stereotypes (French, E & Lesser G., 1964:). Gender stereotypes follow women during the lifecycle, but their harmful impact is more intense at a young age when women

lack the life experience needed to ignore the gender stereotypes that discriminate against them. Teenage girls are especially exposed to the harmful effects of gender stereotypes, as that stage of life is characterised by rapid physical and mental development. Teenage girls' behaviour is intensively watched by control agencies, such as parents, teachers, neighbours and peers. Likewise, in other social institutions, even schoolgirls are instructed to develop the social competence to serve others, as a clear sign of the gender stereotype that confines women to being care providers, putting others first and themselves second (Öhrn, E., 2001). The body changes, signposting the entry into adulthood stage, create confusion on self-perception in teenage girls, and increase social demands on girls to behave like responsible adult individuals, which is not always possible, as they are in a transitive developmental period of their life cycle. However, as rapid as it may be, the adolescent stage does not represent the automatic entry of a child into the adult world (Bernstein, A., & Lenhart, S., 1993). Moreover, the adolescent stage is not uniformly lived by all adolescents, as it is marked by unique individual aspects and the social context (Brannon, L., 1996). Adolescence corresponds to big events in life such as schooling, peer friendship that may last for life, intimate amorous relationships that may predict a future union, searching for a job and economic independency (Papalia, D. P., Olds, S.W., & Feldman, R.D., 2008).

Methodology

The study is conducted in the suburban area of the capital which is exposed to constant internal migration from other urban and rural areas of the country. The former villages, close to the capital, are gradually transforming into urban areas attached to suburban zones. The former rural areas are becoming an urban extension of the cities, fusing with them economic activities and subcultural elements. On one hand, the newcomers from rural areas present an economical double benefit to the cities as workers and consumers, but on the other hand their presence challenges the *status quo* of dominant residents' subculture and poses psychological and cultural challenges to both groups. This is a longitudinal study, based on a former study conducted in the same geographical area one decade ago. The previous study presented a detailed explanation of the gender stereotypes prevailing in the suburban area of the capital. The present study has a comparative dimension, exploring the changes on gender stereotypes on women after one decade education. A qualitative research methodology was employed to grasp the reality of 40 women living in the suburban area of the capital, representing the residents and newcomers' group, which share many years of cohabitation close to each other. The research employed a semi structured interview, and the data was analysed by thematic sessions. The methodology applies the principles of feminist research, doing research for women with women to strengthen the woman's voice and visibility (Oakley, A.,1981).

Analysis

All informant women stated that gender stereotypes have been strongly present in the teenage years of schooling and had a firm impact on their self-perception as less worthy than boys. They stress the body changes as a main reason for being under harsh parental control and teachers' surveillance, expecting that teenage girls behave like women. In the words of a study participant: „ *on my fourteenth anniversary, the body changed so fast in height and weight, that people could not recognise me, I looked like a grown-up woman, and I have had that body since then. Suddenly my parents' communication and control changed as well, they became more alert and less permissive, being over interested about my appearance, clothing, friendship, saying that they were saving my reputation from gossip, which could damage my future marital chances* “. The influence of other social agents, such as kinship, neighbours, peers and teachers, is more powerful in this stage of life, although it remains strong even after adolescence years. The intensity of gender stereotypes begins to slowly decline by the end of higher education, when young women come near to university graduation. Among social agents, peers, including girls, manifest the fully fledged gender stereotyped attitudes against girls. The gender stereotypes colour the peers' attitudes against girls in relation to male friendship. Girls are more vocal in expressing their stereotyped perceptions for mixed gender friendship, confusing friendship with courtship, and judging each other for bad behaviour in contradiction with the gender stereotype of the girl being shy, submissive, and passive. Girls comment on each other's appearance, clothing, abilities, friendship, family status and origin more than boys. Their attitudes are encouraged by the adult entourage of parents, kinship, teachers and neighbours that put a moral toll on young women's behaviour and friendship with men. Girls having male friends are the target of comments about inappropriate immoral behaviour. Indiscriminatory friendship with boys and girls equally is an impeded opportunity for girls, as companionship with boys is socially sinister. Therefore, girls are forced to have friendship only amongst themselves. The gender stereotypes create a gap between boys and girls in school, creating barriers for communication and friendship. The restriction of communication with other school peers on the grounds of gender, creates frustration among girls and boys alike and sharpens the vigilance on girls' friendship with boys. The harsher oversight, fortified with gender stereotypes, makes girls more rigid towards boys' friendship and causes unnecessary frustration. A woman that suffered the consequences of her friendship with a schoolboy remembers: „*My school friends hurt me a lot when they commented on my chaste friendship with a schoolboy, with whom I discussed math problems in between classes in the school hall, and claimed it was a „dirty “love affair. They gossiped in class and around the school about my behaviour, until one day, my cousin told me to stop talking to this boy* “. Holding gendered stereotypical attitudes, teachers, whose majority are women, manifest discriminatory behaviour towards girls as well. Teachers expect more from girls than from boys to excel in learning. They push girls with moral claims to be calm and good pupils, while they tolerate boys for

being noisy and poorer learners. Based on the gender stereotype of women as individuals without agency, teachers are more permissive for boys' truancy and school violence. In contrast with how boys are treated, teachers put limits on girls' behaviour dictating their submission, avoidance and withdrawal from problematic situations, instead of facing and solving the problems diligently. Differences are shown in assessment, when teachers assess boys' homework and participation in class higher than girls under the guise of „*encouraging lazy boys to learn more, by motivating them with bonuses* “. Clearly, the differentiation of boys from girls reflects the teachers' stereotyped attitudes that underscore girls' capacity for success, projecting them more as future housewives, rather than successful professionals. Even when projected in paid work professions, girls are considered more suitable for the care provision professions of social care, health care and education, which are an extension of the women's social role of unpaid family care provision.

Discussion

Girls in suburban areas manifest learned self-helplessness in education due to the process of socialization that has instilled in them the gender stereotyped beliefs of women as passive, submissive and subordinated to men. The social expectations towards girls in school age push them to succumb to the social roles that confine them to becoming caretakers rather than successful learners and future professionals. The social division of gender roles is deeply entrenched in the historical gender stereotype of man-breadwinner and woman-care provider. Although such roles are expected to be fulfilled primarily within the family realm, they are stretched outside the family into the public sphere and in other social institutions such as education, work and politics. The social expectations about social gendered roles create different paths for girls' and boys' social development. Moreover, they have a deep impact on self-perception, especially after puberty, which is confirmed by previous studies (Orenstein, 1995:15). At the beginning of adolescence, girls face increased demands from family and the social microenvironment to endorse the gender social roles of women for care provision and development of social competence to serve others. The gender stereotypes that fuel the sexist ideology that grants women social fulfilment only if they comply with the social roles of wife and mother are detrimental for the social development of young women beyond family servitude (Friedan, B, 1963:15). Moreover, gender stereotypes contradict the formal education scope which aims to produce successful independent learners with learned sustainable skills. The primacy of gendered social roles creates confusion for adolescent girls of school age, for whom the present education comes before the future roles of family care provider as wife and mother. Furthermore, formal education promotes personal skills that push for individual success through educational achievements, while socialization strives for development of social competence to work to the benefit of others. The conflicting messages from socialization and formal education confound girls' perceptions about schooling. Being more praised for servitude competence rather than for educational

achievements, girls are sceptic about the value of formal education for them. Because the social pressure of gender stereotypes and gendered social expectations are stronger than the formal educational demands, fulfilment of the gender social roles on women takes precedence over academic success. Girls' educational success is rendered difficult because of minimal motivation and social expectations towards women's advancement. Girls are held responsible for the care skills towards others, and fulfilment of this expectation from society is primordial, and teaches them to sacrifice for others wellbeing while boys are taught to be instrumental, using others to maximize personal gains. This finding is widely supported by previous well-established research (Gilligan, C., 1982). Compared to the previous study, the present research findings confirm that the gender stereotypes are still persistent with a strong impact on girls' education.

Conclusion

Girls in suburban zones are exposed to multiple stereotypes on the grounds of gender, appearance, origin, family status, dialect, and skills. Girls manifest themselves in lots of stereotypes, especially those on gender and social roles. Being simultaneously stereotyped and stereotyping, they fall prey to the prejudices about their abilities and skills. The stereotypes put barriers against their educational advancement. Although they work harder than boys, they have lower expectations about their academic success, and dedicate success more to external circumstances rather than inner motivation and hardworking efforts. They receive less parental support and pedagogical praise about their school achievements than boys, because parents and teachers alike believe that girls should perform better than boys in school, without external help. Additionally, girls share the domestic chores with their mothers, while boys do not engage in family tasks, having more time at their disposal than girls, which they usually spend for leisure activities rather than for studying. Girls face more societal pressure than boys about the beauty standards imposed by sexist ideology and, instead of being focused on learning, they are distracted by the sexist pressure about the image, trying to get attention more with appearance rather than with intelligence. The pervasive use of smartphones in school has increased instances of cyberbullying where girls are portrayed with negative tones and bullied on the grounds of gender and appearance. School experience is crucial to girls' social development as it creates opportunities for testing acquired knowledge (visible school agenda) and practicing social norms (invisible school agenda). The curriculum promotes gender equality and non-discrimination, regardless of social differences, status and personal characteristics. While teachers are biased towards girls' academic abilities and success because of gender stereotypes, girls are confused about the proper behaviour and attitudes towards schooling. The discrepancy between the words and actions renders the morality of the situation as questionable. Democracy is learned by doing more than by words. Teachers have a crucial role to play because they do not only lead the process of knowledge but shape the behavioural standards

in students. The barriers put ahead by gender stereotypes against suburban girls' educational attainment need to be lifted by teachers as main social agents for change and by other social agents in all social institutions' environment, part of which is the school. As the goal of educational policy is to increase the participation of girls in education, further research is needed to better understand the negative impact gender bias has on teaching practice and to support girls' aspirations and academic success more effectively.

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An Inventory Cost Minimization algorithm that extends the Wagner-Whitin Algorithm and its Software Implementation

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Abstract

In this study, we present a) an algorithm that determines the "optimal scheduling" of ordering replenishment quantities in the sense that the total replenishment and holding costs are minimized over the planning time horizon and b) its software implementation. This proposed algorithm is an extension of the corresponding Wagner-Whitin algorithm, that uses as input a) the various cost elements for the execution of the order, b) the retention of stock, c) the forecasts for the demand of each product, d) the maximum capacity of the warehouse and e) the time needed by the supplier to deliver the order to the company (lead time). To improve the decision, our proposed algorithm incorporates additionally the following data: a) the transportation costs per truck to ship the products, b) the unit purchase cost which may vary per time period, depending on price adjustments, c) the warehouse capacity for the specific product, d) the maximum number of products that the mean of transportation can carry, e) the insurance costs during transport and storage of the products and f) the customs clearance costs. Moreover, the maximum demand of the previous year and the average demand of the previous year is required in order to determine the desired safety stock. The proposed algorithm is implemented using the Python programming language creating a software tool that takes as input all the above data, and as an output it suggests a) the time in which the company should make the order and b) the amount of the specific product that should be ordered by its supplier. All the above are being calculated in an optimal way so as to minimize the total cost.

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Anglicisms in Croatian Daily Newspapers

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Abstract

The paper analyses the usage of anglicisms in the Croatian daily newspapers *Slobodna Dalmacija* and *Jutarnji list*, with the focus on articles that discuss political and economic topics. The aim of this work is to investigate the way in which anglicisms are adapted in the Croatian language and the areas in which they are used. The influence of the English language is very strong in articles on different topics, including the ones that include political and economic terminology. Today, the English language is the main means of communication, and anglicisms have become part of the Croatian language, mostly through mass media. The use of anglicisms can be partially justified by the fact that these are frequently professional terms that must be unambiguous. Some of the reasons may be related to the necessity of publishing articles fast as well as the variety of topics covered. According to Drljača (2006), it is precisely the quantity of social and economic changes and the rapid flow of information that accompany these changes that lead to a large number of borrowed words. According to Jardas Duvnjak (2019), in all languages there is a need for new words to fill gaps in the language and the simplest way is to borrow words from other languages. The analysis of the corpus showed that the largest number of anglicisms were adapted at the orthographic level and appear more than once in different articles. However, we often come across anglicisms even when corresponding word for it exists in the Croatian language. In this case, anglicisms are taken over without a valid reason, and we can say that such borrowing is not justified. Due to very fast exchange of information, adequate substitutes are often not offered in the Croatian language, which can often be seen in the language of technology. We can conclude that Anglicisms are sometimes necessary due to their wide use and the impossibility of finding Croatian equivalents.

Keywords: Anglicism, Croatian daily newspapers, phonological adaptation, morphological adaptation, orthographic adaptation.

Alienation and literacy in the digital society

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Body

Digital literacy is the ability to use technology effectively and safely, both as a consumer and as a producer. It is essential for participation in the digital society and contributes to alienation. This presentation discusses, on a sociological basis, the relationship between alienation and digital literacy as two of the main challenges facing today's society.

Keywords: alienation, literacy, digital society, social participation, digital technology

Inulin-based hydrogel materials for cartilage tissue regeneration

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Abstract

Biopolymers, are substances naturally occurring in nature and living organisms that demonstrate great application potential in tissue engineering, including, the development of innovative biomaterials. One example is inulin, a plant-derived polysaccharide that is used industrially as a food additive or as a prebiotic. Also, fibroin, the main building block of natural silk fibers as well as spider web, is a biopolymer. These materials share a common feature, which is biocompatibility. For this reason, they have been used to develop smart hydrogel. Such materials behave like natural soft tissues after implantation. Naturally, their hardness can be controlled depending on the addition of a crosslinking agent or ceramic. Thus, their properties can be adjusted to mimic cartilage tissue as closely as possible. The aim of the research was to develop a hydrogel composition based on natural biopolymers such as fibroin or inulin. The interaction of the components with each other and their effect on physicochemical properties were evaluated. Incubation tests in Ringer's fluid, PBS and artificial saliva were carried out, measuring potentiometric as well as conductometric changes. The biopolymers were partially degraded in saliva. Materials proved to be soft and in the next research steps, it is planned to reinforce them by appropriate participation of ceramic phase.

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Keywords: biomaterials, hydrogels, inulin, fibroin, cartilage,

Organisational culture in the digital society 5.0

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Body

In the digital society, organisational culture plays a crucial role in the success of organisations. Especially companies operating in a digital environment need to be agile, innovative and adaptable, which can be fostered by a culture that allows internal integration and, at the same time, external adaptation (Schein). But what are the conditions for creating and maintaining a successful culture? This is what we intend to discuss in this communication.

Keywords: organisational culture, organisation, company, digital society, organisational identity, organisational adaptation

Hydroxyapatite modified with magnesium ions

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Abstract

Hydroxyapatite (HA) is a widely used biomaterial due to its similarity to bone tissue. The structure of hydroxyapatite can be modified, by various substitutions. Such substitutions have significant effects on various parameters, e.g. stoichiometry, thermal and chemical stability, and crystal size. Recent studies have focused on the modification of HA by the addition of magnesium ions (Mg^{2+}), with implications for improving the properties of the biomaterial. In this abstract, we present an overview of current research on magnesium-added hydroxyapatite, focusing on its properties, applications and prospects. Magnesium is an important element of the human body and essential to its function. Hap with magnesium can be used in tissue engineering to restore damaged bone tissue. Conclusions from the literature analysis suggest that hydroxyapatite with magnesium ions could be an innovative solution in the field of biomaterials and tissue regeneration. These effects could have important implications for improving the quality of life of patients with bone injuries and open new perspectives in the field of tissue engineering. The incorporation of magnesium ions into the design of synthetic hydroxyapatite leads to HA becoming more similar to biological in terms of chemical properties. In addition, the presence of magnesium plays a key role in the metabolic processes of bone tissue, and also affects the process of calcification in tissues.

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Keywords: biomaterials, hydroxyapatite, magnesium, ions, bone tissue, calcification

Controlled release of VEGF and TGF- β growth factors from polymer/inorganic hybrid coatings

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Abstract

Growth factors (GFs) are the general name for a group of peptides that stimulate other cells to either divide or differentiate. Various GFs demonstrate different functions in the body. Vascular endothelial growth factor (VEGF) stimulates angiogenesis, the process of forming capillaries, which are the thinnest blood vessels. Transforming growth factor- β (TGF- β) has anti-inflammatory effects, manages cells during their development and is involved in wound healing. Such active substances can be delivered to the body using modern biomaterials, whose function is not only to fill the defect, but also to act as a carrier of biomolecules. Such carriers are able to deliver a drug or other substance directly to the lesion site requiring a therapeutic effect. To obtain active substance carrier materials, the polymer phase was modified with VEGF and TGF- β . The proteins were thoroughly mixed with the polymeric and ceramic phases using homogenization, and then cross-linked under an ultraviolet light. Protein release was determined by ELISA technique after 24 h incubation in PBS fluid. Physicochemical analysis was the basis for targeting biomaterials to *in vitro* and *in vivo* studies on animal models. As a result, new coating materials with application potential in bone tissue regeneration were developed.

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Keywords: biomaterials, coatings, hydroxyapatite, VEGF, TGF- β , growth factors

Calcium phosphate powders as a potential application for the carrier of active substances

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Abstract

Advances in the biomaterials market are creating new opportunities for the treatment and management of conditions such as osteoporosis. Biomaterials are materials or substances that are introduced into the body to replace or repair damaged tissues. In the case of osteoporosis, biomaterials can be used to strengthen and regenerate bone. There are different types of biomaterials on the market, such as ceramic calcium sinters, bone substitute cements, titanium implants and bioresorbable composites. The aim of this study was to carry out a physico-chemical analysis of calcium phosphate powders as potential applications for a drug release system. The powders under study were subjected to Fourier-transform infrared spectroscopy (FTIR), or Ca/P molar ratio determination. Furthermore, the powders tested were also subjected to modification with a selected antibiotic. Furthermore, the kinetics of the release of the active substance from the calcium phosphate powders was investigated. The study showed that the molar ratios of calcium and phosphorus elements were in accordance with the literature. Furthermore, the results of the antibiotic release kinetics study suggest that the smaller the specific surface area, the faster the drug is released. The results obtained may have potential applications in bone regenerative medicine. ACKNOWLEDGEMENT: The “Multifunctional biologically active composites for applications in bone regenerative medicine” project is carried out within the TEAM-NET program of the Foundation for Polish Science financed by the European Union under the European Regional Development Fund. The authors gratefully acknowledge financial support. POIR.04.04.00-00-16D7/18.

Keywords: biomaterials, ceramics, calcium phosphate, active substance