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COMMODIFIED ENGLISH IN VISUAL ENVIRONMENT OF RUSSIA: WHO BENEFITS?

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Abstract

The theme of this empirical research is the role of English in present-day Russian visual environment and its economic and social implications. Being vitally significant the theme seems underexplored at present. The objective of this research is to zoom in on a new, economic, function of English in linguistic landscapes of the Expanding Circle, exemplified by Russia. It relies on the theory of language economics, linguistic landscape, and language policy. A new dimension of linguistic landscape was introduced for investigating English visibility: English Presence Density Ratio (EPDR).

The paper provides direct and indirect proofs of commercialization of English in Russian outdoor signage. Analysis of linguistic, commercial and legal resources allows to infer that English has become a medium of consumer behavior management, an instrument of competition for extra customers, and a tool of yielding revenue. In this capacity English benefits local businesses and sections of community in foreign countries.

Key words: language economics, linguistic landscape, Anglicization in Russia, commodification of English.

Introduction

The research was triggered by a large-scale and rapidly increasing visual presence of English in Russian public signage today. Numerous recent investigations of this phenomenon are mostly of linguistic character and mainly scrutinize Russian-English interface patterns. Meanwhile, there may be important economic, social and even international sides to this issue.

English as a global language is gaining ground and assuming various functions in the world today. It is becoming extremely conspicuous in the Russian linguistic landscape (LL) as well. The spread of English in Russia has been gathering momentum since 1990s. Being one of Expanding Circle countries, Russia has been treating English as a foreign language so far, that is English can be learned in educational settings, not acquired naturally, is not used officially and is not a domestic means of communication between numerous ethnic groups of the country, as Russian perfectly plays this role. Nor is it the mother tongue of any noticeable ethnic group,

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according to demographic resources (Национальный акцент, 2018), even in Moscow that has numerous ethnic diasporas, for instance Greek, German, Jewish, Korean, Chinese, Vietnamese, but not British or American (Vizu.ru, 2018). Therefore, it is evident that English dominating in the public space signage of modern Russia is not an instrument of ethnic identification, a marker of local authenticity or a form of solidarity with certain communities. What is it then? What makes it so robust on the Russian-language grounds?

It has been known since the classical research by Landry and Bourhis that languages play an important role and have a symbolic function, which 'refers to the value and status of the languages, as perceived by the members of a language group in comparison to other languages' (Cenoz, J. and Gorter, D., 2009:5). English as one of popular foreign languages in Russia stands out and is definitely preferred. This is due to some circumstances and qualities of English already described by scholars. Below are the worthiest of mention.

As Bolton revealed, 'the increased use of English in public spaces worldwide may be seen as the instantiation of processes related to economic and cultural globalization (as well as 'glocalization')' (Bolton, 2012:32). At present economic competition is getting harder globally and, as a result, gives impetus to communicative competition aimed at consumer attention. Marketing communication as one of the main instruments in the struggle for consumers, enhances dramatically the role of languages used for this purpose. As Ross stated, English currently has an international aura of prestige and attractiveness (Ross, 1997). He examined presence of English in the LL of Italy and concluded about its fashionableness and extensive use even to the point of 'invented English-sounding product names' (Ross, 1997:32).

Bhatia and Ritchie define as 'cosmetic' communicative effects of English (Bhatia and Ritchie, 2013: 594), marking its role in boosting memorability and recognition, the qualities highly demanded in commerce. Rivlina (2016:211) attests that English as the global language renders ideas of modernity, sophistication, technological advance, or westernization / internationalization, and is widely employed for identity construction. Moreover, 'an English name lends an aura of chic prestige to a business, suggesting that it is part of international scene, following the latest trends, up-to-date with the newest ideas' (Bever, 2010: 31). Alongside with symbolizing modernity, progress and globalization, English is used as an 'attention-getter', 'attention-seeking device' (Bhatia and Ritchie, 2008; Rivlina, 2013:11) or 'stopper' (Копрева, 2007:3), which is something or someone that commands attention. Analyzing the latest English lexical loans in Russian commercial advertisements Kopreva concludes that they symbolize novelty and respectability (Копрева, 2007:5).

'Symbolic weight' of a language, however, may yield quite tangible benefits. As Bourdieu pointed out (1977), there are many ways in which language forms part of the symbolic capital that can be mobilized in markets as interchangeable with forms of material capital. Burdick (2012:10), among other things, indicates as a powerful factor of symbolism 'distinction, in which symbolic value can distinguish products and increase market value'. The idea of materialized

symbolic value, applied to a language was developed further by M. Heller and D. Block who argued that a language can shift from having use value to having a marketable exchange value (Hancock McDonald, 2018). Heller considers language commodification in a number of spheres providing symbolic added value to industrially produced resources (Heller, 2010:103). This enables institutions using a language, English in particular, to cash in on it, which means its commodification. It is exactly as a global semiotic commodity that Cameron regards English in the global era (Cameron, 2012).

The Cambridge Dictionary defines 'commodification' as 'the fact that something is treated or considered as a commodity (= a product that can be bought and sold)'. As Burdick testifies, language as commodity has been mainly discussed in two ways: 'how language is commodified as skill in the job market and how language is commodified as a cultural object' (Burdick, 2012:11). In this research, English is viewed in a third way as a marketing tool and a trade asset.

Research Design

The purpose of this research is to examine the present status-quo of Russian visual linguistic landscape from the perspectives of economy-rooted aspects of anglicization. The theoretical framework of the paper is based on an interdisciplinary approach relying on the theory of language economics, linguistic landscape, and language policy. The hypothesis put forward is this: Anglicization of visual space is due to commodified English with inferable effects for businesses.

The questions of this study are the following:

(1) What proves commodification of English use in outdoor public signage in Russia? Answers to the following sub-questions are required:

(a) Do hybridized English signs have clear geographical and locality restrictions: Are they in big cities, international airports and main streets only? What functions do they have?

(b) Which direction format, public or private, in terms of Landry and Bourhis, of introducing English prevails in Russian visual linguistic landscape?

(c) What types of establishments predominantly exploit English in their public signage?

(d) Is the English part of the sign made salient? If yes, how?

(e) What concepts are embedded in commercial outlet signs in English mostly?

(f) Is there any correlation between domestic legislation concerning languages public use and real language policies at the federal and local levels?

(2) Who benefits from English in outdoor signage of Russia?

Occurrences of hybridized Russian-English outdoor signs in seven Russian cities (Moscow, St. Petersburg, Zhukovsky and Ramenskoye in the Moscow Region, Novgorod, Kaliningrad, Svetlogorsk) were spotted and studied. Corpora of more than 100 author-made photos were set up. The unit investigated was a whole outdoor sign containing English, or HAS (hybridized anglicized sign), even though with one Latin letter in Cyrillic text, or several English words, or an English symbol ('&' for example). Thus, the focused sampling method was applied for data collecting. The results reveal cross-section data obtained over the period of 2016-19.

Other methods applied were a combination of quantitative and qualitative research techniques, underpinning linguistic landscape analysis, such as field work with photography and computation of HAS (outlet names, shop-window signs, roadside hoardings), their codification, content and discourse analysis of these samples, literature and business blogs review, etc. The codification system concerned economy relevant aspects of English signs in Russian business linguistic landscape, and included sign ownership (public or private), types of outlets with English signs, dominating concepts featured in English signs. The continuous sampling method was used for computation of the English Presence Density Ratio (EPDR). This linguistic landscape dimension introduced by the author allows to measure and compare the extent of English usage in selected cities, and to see how it varies even within the same city between central and peripheral districts. To calculate EPDR, facades of ten continuous buildings on both sides of the busiest street in each city were investigated in search of HAS, and the revealed number was divided by 20. When it was not physically possible, the author used the panoramic viewing service of Yandex or Google Maps to detect HAS.

Results and Discussion

English commodification?

The main results of this research are presented in Table 1 providing systematized calculated data processing in response to the target queries of the research. In particular, the study revealed the referent ownership of signs and prevailing types of outlets, manifestations of English salience in public visual discourse as an indicator of the power of English for business. The results show that English is actively used in the signage of not only megapolises with numerous inbound foreign visitors but in less populated and modestly visited regional centres, even small towns (Zhukovsky, Ramenskoye, Svetlogorsk). It suggests that English does not play a role of a lingua franca. Similarly, the fact that public directions signs in English account for a relatively low percentage in hybridized signage (5-25%) of foreign-visitor-friendly towns also substantiates the idea of informativeness being secondary in importance (column 1 in Table 1). At the same time English public signs visibility in Russia testify to the fact that there is a positive English language official policy in Russia.

Analysis of the types of establishments using English in their outdoor signs shows that the top three positions are taken by shops, eateries and service outlets (spas, travel agencies, cinemas, hairdressing salons, dental clinics, etc.) (column 2 in Table 1). Their order in ranking varies depending on the size and function of a city (capital or non-capital) as follows: smaller towns feature English predominantly in service and trade outlet signs, significant for local population, whereas large cities overcrowded with visitors are characterized by exuberant HAS especially in public food and beverage outlets. However, it is easy to see that all types of 'anglicized' outlets are commercial privately owned businesses that provide for the mass basic human needs, such as food and beverage, health, the family, property etc. that is the 2-3 lowest levels, according to A. Maslow's hierarchy of needs, and try to generate higher consumption. Notably, there have been discovered no English HAS of governmental, educational, cultural, or postal establishments (libraries, post offices, theatres).

It would be illogical to investigate new commercial functions of English ignoring its 'weight' in hybridized commercial signs (column 3 in Table 1). Analysis of a hundred odd signs proves that the overwhelming majority of them highlight English in one way or another (the only exception being public direction signs where English text goes smaller and after Russian). A range of salience techniques is rather wide: English part of texts is made conspicuous by a larger case, contrastive colour, a stylish font, or by 'creolized text'. The term belongs to Russian scholars Sorokin and Tarasov and implies a combination of verbal and various non-verbal semiotic systems in a textual message to increase its impact (Сорокин, Тарасов, 1990). 'Creolization', or adding pictures, images, and non-verbal symbols to public signs, is the most massive English salience technique in Moscow and St. Petersburg due to their financial and multi-media facilities. Other rankings of techniques are the following: 3 cities out of 7 give top priority numerically to colour marking, a second rank technique is bigger case demonstrated in 5 cities, and colour marking again comes third in 3 cities. Colours are known to symbolize emotions and affect the decision-making processes of buyers. These findings confirm other scholars' opinion: By using colour and other forms of symbolism, businesses deepen the message meaning and increase the selling power of a product (Lasquite, 2015).

Of special interest is a technique of creative experimenting also making English salient in the Russian commercial signage. Owners of business outlets often demonstrate remarkable imagination, bold innovation and humour to attract potential customers, such is for example a beauty parlour in Novgorod titled 'Brezznev' referring to the Soviet leader Leonid Brezhnev and featuring his bushy eyebrows (Photo 1). Bearing in mind the above and taking into account the mere fact of English salience and diversity of its techniques used by businesses, we cannot help acknowledging that English gets involved in competition for extra customers, thus proving its commercialized role in outdoor signage of Russia.

The content analysis of HAS shows that English or English-like names are mostly used to denote brands (column 4 in Table 1): 'Molecule' perfumery, 'Gerry Weber' men's clothing shop, 'Буттон' female clothing shop (Button), 'Charing Cross' steak house, etc. HAS of the seven

Russian cities render such consumer values as modernity, sophistication, comfort, perfection of product or service, family and home, ethnic culture:

'Petshop.ru' advertising Internet-based business; restaurant 'Dr. Живаго' (Dr. Zhivago) appealing to discerning clientele familiar with the novel by B. Pasternak; 'Sonata' furniture workshop suggestive of perfect musical harmony; 'D-Studio' a beauty salon reminding of Lady D; 'My Vape' emphasizing customized sale of electronic cigarettes; 'Home Credit Bank'; Mycroft' British pub; etc. These dominating concepts (association with prestige, better quality and consumer sophistication) provide evidence that English is used to gratify even upper symbolic needs of consumers like self-esteem and creativity, in Maslow's terms. Besides, the signs render quite saleable ideas like image-shaping, exoticism, association with charismatic persons, or 'foreignness flavour', which has traditionally been attractive for Russians.

The most vivid indication of commodified English is demonstrated by Moscow, whose dominating signage concepts echo the classical 4-P marketing mix: product perfection, affordable prices, convenient place and time of service, promotional metaphors: '*Natural food café'*, '*Пивной ресторан ПроВеегка'* (Beer house 'Test-Tube'), '*Секонд хэнд. Всегда скидки'* (Second hand. Discounted ever), '*Бар 24h.*' (Bar. 24 hours), '*KFC. Кинотеатр Pushka*' (KFC outlet at the cinema 'Pushka'), '*Тест драйв квартир'* (Test drive of flats: move house now, pay later). In a word, the dominating concepts of HAS are consumer targeted commercial brands and quite marketable, hence revenue-yielding ideas.

As it follows from the data of column 5 (Table 1), HAS predictably occur most densely in Moscow and St. Petersburg, next comes Kaliningrad, and the towns of the Moscow Region (Zhukovsky and Ramenskoye). The EPD ratios demonstrate clear dependence of their value on the size (population) of a city and its status (capital or non-capital). The example falling out of this rule is a small town of Troitsk with a rather high EPDR, but this can be explained by the fact that it has recently been joined to Moscow, which visibly intensified anglicization of its linguistic landscape. Another noteworthy conclusion is that EPD ratio is practically always lower in peripheral streets than in the main street of the same locality, which means that this indicator correlates with business activity, and English is expected to play its role in this activity. Moreover, there is evidence that Anglicized outlets tend to quote higher prices for the same or equivalent goods or services. But this assertion needs more statistics and will be our next research.

Evidently, English is used in outlet signs and outdoor advertising in order not so much to inform potential customers but with an image-making function as a means of commercial motivation making the outlet and its product attractive. Presenting one's product in the most favourable colours to potential customers and encouraging its purchase is the final goal of any form of advertising and promotion in general.

Apart from that, signs may carry ideological functions and qualities and can act to reinforce ideologies, particularly when mandated by government policy, according to Sloboda (Dixson, 2015:13). Naturally, a question that arises is about the legitimacy of the rapidly changing Russian-English interface in the modern business linguistic landscape. According to the Federal Law (The Russian Federation, 2005) 'The Russian language is bound to be used in advertising throughout the territory of the RF'. No advertisement can contain foreign words *both in foreign and Cyrillic graphics* without their translation into Russian. However, suffice it to go down streets in Russian cities to see massive violations of this law, which are not at all reduced to internationally known Latinized brands, whose original graphic form is justified by the requirements of a registered trademark. There is nonconformance of Russian federal legislation with real business practices. Therefore, there is a permissive/laisser-fair linguistic policy towards HAS that indirectly proves that they may be economically justified for businesses. It would align with a purpose of a language policy defined by Grin as 'a systematic, rational, theory-based effort at the societal level to modify the linguistic environment with a view to increasing aggregate welfare' (Grin, 2002:18). The above data provide evidence that 'by using English businesses aim at increasing their sales and thus its presence has economic reasons' (Cenoz and Gorter, 2009:5). So, the hypothesis of Anglicization of Russian visual space due to commodification of English is proved true.

Who benefits?

'Regular use of the English/Roman variants of borrowings, international terms, and cognates in Russian-based communication (…) would be impossible without a sufficient number of writers and readers able to use, understand, and, what is more important, appreciate the nuances of the vocabulary units employed in different graphic variants' (Rivlina, 2013:16). In other words, those interested in English, benefit linguistically from perceiving it at home in Russia both visually and by ear.

Apart from that, Russian scholars' investigations show that Russian consumers mostly have a positive attitude to goods advertised in an anglicized way (Бойко, 2016:18). It is well known, that outdoor advertising, commercial outlets signage being one of its forms, is one of the most resultative channels of promotion. According to the international auditing company PricewaterhouseCoopers, Russia can rank second this year in outdoor advertising growth tempo, coming second only to Indonesia ('Белый сокол', 2019). If consumption is a style of human acting in response to anglicized outdoor advertising, who manages linguistic landscape (e.g. private businesses) manages customer behavior and benefits the results. As it was shown above, in Russia, just as in other countries, domestic trade is carried out with the help of a foreign cultural product, the English language. It can be regarded as a collective intellectual property alongside with 'vernacular traditions', convincingly posed by John and Jean Comaroff as intellectual property worth patenting (Comaroff and Comaroff, 2009:36). Creating value from

one's vernacular culture or lifeway is natural, whereas trying to gain value from a foreign cultural asset, English, using it free of charge and turning it into a trade asset may seem doubtful justice.

English is turning into an intangible but saleable asset today, something similar to goodwill. 'An asset is anything of value or a resource of value that can be converted into cash. Individuals, companies, and governments own assets. *For a company, an asset might generate revenue, or a company might benefit in some way from owning or using the asset'* (present writer italics) (Folger, 2019). However, unlike goodwill English is not built up hard over years but is applied without effort to yield revenue for foreign businesses.

Building their concept of 'consumer surplus', Wickström, Templin, and Gazzola (2017:27) argue that 'the status of a language might influence pride in the language and this might in turn influence the propensities to pay for rights for the language'. Being a valuable economic asset English should not be shared casually. As professional Russian lawyers argue, 'language is not legal entity and cannot be a subject of legal relationship, but the people generating this language can' (present writer translation) (Воронецкий 2007:47, 48). English benefits local businesses in foreign countries and some sections of local community, but yields hardly to the metropolitan nation. Therefore, the original creator of this language, English people, may have a moral (and probably not only moral) right to share returns of foreign businesses that for some reasons obviously cannot do without English in enacting their activities. This implication may become meaningful for British international trade law experts and World Intellectual Property Organization executives.

Drawing a line at this discussion, we can conclude: English has become a medium of marketing communication and consumer behavior management, an instrument of competition for customers, a marketing and brand creating tool contributing to the added value, a brand per se.

If a language gains an economic value in a foreign market place other than its native domain and gets a considerable spread in business signage, it is evidently commodified and becomes an economic asset. Thus, it starts functioning on the border of public communication and the sphere of economy with all its legal and monetary consequences.

Conclusion

Transferring the discussion of anglicized public signage environment from a purely linguistic area to an economy-related domain this research is a small step in the direction of language economics, exploring evidence of English commodification in the Expanding Circle world. Its results align with the conclusions made by famous scholars: 'Language processes are affected by economic processes and the other way around' (Cenoz and Gorter, 2009:8).

The present study shows that growing massive use of English in the Russian-language visual environment has little to do with ethnic identification representation, or international communication lingua franca, but is due to other causes: Attempted unique selling point, pursuit of prestige, positive business image seeking, pursuit of higher yields, consumerist snobbery etc. These findings are in line with the idea of Coulmas (1993) that languages adapt to the demands of the external economy. Although 'it is not possible at present to calculate the "value" of a language' (Grin, 2002:22), it is clear that English is becoming indispensable for foreign businesses as a promotional tool. What is more, English applies to cater not only for priority basic needs, but appeals to upper 'self-actualization needs' of consumers. The academic output of this study is in its interdisciplinarity and concerns revealing indicators of economic power of English used in Russian linguistic landscape. The practical significance lies in presenting first-hand authentic data about salience of English in public visual environment of modern Russia as one of Expanding Circle countries, and in suggested regarding this phenomenon in terms of economic justice.

This research may encourage further investigations of commodified English in expanding Circle countries to provide new evidence of its 'added economic value' or to discover its other economic functions.

TABLES AND FIGURES

Table 1. English presence characteristics in Russian business linguistic landscape

1	2	3	4	5
Ownership of outdoor signs with English insertions	Types of outlets using English in signs (in the sample batch of the city)	English salience techniques (% of city sample signs using them)	Dominating concepts in signage	English presence density ratio (EPDR)
Moscow. Population: 12,506,468 (2018)				
Public: 9%, Private: 91%	47% - eateries 18% - shops 15% - services 11% - brand outlets 9% - direction signs	64% - creolizated text (incl. 3D effect) 30% - bigger case 28% -	Perfection of product; Affordable prices; Convenient place and time of service;	1.8 – Tverskaya St. (the main street), 0.45 – Leningradsky Av., 0.35 – Profsoyuznaya St.

		colour marking 14% - fancy font	Metaphorical promotion ('Test-drive of flats': use now-pay later); Brand names; Russian culture branded ('Dr. Zhivago' restaurant); Natural/healthy or culturally acceptable food.	
Troitsk, New Moscow (new district of Moscow). Population: 60,924 (2018)				
-	-	-	-	1.0 – Solnechny Microdistrict (elitist district), 0.9 – Academicheskaya Sq.
Zhukovsky (Moscow Region). Population: 107,994 (2019)				
Public: 5%, Private: 95%	40% - services 35% - shops 20% - eateries 5% - direction signs	35% - fancy font 25% - bigger case 20% - colour marking 20% - creolizated text	Perfection; Exclusiveness; Home eating; Association with victory.	0.85 – Gagarin St. (the main street), 0.55 – Mayakovsky St.
Ramenskoye (Moscow Region). Population: 116,077 (2018)				
Public: 9%, Private: 91%	44% - services 38% - shops 9% - eateries, 9% - direction signs	50% - colour marking 33% - fancy font 33% - symbols (ampersand, turned commas etc.)	Modernity; Exoticism (of food); Foreignness of consumer (Taxi)	0.55 – Mikhalevicha St. (the main street), 0.3 – Guryeva St.
St. Petersburg. Population: 5,383,968 (2019)				
Public: 0%, Private: 100%	33% - eateries 33% - services (incl. 20%	75% - creolized text	Foreignness of producer; Foreignness of	1.25 – Nevsky Prospect (the main street), 0.95 – Liteyniy Prospect

	accommodation) 21% - brand outlets 13% - show ads	67% - colour marking 50% - bigger case	consumer; Privacy; Pleasant memorabilia.	
Novgorod. Population: 222,868 (2018)				
Public: 0%, Private: 100%	53% - shops 26% - services 21% - eateries	68% - colour marking (white) 42% - bigger case 32% - creolized text 21% - fancy font	Foreignness of producer, Modernity and Internet-based business, Discounted goods, Russian cuisine flavour, British countryside atmosphere, Natural memorabilia.	0.3 – Bolshaya Sankt-Peterburgskaya (the main street), 0.2 – Meretskovo-Volosova and Gazon streets.
Kaliningrad. Population: 475,056 (2018)				
Public: 0%, Private: 100%	45% - shops 22% - services 18% - eateries 15% - brand outlets	85% - colour marking (white) 38% - bigger case 23% - fancy font	Brand names (Leonardo, Diesel, Calvin Klein); Perfection (accommodation, clothes); Family holiday; Association with glamorous persons (D-studio); Comfort, relaxation.	0.9 – Prospect Mira (the main street), 0.6 – Lenin Prospect
Svetlogorsk (Kaliningrad Region). Population: 13,030 (2017)				
Public: 25%, Private: 75%	38% - shops 25% - eateries 25% - direction signs 12% - services (museums)	50% - fancy font 25% - bigger case 25% - colour marking	Brand outlets; Modernity and sophistication; Image-shaping; Foreignness of consumer.	0.35 – Lenin St. (the main street), n/a.

Figure 1. Beauty salon in Novgorod

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Museums and Schools: Vectors of Interconnection

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Abstract

The article considers an experimental model to efficiently connect schools and museums for educational purposes. Currently, educators in the world observe the transformation that is happening in various socio-cultural institutions, including museums and schools. Museums offer educational programs of different formats. One of the formats is academic tours in the form of traditional excursions with follow-up questions. Another type of format is modern experimental forms of games, quests, workshops, or media applications. Schools, from their side, provide lessons in studying the fine arts. However, the school system does not take into account a special intangible process of acquiring the socio-cultural environment of a region as the whole environment of constant education. This environment is inherited and could be understood through a special educational program that embraces all the possible agents of cultural diversity of a certain place. The program must not be limited only to activities inside a school place, but also needs to be expanded into the entire living cultural space. A museum plays an important role of a liaison between the highly structured school system and the possibilities of exploring the world outside the school.

Modern schools are developing special educational programs with cultural institutions on a constant basis. Based on research and experience of interconnection between museums and schools

conducted in 2015-2019, the most current form of such advancement in education was defined as the "special socio-cultural school environment". Inside of the model there are special agents that connect schools and museums in a variety of activities. This paper defines these agents as "vectors" of interconnection between educational and, cultural institutions and the socio-cultural environment. The vectors are considered as the key activities that activate a new level of communication between schools and museums in modern education.

Keywords: modern museum program, socio-cultural environment, school education, museum pedagogy, school and museum collaboration, vectors of interconnections

Introduction

The modern time changes the role of museums. From being places for delivering "the right knowledge", museums are trying to rediscover their place in modern society. Instead of being part of an elite intellectual establishment, museums are transforming into social places, points of gathering and socializing although sometimes the new perspectives are unacceptable for curators. From the educators' side, museums are included in curricula as interactive parts in all kinds of extracurricular activities. Nowadays, schools use museums as efficient resources for educational activities. Students of the new millennial generation perceive museums in a different way, as a place of fun.

We are witnessing a unique moment of transition from old traditions to new strategies. Modern museums offer a plethora of educational programs of different formats, from traditional to innovative, but these programs do not satisfy the need for the new educational and social perspectives students have to develop. However, the school system does not take into account a special intangible process of acquiring the socio-cultural environment of a region as the whole environment of constant education. This environment is inherited and can be understood through a special educational program that embraces all the possible agents of cultural diversity of a certain place. The program must not be limited only to activities inside of a school place, but also needs to be expanded into the entire living cultural space of a city. A museum plays an important role as a liaison between the structured school system and the world outside of a school. Taking into account the educational and psychological traits of the modern generation, their mobility and social media involvement, this program could be adjusted to the requirements of modern life.

The purpose of this research is not only to analyse the current situation, but also to propose new strategies in accordance with new modern conditions. The article compares two models of interconnections between schools and museums. The first model is a traditional one, but the second

reflects the current situation. In addition to the new model, the authors consider it in the settings of its socio-cultural environment, to create special educational programs that embrace all possible agents of cultural diversity of a certain place. To move forward in the development, the research discusses a new term, a "vector of interconnection" that can explain different educational activities when school and museums collaborate in the socio-cultural environment.

Research Questions

This research considers the expanded field of contacts where the resources of museums and schools could be involved in a diverse way. Previously, "the interpretation priority of art objects belongs exclusively to a scholar or a fine arts expert", and, to be more specific, an art historian, "whose invisible presence has a remarkable-traits to scare away a visitor" (Kalugina, 2008). There is a need to create new educational space in museums, but it takes a specifically organized approach. Scholars, educators, and museums democratize and make museums places for discussions, not sacred silent tombs. "Forming a new conceptual museum model based on the philosophical understanding of the museum as a unique cultural object is the most important goal in modern museum studies" (Pshenichnaya, 2001).

Creating a model for educational institutions is not a new thing because traditionally educators have a system of developing students' skills that includes methods, strategies, etc. Museum educators use them when plan a visit to a museum for a certain group of school students. However, the research explains new approaches applied in various school and museums. The article considers an experimental model developed in Russian education of socio-cultural environment that connects schools and museums in one educational space. Russian schools use experimental educational programs in collaboration with museums of different types. The model applies interconnections between schools and museums on a constant basis. The experiment as a new educational strategy appeared as a reaction to the transformation that is happening in various socio-cultural institutions, including museums and schools.

The research team proposes a hypothesis that creating a system of interconnection between schools and museums based on the settings of the socio-cultural environment enhances students' interest in school programs and, students' cognitive skills, as well as their interest in museum visits. Filling the strategic development gap in the interconnection process with systematic acquisition of the local socio-cultural environment, students will benefit because of different developmental directions. Although the process itself is intangible (as many researchers claim), proper thoughtful organization increases students' development of cognitive and social skills. Results of research on the problem will also be discussed in the article.

Literature Review

Modern Museum Pedagogy works on the problem of defining the different aspects of schoolers who come to a museum with different educational, experiential, and exploration goals. From the other side, it exists in the organizational framework where scholars, educators, and curators create specific strategies and programs to provide an efficient process of acquiring both the museum's content and the school curriculum.

A concept of the museum as a social place with specific roles has commanded attention throughout the decades. Caston (1978) develops the idea of museums' social mission "to improve people's everyday life", their personality and taste. It is essential to change the museum's setting: "reaching out beyond the museum's walls is an important component of museum programming". A model Caston proposed includes three components: museum, education, and subject area. The author "that each museum educator "identifies his own philosophical framework and develops his museum education programs accordingly". This idea is a predecessor of the future developments when the modern time dictates a more resilient mode of museum practices for "reaching out beyond the museum's walls" and the "flexibility" of programs.

At the end of the twentieth century, educators and scholars changed the vision of the traditional museum format. Parker (1989) describes museums as "social service institutions". The more the world heads towards globalization, the more the museums are seen from expanded social perspectives, (Rea, 1989), combining the museum and the community, proposes "decentralization of museums and the establishment of branch facilities in locations that would facilitate visualization by more people". Educators see museum communication as an "interactive process where both the exhibition and the visitor contribute to the communication" (McManus, 1991), (Bicknell, 1995). Scholars propose new types of visitors' experiences in new types of museums. "Interactive museum experience consists of overlapping of personal, social and physical content to produce the highly varied actual experiences visitors have in museums" (Falk, Dierking, 1992), (Roberts, 1997) describes a conflict which exists between the traditional settings of exhibiting artefacts in museums and the new demands of modern society. Despite the fact that the research was published some time ago, the issues remain current and need more advanced development. The core of the conflict between museums and visitors is "museums create exhibitions that appear to present the single and final word on a subject", but visitors "could more readily enter into dialogue and actively consider their own responses" (144).

New museum formats are proposed to match new social challenges. Hooper-Greenhill (2010), evolving the concept of museums as "agents of social inclusion and the ways teachers use museums", demanded special research of the "school-museum" interconnections because "communication with teachers was under-developed". As a result, the contact between educators and curators is recognized as an essential part of efficient contacts between schools and museums. Exploring educators' vision helps curators understand the new museum role better in a more detailed way. 48% of teachers not only see the importance of museums as ways of giving students learning content, but also consider them in a wider perspective of expanding pupils' "enthusiasm and pleasure", "enjoyment, inspiration, and creativity", "new interests and new ways to learn". Development of social and communication skills is even more important, as 87% of teachers' state. Students behave more naturally, and the process of development itself "can occur in a very natural way in a museum setting". Among the array of social skills developed, students are more natural in asking questions without any fear of not being heard or evaluated. The author describes this state of natural learning as a highly personalized "state of flow".

Modern Museum Pedagogy, being in a "swirling vortex" of ambiguity, confusion and potential opportunity, demands the repositioning of museums for the future. Transformation is happening in various socio-cultural institutions, such as museums, schools, cultural centres, etc. The situation is the same throughout the world. G. Black (2012) elaborates a system of societal aspects regarding

museum pedagogy, from social class in audience segmentation and social inclusion, social interaction in creating the museum environment, to social marketing. Other studies (Mirghadr et alc., 2018; Poli, 2013; Polyudova, 2018) concentrate attention on the dialogue during museum visits: "The most important factors in improving education and learning in museums can be classified into three groups: policy making, executive functions within the museum and executive functions in relation to the visitor" (Poli). "It is the time to re-examine existing models to adjust them for modern educational needs" (Polyudova). Based on ideas developed throughout years of exploration and experiments, the research team sees the museum in its interactive social discourse that required active collaboration with social institutions and schools.

Methodology

The research was based on an ample variety of pedagogical and psychological sources where Cultural and Art History Studies were an important part of the research. The data was collected based on the system and structural approaches. To analyse data, the comparative and the typology methods were applied. One of the important parts of the research was the method of planning a model and then organizing the educational process based on the model. Working with educators, curators, and students required several empirical methods, such as observation, educational experiment, tests, and interviews.

The research was based in 22 Moscow public schools (№№ 875, 324, 46, 1637, 1955, 1421, 368, 158, 686, 1095, 639, 369, 2056, 170, 224, 422, 1060, 1497, 384, 1567, 1530, 1652). Also, the following 6 museums participated in the experimental activities: State Tretyakov Gallery, Museum of Moscow, Museum of Bulgakov, State Museum of Esenin, State Museum of Music Culture of Glinka, Centre of Modern Culture "Garazh". The data was collected from 820 school students (6-7 grades), 187 school teachers, and 98 curators.

Theoretical Framework and Findings

The article considers programs created in 2015-2019 based on the experimental interconnection between museums and schools. The experimental work took place in Moscow schools where scholars, educators, and museum curators worked collaboratively on the curricula. Middle and high school students studied different topics of the world's artistic history on the basis of the school subject "World Artistic History". This subject has been a part of the humanitarian approach in Russian schools and continues to be part of the school curriculum since the 1990s. The subject involves studying different epochs of world artistic history from the perspective of Art History and from personal perception. This subject is mandatory for middle and high school students and is included in the state standards for school education. It is taught one hour per week and supported by developed programs, lesson plans, and textbooks. Being taught mainly at schools, the subject could be expanded outside of schools as well. The places for extended teaching could be not only museums, but also historic parks, architectural sights and spaces. The question of such extension is always a question of discussion about the best approaches to using external objects and space for better educational results. The Institute of Art Education and Cultural Studies of the Russian Academy of Education, Moscow conducts and supervises all educational activities for the subjects. Therefore, the experiment of creating a model was a part of the Institute's academic research and was included in the state program of fundamental research.

In the process of analysing modern Museum Pedagogy, it was important to visualize the types of interconnections between schools and museums. Based on responses, the traditional model of "school-museum" interconnections was created. It was named the "academic" model that reflects the current character of "school-museum" connections. It refers to formal and strictly curriculum-oriented museum programs and activities. A schoolteacher chooses excursions and museum programs based on a curriculum. In the aforementioned program, there were programs at the Moscow Museum of the Fine Arts, such as "Ancient Egypt", "Ancient Greece", "European Medieval Ages", etc. The main characteristic of such tours is their simple, non-problematic titles that repeat parts of school textbooks. No surprise, these titles have no interest among students.

Figure 1. Academic "school-museum" connection.

Fig.1 represents the academic model, intentionally depicting it in a simple and straightforward way. It visually defines the simplicity of such connections. Interesting to note, scholars, educators, and curators did not want to eliminate this type of model from "school-museum" connections. Among the reasons they expressed was the necessity to explain and demonstrate simple ideas and topics. Following the goal of informative excursions, this model is the epitome of an educational tour. Fig. 1 shows the traditional role of museums in terms of their connection with school programs. Schools demanded a display of certain objects with the support of cultural references, and museums responded by providing exhibitions and tours. It was one-way connection because museums, at that time, represented informational systems of objects.

In the modern time, the situation has changed because of a new technological environment. Reaching for the shape and representation of objects is not a challenge anymore, but meeting the real object remains as the act of physical presence. To see the originals, a visit to museums is inevitable. And the museum's new role now is getting a visitor back to subject-object social and cultural relationship in the context of the actual presence, i.e. the presence of an object and a visitor. Modern young visitors are more experienced in digital, but not physical, contacts with the objects in museums, and museums have to take into account the special ways of perception and cognitive abilities of modern generations, with their lack of physical perception. Museums have to provide the complexity of sensual perception to deliver a special message of cultural information, "the idiomatic language of each culture" (Kagan). That is why a modern educational approach to museums' activities cannot respond to schools' requests. Now it is more about current students' requests, their interests, habits, cognitive skills, and abilities.

Fig. 2 shows the modern way of connection between the different factors of museum life. Having been an informational source for a long time, nowadays museums are liaisons between schools and the socio-cultural environment; and the connection in Model 1 was transformed into interconnection. Interconnection implies communication in both directions, based on constant contacts and exchanges

of ideas and results. The term "interconnection" in Model 2 represents the process of active collaboration between museums and educational institutions. In this case, museums that have priceless collections of physical objects have to be connected both, to schools as educational institutions and to real life. Although the academic model (Model 1) is well-developed, modern educators and curators see its lack of efficiency when it is traditionally applied. When visiting museums, students remain uninterested in the content of materials and collections. Forming a new conceptual museum model based on the philosophical understanding of the museum as a unique cultural object is the most important goal in modern museum studies. To demonstrate changes in school programs, the shape of school programs was changed to a less rigid figure. The museum's core is its collection, together with its academic and research activities. It will be clearer to name it the "traditional" museum concept, because it refers to the goals with which museums were created and how they existed during last two centuries.

The oval shape named "socio-cultural environment" represents the wholesome environment of "adults", to which school students usually do not have any access. The socio-cultural environment is defined as a unified functional space that includes the activities of local social and cultural institutions. An educational institution (as well as a museum) is a part of the socio-cultural environment. Children and schoolers could be sporadically exposed to this environment though educational and family activities. When unifying all elements, i.e. school programs, museum collections, and socio-cultural environment, into one picture of children's life, a new type of educational space emerges. It was named as "socio-cultural educational space" (the term was created by Dr. Elena Olesina). It was defined as a "special type of educational activity that coalesces studying and cognitive activities based on the foundation of integration of all local educational, cultural, and social sources". Using these sources helps to expand the educational space and activities of schools and create an interconnection between educational process and the socio-cultural resources of a region (the definition was created by Dr. Elena Polyudova).

Model 2 is one of the examples of the transformative process modern museums experience at this time. Throughout the world, museums are struggling in their attempts to combine their research background with the demands of modern society. Society demands a special role for modern museums, obliging them to be a clone of malls, something like recreational centres with "museum funds, exhibitions, libraries, video-, photo-, phono collections, discussion groups, hobby activities, performance studios, classes for art lovers, cafes, shops, concert halls, discotheques, etc. Interaction between these two ideologies defines the dynamics of modern fine arts museum development. The museum type existing today, the type of polyfunctional museum, is full of polemics and transforms constantly, permanently assimilating new dimensions, that are oriented to the future of culture" (Kalugina, 2008).

The agents that connect schools and the socio-cultural environment through museum's' collections were named "vectors" that go from the core of a museum collection to different directions, symbolizing endless possibilities to explore the world and school environment. They also symbolize the ample number of educational programs that could be created based on a museum's collection if not restricted by a rigid program.
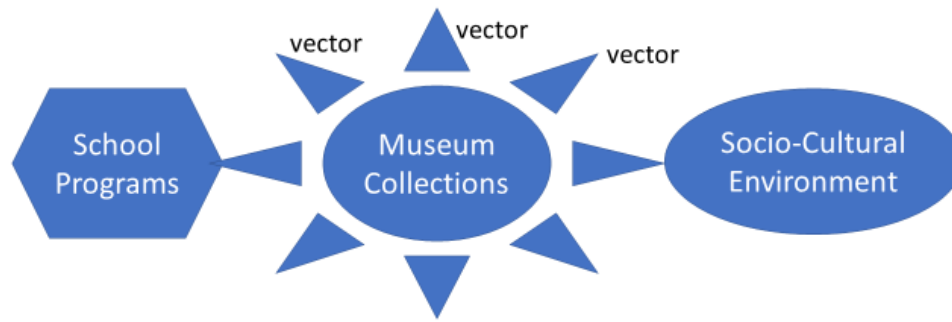
Figure 2. Experimental Model of the "School-Museum" Interconnection.

The term "vector" represents extra-traditional activities and methods developed in recent decades as a response to requests from the modern world. To finalize the visualization, "vectors" were named as "vectors of interconnection" (the term was created by Dr. Elena Polyudova). In the model, vectors go from the collection core of a museum direct to a certain point, a topic of a museum tour. The nature of vectors is uncertain, as uncertain as the variation of excursions a museum can provide based on its collection. Vectors create a field of meaning-making when any students' question, inquiry, or interest turns into a topic for a museum visit. Being open and non-rigid, vectors are unstoppable in their possibilities to go outside of a museum, connecting the museum environment with the entire society and with other fields of culture. It is impossible to describe all varieties of vectors inside of the model, but the following ones are some of them that were discovered and described by the experimental team (the names of the vectors were created by Dr. Elena Olesina).

The "harp" vector represents a special choice of programs and excursions based on one topic from a curriculum. For example, when studying the topic of Russian folklore, students visit different folklore-related museums, such as The House-museum of V. M. Vasnetsov, The State Tretyakov Gallery, The Museum of Fairytales, etc.

The "integrative" vector allows visitors to connect different areas of knowledge into one educational module based on common ground. For, example, a teacher uses paintings to ponder a topic of physics. Studying optics, 8th grade students analyze impressionist, expressionist, and abstract paintings to follow up the characteristics of light and optical illusions. First, students start in class, working with prints. Then they go to a museum where they can see originals to prove their findings on real art works.

The "immersion" vector describes a situation when a teacher conducts a lesson in a museum based on its collection. Having a lesson in a topic-related museum helps students to immerse themselves into a special space of museum objects. Moreover, learning outside of a typical classroom enhances a student impressions and interest in a subject.

The research defines the following terms to describe the modern strategies of "school-museum" collaboration: socio-cultural environment, interconnection, and vectors of interconnection. During

experimental application of Model 2, comparative research was conducted by scholars of the Institute of Art Education. The research studied the response of two groups of schoolers on their visits to museums: 8th grade school students, age 14 to 15, from Moscow schools #46 and #354. The first group participated in typical museum tours according to the "academic" model. The second experimental group went to museums according to the "socio-cultural educational" model.
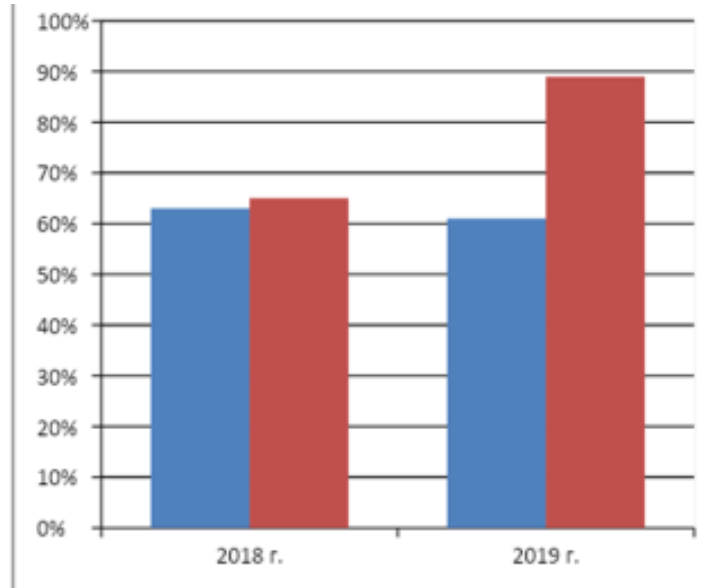

Figure 3. Interest into Museum's Collection
(blue - control group, red - experimental group).

Students who experienced and acquired a museum's programs from the perspective of the socio-cultural educational model, were more than 30 % interested in the museum itself. They expressed eager intentions to visit museums more and more. Hence, modern school students need a special educational approach that expands the narrow and enclosed physical space of their school and of their mental experience. The research has proved that the socio-cultural educational model can create an engaging educational environment outside of a school, in museums, on streets, or in any cultural space.

Discussion

Developing the idea of museums as agents of social inclusion, the research sees the perspective of environmental settings. When museums and their role in students' developments are considered as a part the socio-cultural environment, they will provide the complexity of students' learning and personal experience. When school and museum programs work as agents of inclusiveness into the socio-cultural environment, the students will consider the entire world around them and will not be restricted by a school program or a curator's view. Such programs will offer students the world from a personal point of view, creating the personal approach which educators have been trying to achieve in the settings of rigid museum programs and formal school curricula. As a result, programs based on the Model 2 motivate schoolers to converse with cultural heritage through museums. The new approach develops new forms of museum activities through creative activities and a new vision for a

museum's collection. The diverse nature of the vector allows educators in collaboration with curators to create programs on different educational and cognitive levels. A variety of extra-curriculum institutions, such as clubs and community societies, could be involved too. Potential follow-up studies are taking place now in many Russian schools. The model was applied for different subjects, and educators are applying the terms of different vectors to "school-museum" programs. From our point of view, there are parts of the research which are most important. The first is developing and applying the various vectors in different settings for students of different ages. The second is location of museums. Big museums of famous collections are situated in big cities where educators have ample variety of choice. In this case, educators usually combine visits to different museums. In small towns, where humble museums cannot offer collections full of resources, museums become centres of social life, offering diverse programs and social events. Hence, the research for museums of such types has to consider these differences.

Limitations and recommendations.

The experimental work reveals limitations connected to the specific type of activities educators have to organize based on museum collections. The first is the complexity of organizing the interconnection itself. Although all participants acknowledge the importance of this type of student activity and engagement, finding ways to bring students to museums is a real challenge. As the experiment shows, museums have their limitations in allowing schools to run their programs inside of museums. Curators, who have their own vision of collections and ways to work with them, often contradict educators, who are trying to embody school curricula onto a museum's collections. Hence, this limitation is based on the different philosophies of museum curators and school educators. As a result, the contacts between schools and museums could be stopped. A process of deliberation and close discussion could be a solution to resolve the issue.

The second limitation is a problem of the physical organization of visits. For example, in big cities such as Moscow, it is a problem to organize safe trips from a school to a museum. It takes special efforts and goodwill from the school administration to support such visits. Moreover, some museums have policies restricting use of their collections, leading to massive paperwork before students reach a collection. From our perspective, the process of allowing schools to use collections should be easier to organize. Instead of restricting visits, it is desirable for museums to be more open, to allow schoolers to be in a museum with their teacher. In this case, it takes two sides, museums and schools, to convert traditional connections into efficient interconnections that will benefit children in cognitive, personal, and social means.

Conclusion

The model described in the article is one example of the transformative process modern museums are experiencing at this time. Throughout the world, museums are struggling in their attempts to combine their research background with the demands of modern society. Society demands a special role for modern museums, obliging them to be "a clone of malls, something like recreational centres with museum funds, exhibitions, libraries, video-, photo-, phono collections, discussion groups, hobby activities, performance studios, classes for art lovers, cafes, shops, concert halls, discotheques, etc. Interaction between these two ideologies defines the dynamics of modern fine arts museum development. The museum type existing today, the type of poly-functional museum, is full

of polemics and transforms constantly, permanently assimilating new dimensions, that are oriented to the future of culture" [Kalugina, 2008].

The article considers an experimental model of the socio-cultural educational environment that connects schools, museums, and socio-cultural institutions in one educational space. The model was developed in Russia when schools developed experimental educational programs in association with cultural institutions and museums. The model implies interconnections between schools and museums on a constant basis. The experiment as a new educational strategy appeared as a reaction to the transformation that is happening in various socio-cultural institutions, including museums and schools. The research team, after being exposed to a new type of museum activities, is hopeful to see changes in museums' approach - to greet more and more visitors.

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IMPACT OF DIGITAL MEDIA ON CURRENT POLITICAL CONDITIONS

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Abstract

In this paper we develop and found a framework for research in digital media on current political condition that highlights the touch points on the digital media process as well as in the political condition. It makes a strategic process where digital technologies are having and will have a significant impact on digital media on current political condition. This research paper presents an analysis of the challenges that digital media poses to the political environment in a country, highlights the importance of digital media, strategies of media and offers suggestions regarding possible lines of action in any political situation in the country. Using this framework, we will be able to organize the developments and extend the research around the elements and the touch points which are in the framework and review the research literature in broadly defined digital marketing impact on political condition. We find out the problems and issues in and around the important points and paper for future research. Finally, we identify questions and set a research agenda for future research in digital media impact on current political condition and analyze the problems from the perspective of the media. The paper will analyze how people are affected by the political issues or political discussion on social media. It was studied on the basis of the responses received from a sample of 100 respondents in Lucknow-Kanpur region. Results reveal interesting information on the types of social media used the ratings of the most used digital media, and their impact on society.

Key Words: Digital media, politics, Elections, Publicity, News, Voters.

Introduction

In parliamentary election 2014, we all saw a surprising entry of digital media in the politics for attracting voters towards a party. The result of winning party show that use of the digital media affects the voters in a very successful way with a positive outcome. After seeing the effectiveness of digital media all the Indian political parties used the various platforms of digital media for creating a direct relationship with common citizens/voters. Voters also want to know about the candidate-party agenda and party policies for the state/public and for the country, so voters use

the digital platform for seeking and searching information through digital platform. Researchers used some current examples to explain the impact of digital media in Indian politics. Hon'ble Prime Minister of India started a twitter account for interacting with citizens of India. Hon'ble Ex Rail Minister Suresh Prabhu started taking feedback and grievances through twitter and Facebook. The commuters directly told their various problems during the journey of railway through the digital platforms and Ex. Rail Minister took their notice and successfully resolved those problems in a very short time. Hon'ble Foreign Affair Minister Smt. Sushma Swaraj also used the digital media platform for successfully resolving the problems of NRI's and Indian citizens, in a quick and efficient manner, in India and in the foreign countries.

These days, several government departments also use the digital media platform for interacting with the public and for taking quick action on grievances and feedback in very short time. Digital Media is used in various ways for creating positive relationship with the public. [1-5]

Presently, Watsapp, twitter, facebook etc is used for sharing news and information related to the political scenario among the public. But many political party workers and leaders use these platforms for spreading malicious and fake news and information for opposite candidate. By which they create bad image of opposite leaders and opposition party in the public, this effects the elections and candidates in a negative form. Rumors, fake news and information mislead the voters/public in the election. No such authority is available to take a proper action against this type of misuse of paid digital media. [6-10]

Some Paid digital media platforms are using corrupt methods for creating profit for their favorable and loving candidates/leaders/parties. This is adversely affecting the society and ethics of good politics. Sometimes due to negative use of digital media, they spread fake information and news from which major riots and strikes happen. [22-23]

Researcher took this topic for knowing and analyzing the current Impact of digital media on current political condition. After using digital media in politics there are many tremendous changes, its created awareness in the public and voters about the political situation, parties and leaders. Researcher tries to present these positive effects of digital media on political situations and also discusses about the negative impact of digital media used by corrupt politicians and opportunists. This paper is totally based on the secondary data which is qualitative type. The researcher is giving some best solutions and ideas for use of digital media in political conditions [12-20].

Literature Review

Social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web2.0, and that allow the creation and exchange of user-generated content." (Kaplan and Haenlein, 2010)

The debate on how the Internet impacts the political sphere has been rich with contributions since its advent. In the 1990s, scholars started the research in this field interested in the interactive potentials of the Internet (Bimber, 1998; Gibson & Ward, 1998).

In short, the debate can be summarized along two opposite lines of argument:

Some scholars argue that the Internet is creating a new space of politics which is determinant for strengthening democracies, while other scholars point out that the Internet is a space to practice 'politics as usual' (Margolis & Resnick, 2000).

The Internet was hailed as the opportunity for the realization of the ideal of direct democracy (Slaton, 1992; White, 1997).

Political campaigns are in no way just limited to buttons and banners for politicians to reach their constituents. The new political arena is full of commercials, blog posts, and hundreds of tweets. Through social media, politicians are now able to constantly display their message through endless commercials, see direct responses to their actions via Facebook or Twitter, and connect with public (Foley, 2013).

One of the first theorists to provide an insightful discussion about what was, at the time, the emerging communications revolution of 'new media'. He argued that the main difference between old broadcast media and new media was that new media was 'active', whereas old media was 'passive' (Mark Poster 1995)

IMPORTANCE OF DIGITAL MEDIA IN INDIAN POLITICAL CONDITIONS

Interactive: - by the use of digital media, politicians and political parties able to interact with the common public and voters in the positive way. The interaction between the political leaders and voters becomes very strong.

Awareness: - by the use of digital media, voters and public is aware about the working style, policies, strategies and thoughts of political parties, governments, and leaders.

Publicity: - political parties, governments, and leaders are using digital media as the easiest way of publicity for their work and agendas between the public.

Research: Many Political researchers; survey agency and political parties uses digital media for pursing research and surveys in the time of elections for predictions of results and voters mood and point of view.

Feedbacks: - Governments, leaders and political uses digital media for getting feedback from voters and public.

Social: - Public and voters also use digital media for become discussing and pursuing debates on political conditions and on government work performance.

Objectives

The major objective of the present study is to understand the intervention of social media in Elections – 2018. The specific objectives of the present study are as follows:

1) To study the trend of digital Media on current political condition.
2) To find out the pros and cons of Digital media on current political condition.
3) To identify the various social media platforms used by the respondents.
4) To understand the popularity of social media platforms.
5) To identity the popular social media platform used by respondents for political awareness.
6) To study the impact of social media on society.

Problems

The major problems of the present study are to understand the intervention of social media in current situations. The specific problems of the present study are as follows:

- Bridge the split Between TV & Digital
- Sophisticated viewers Data
- Monetizing Mobile
- Measuring Unduplicated Reach
- Cross-Device Marketing
- Programmatic Pressure on CPMs
- Moving Beyond View ability
- Filtering Big Botnets
- The Value of Attention
- Advertising Attribution

Methodology

Survey method will help to collect data from each sample. According to Kraemer Survey research quantitatively is used to describe certain aspects of a given population. These aspects typically include the examination of the relationship between variables. Second, survey data is needed for research, therefore, are relatively gathered from people. Finally the research results of the survey can be returned to the general population from which a selected portion of the population uses. Survey method is selected as it is well planned. It can be generalized and can be statistically analyzed. To meet the requirement of the study, two-way stratification sampling was adopted for data collection from the target population. The scope of the study comes under the selected cities in the Lucknow- Kanpur region. Questionnaire method has been followed to collect the data from users of the study in which 100 questionnaires were distributed and then total 100 respondents equally consisting 50 male and 50 female respondents were selected randomly from them.

Result & Discussion

Table 1 shows that 50 are male respondents and 50 are female respondents covered in the study. Majority of the respondents covered are in the age group between 26 to 40 years, 43.0 per cent of

respondents are under the age category 18 to 25 years and the rest 15.0 per cent belongs to age group of 40-60 years (Table 2). The below table (Table 3) clearly shows the maximum numbers of respondents are of social media sites such as Facebook, Twitter, MySpace and many more. While, the least 3 per-cent of respondents are unaware of social media platforms. According to the Table 4, less than half of the respondents found to use social media between two and three hours (50 per cent). 15.0 per cent prefer using less than two hours, 17.0 per cent for 4-5 hours and 18.0 per cent members prefer for more than 5 hours per day. The above table clearly shows that Facebook is the most popular social networking sites among respondents (72 per cent) than other SNS followed by twitter (18.0 per cent) and Google Plus 5 per cent, while the least LinkedIn is used by only 5 per cent of respondents Tables 5 and 6.

Table 1: Gender of the Respondents

Sex	Respondents	Percent
Male	50	50.0
Female	50	50.0
Total	100	100.0

Table 2: Age of the Respondents

Age (in years)	Respondents	Percent
18-25	42	42.0
26-40	43	43.0
40-60	15	15.0
Total	100	100.0

Table 3: Awareness on Digital Media Sites

Awareness	Respondents	Percent
Yes	97	97.0
No	03	3.0
Total	100	100.0

Table 4: Hours Spent on Digital Media

Hours (in a Day)	Respondents	Percent
Less than 2 hours	**15**	**15.0**
2-3 hours	**50**	**50.0**
4-5 hours	**17**	**17.0**

More than 5 hours	**18**	**18.0**
Total	**100**	**100.0**

Table 5: Preferred Digital Media Sites.

Social Sites	Respondents	Percent
Facebook	72	72.0
Twitter	18	18.0
LinkedIn	5	5.0
Google Plus	5	5.0
Total	100	100.0

Table 6: Purpose of Social (Digital) Media Use

Purpose	**Yes**	**No**	**Total**
Entertainment	55	45	100
To Get Updated News	48	52	100
Creating Groups and Community	47	53	100
Connecting With Old Friends	65	35	100
Sharing Files With Friends and Family	42	58	100
Other	24	76	100

Table 7: Popular Political Party on digital Media

Political Parties	**Yes**	**No**	**Total**
Bharatiya Janata Party (BJP)	92	8	100
Indian National Congress (INC)	70	30	100
Samajwadi Party	76	24	100
Bahujan Samajwadi Party	65	35	100

Table 8: Popular Political Leader on Social Media

Political Leaders	Party Affiliation	Yes	No	Total
Narendra Mod	BJP	94	6	100
Rahul Gandhi	INC	80	20	100
Akhilesh Yadav	SP	72	28	100
Yogi Adiya Nath	BJP	78	22	100
Arvind Kejariwal	AAP	74	26	100
Mayawati	BSP	60	40	100

The above table shows that majority of the respondents 62 per cent prefer SNS to connect with old friends, followed by entertainment (56 per cent) like videos and images, creating groups and communities (49 per cent), making new friends (46 per cent), Sharing Files With Friends and Family (43 per cent) and To Get Updated News (41 per cent). However, only 22 per cent of respondents indicate that they use social media for other purpose such as purely personal purpose, business promotions – to connect with customers and marketing.

According to the above Table 7 Bharatiya Janta Party is the most popular political party on social media platforms with 93 per cent, while Arvind Kejriwal's Aam Aadmi Party ranks second and the Indian National Congress is third popular political party in social media with 89 per cent and 69 per cent respectively.

The Table 8 clearly shows that the Indian Prime Minister Narendra Modi (94 per cent) is the popular political figure on social media sites. Followed by the twitter Rahul Gandhi (80 per cent), the Chief Minister of Uttar Pradesh Yogi Aditya Nath (78 per cent). While, Arvind Kejariwal (74 per cent) and Akhilesh Yadav (72 per cent) are popular leaders on social media.

Conclusion

The purpose of this study is to understand as to what extent digital media use for political activities influences political efficacy, political knowledge, and political participation among people in Lucknow Kanpur region.

The results show that the use of social media for political activities influences peoples' political efficacy, political knowledge, and political participation. The study also shows that social media users may discover political activities in social media and by this way intensify their political knowledge, increase their political efficacy, and improve their political participation. Moreover, the social media usage for political activities was influenced by frequency of general social media use. The more often they use social media, the more often they use social media for political activities.

Finally, Digital media plays the biggest role in Indian politics, after rising the of digital media network in India. A new reform comes in the politics; the voter & public raise their voice against politics scams and corruptions. The public protest for the right thing against the governments. Political leaders, political parties and governments must understand to adopt Internet model of

digital media instead of broadcast model. Indian government must create strict rule for the political use of digital media. Digital media will more upgrade with new technology and tools for the easiest use.

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LANGUAGE TEACHING IN MIXED ABILITY CLASS ROOMS: APPLIED RESEARCH

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Abstract

This study is based on an applied research conducted at University of Central Punjab among BBA/MBA students. After having identified problems in the language class rooms at the university level in the domain of Second Language Acquisition (SLA), customized interventions for language acquisition were introduced. The researcher is the designer of this set of interventions in her role as Head of the Center for English Language (CEL). This study collects

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data through instructor-administered pre- and post-tests, observations of student presentations and assessment tools. Stufflebeam's model based on CIPP - context, input, process, and product (1971) - was used to study the data results. As a result of the interventions, students demonstrated improved higher order skills, enhanced concept clarity about the target language not only in the grammatical structures and syntax but also in structured thinking and cohesive writing. The research recommends that language interventions should continue for further enhanced learning in the identified areas in future.

Key words: Language intervention, applied research, mixed ability, teaching methods, second language acquisition

1. INTRODUCTION

Problem statement

This study adopts applied research to explore and rectify the key challenges faced by the learners of English as a second language at the university level It highlights the real issues of the young learners in acquiring native like competency in the target language. Since Pakistan is a multilingual country with more than 62 languages simultaneously in use (Rahman, 2006), learning English as a second language becomes even more challenging. Not only is acquiring language proficiency a problem but language teaching is also a significant issue in the midst of this multilingualism. Such issues are existing at the educational institutions in Pakistan. This study specifically studies the issues at the University of Central Punjab, Lahore among the students of the BBA and MBA classes and investigates the key problems which hinder effective language learning by the students.

Research Questions

This study is governed by the following research questions:

1. What are the reasons for ineffective language learning in English language classrooms at the university level?
2. Why is language not taught in an effective manner?
3. How can language teaching be made useful/effective in the language class rooms at the university level

Limitation and Delimitations

1. There is a potential risk of researcher's bias in analyzing findings of the data
2. Sound quality of the videos is less than less than optimal
3. The research is based on a small sample collected from the University of Central Punjab (UCP) only
4. Data has not been collected widely because the study intends to suggest solutions for UCP systems, which may be generalized later

Significance and Scope of the Research

This research is useful for generalizing over other universities facing similar issues. Along with this it would be useful for educationists, administrators as well as learners. The study also shows what has worked in this applied research and provides comprehensive set of interventions that helped improve language acquisition among the students. This approach can be applied more broadly in multiple contexts, cultures and can be replicated for wider adoption. It is also significant for creating a more enabling learning environment in the classroom setting and for tweaking the language and education policy at the national and sub-national levels.

Organization of the Study

The rest of the paper is organized as follows: second chapter discusses the literature review; third chapter entails the methodology undertaken for this research; fourth chapter deals analyses the results and fifth chapter states the conclusions and suggests recommendations for the conclusions.

2. CONTEXTUAL BACKGROUND

Previous Teaching Practices at UCP

The students of the Business School in the UCP were facing challenges in learning English as a second language. They found it difficult to write effectively and articulate their thoughts for academic purposes. They also found it difficult to write the dissertations, reports and make presentations in classrooms due to their lack of language ability. In order to address this challenge, a Centre for English Language was set up in the UCP in 2014 with a dedicated Writing Centre (WritCen). The major problem that served as a vehicle for the establishment of CEL was the lack of collaboration and communication among the English Language instructors at UCP Business School in BBA and MBA courses, prior to the establishment of the CEL. This lack of communication and collaboration resulted in a very individualized form of course content and instruction delivered to the students. Various problems resulting from this main issue can be further classified into the following categories: (1) Lack of consistency in course content and delivery; (2) Lack of sequential learning for students resulted in repetition of course contents and hindered the learning progression curve of the learners; (3) Lack of uniformity and purpose in assessments' content, weight age in multiple section of the same course; and, (4) Isolated course objectives and learning outcomes for every course led to no correlation between several sections of the same course and the courses which were taught in the previous or next semesters. CEL was set up with the mandate to review this situation and undertake corrective interventions.

Literature Review

According to Mauranen (2009)English language is the lingua franca which is why it is essential for the learners to achieve communicative competence in the language. Mauranen believes, 'English has established its position as the global lingua franca beyond any doubt;' (2009). This is one of the basic reasons for stressing learning English language in South Asia including

Pakistan. According to the results of a survey conducted by Mansoor (2003), a high majority of students (male/female) from the private and public sector institutions prefer English language compared to other languages for the purpose of higher education and employment. Mansoor (2003) also finds out through the survey that majority parents across various sections of the society want their children to learn English language because there are better job opportunities associated with it (p. 32). Similarly, Coleman (2010) writes in the report for British Council that English is a formal requirement for the people of Pakistan in order to enable them to seek a white collared employment. Developing competence in writing skills is a huge challenge for young learners as it is the most complex of all language skills to learn for college students (Irvin, 2010 & Badi, 2015). The complexity of a writing task emerges from idea generation, drafting and organization of thoughts, lack of reading and understanding texts, and academic/business jargon (Itua, Coffey, Merryweather, Norton & Foxcroft, 2014). More so, in the second language context, choice of appropriate words, grammatical excellence and syntax add to the complexity. Published literature shows some positive results in overcoming these barriers by introducing latest upgraded tools of teaching and learning in the classroom situation (Fernsten & Reda, 2011).

3. METHODOLOGY

This research undertakes qualitative research design to collect data. Data has been collected from primary and secondary resources. Primary data has been collected through observation method of data collection whereas secondary data has been collected from students' end term result reports, project papers and published research by Rehman (2012) & Mansoor (2005). Using the qualitative / interpretivist paradigm, the researcher adopted the inductive approach to analyze the results and compare the challenges faced by the young learners in acquiring language proficiency in the target language in a multilingual setting. The results are reported through descriptive analysis. The qualitative/ interpretivist paradigm shall facilitate the researcher to adopt the inductive approach to record videos in the classrooms where students are presenting their final term projects in different subjects.

Research Design

This research collects data through direct and indirect observations. These observations are made during the class presentations where students are presenting their final term project. The duration of the term/semester is 4 months, spread over 16 weeks. Final term presentations are a mandatory part of their course work and carries 15% of the total weightage in the evaluation criteria.

The presentations are announced after the mid-term exam which is held in the 8th week of their 16 weeks program. Their respective teachers assign the presentation topics to the students after detailed discussion on topic selection between the teacher and the student. The groups are comprised of 3 or 4 students each. An evaluation grid has also been devised to assess the presentations. Five classes have been visited to collect data for this research. There were 7-8

presentations in each class. And each group was allowed 10-15 minutes to present their work. A hard copy of the content was also submitted for detailed review before the presentation. Each presentation was video-taped and the content was observed on the parameters listed in the grid to ascertain the role of multilingualism in L2 learning. The target population has been observed during the last week of their semester where they are supposed to make the final presentations.

Sample

A sample of 1200 students has been taken for this research. The target population belongs to the University of Central Punjab and the subjects are enrolled in the BBA and MBA programs. The sample has been selected from the English Language courses offered at the Center for English Language at the university for language enhancement.

Research Tool

The research tools designed for this research are based on video recording capturing student usage of English language in formal settings especially during their presentations in the class. The other tool of data collection is the hard copies of the detailed project work that students have submitted as a mandatory part of their final term project. Other tools of data collection include class room assessments, Mid and Final Term Exams and Pre and Posttests.

Principles of Ethics

Principles of ethics were integrated into the research design, data collection and data analysis. The respondents' needs for anonymity were totally respected. The videos were recorded by seeking prior informed consent. Since the study was conducted in an educational institution, the research work was conducted in an ethically and socially appropriate manner.

4. DATA REPRESENTATION

The data collected through the observation method is represented and discussed in detail in this section. Data is also facilitated by screen shots of the videos used as a tool of data collection. Data has been collected from pre-intervention and post-intervention phases and is compared for analysis.

Key challenges

The data shows that prior to the interventions, there was limited or no language learning for students in the class rooms due to sub optimal systems and practices of language teaching. The students were not able to address the challenges in oral and written communication skills even after going through the courses for English language in BBA and MBA courses. Lack of proficiency in oral communication skills was evident as students were not able to use language fluently. Not only this, students also exhibit poor critical thinking skills. Data shows that students were struggling with coherent and cohesive writing and were unable to produce write ups in standard English. Less than optimal proficiency in Language impacts finding high value jobs and despite technical competence, graduates were not able to express themselves effectively in writing or speaking. These issues can better be understood through table 1.

Table 1: Key challenges in Written & Oral Communication

Written Communication	Oral Communication

- Below average writing competence
- Grammar and mechanics
- No higher order skills
- No structured writing & paragraphing

- L1 interference
- Vocabulary
- Lack of confidence
- Poor language production
- Students depending on rote learning

Speaking Apprehension

Figure 1: Video glimpse showing speaking apprehension

This video shot shows that the student is not comfortable with using the language confidently. He stops at several places and looks for words to complete this thought.

Struggling with rote learning to avoid language errors

The following clipping shows that the student has rote learnt the content and is trying to deliver it correctly. But here she again cannot explain her point of view using language fluently. Hence she stops from time to time and looks up and down to cover it up.
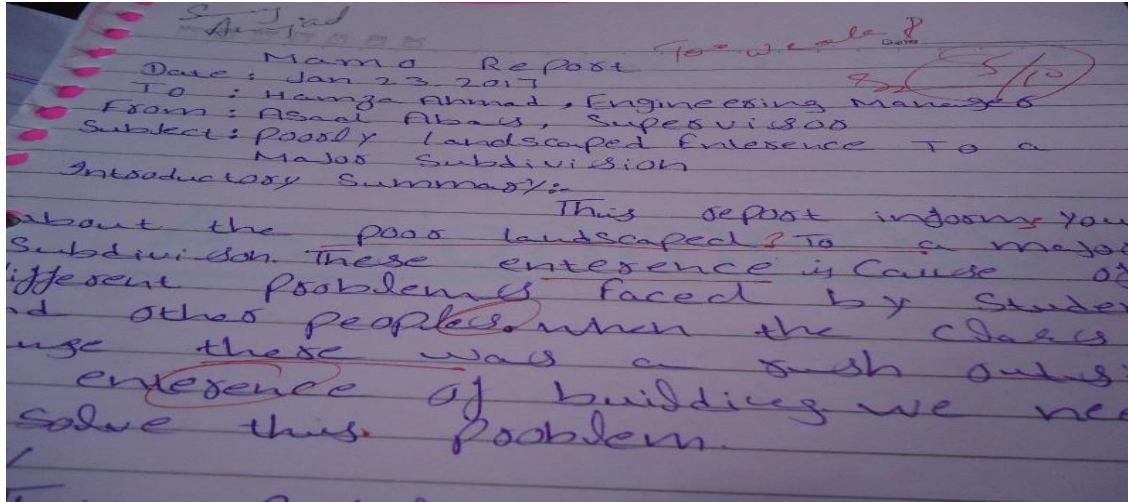
Figure 2: Student struggling with rote learning

Language Errors in Write ups

The following specimen shows linguistic errors in the write ups. The thought content is relatively good but the vocabulary and the mechanics are the real issues in this specimen.

Figure 3: Write up with language errors

Key Interventions in the Mixed Ability Classrooms

In order to address these challenges, a two-pronged approach was undertaken by CEL; (i) standardization and customization of interventions in the course content and delivery, and (ii) introducing co-curricular activities for giving enhanced exposure to language. To this end, we undertook a series of activities including:

1. Problem identification
2. Solution design
3. Implementation of the interventions
4. Continued monitoring, evaluation and improvement

These interventions are described below.

Standardization & Customization in Curricular Activities: The basic strategic point considered by CEL is the standardization and customization of the English Language courses. English Language and Linguistics is extremely vast and diverse in nature. Hence, there is no first chapter or last chapter in the course. More so in the second language context, all students come with a certain basic knowledge of the language leading to mixed ability class rooms. This poses problems in devising a course plan, which can be beneficial for all students. CEL, therefore, assessed the needs of the learners, identified the gaps, and devised a comprehensive plan to benefit all.

Consistent Course Packs: Introduction of consistent course packs for all courses at Center for English Language was the first intervention in the wake of standardization. Course packs for Reading Comprehension (R&C), Basic English Writing (BEW), Advanced English Writing (AEW) and Communication Skills (Comm Skills) were developed and introduced to the students.

Sharing templates: In order to facilitate the course instructors, CEL developed and shared templates for different pedagogical tools. This served as a reference point for them to develop their own contents.

Holding uniform mid and final term examinations: This is a very useful intervention to lock and limit the irregularity in teaching practices. Examinations were held on the same day, date and time for multiple sections for every course.

Cross checking tools used for transparency purposes: The next intervention is to cross check the mid-term examination by the course instructors of a particular course. This ensured transparency across the board.

Standardization of the project work: Next intervention is to standardize the final term project. In each course the predefined parameters for the final project are shared among the course instructors after the mid exam. They prepare their students accordingly for a write up and a powerpoint presentation.

Panel reviewing of the final term project presentations: This intervention implies that the final presentation is not reviewed/evaluated by one instructor only; in fact, it is reviewed by two instructors. This leads to a formal and a serious environment for holding presentations.

Developing a rubric for final presentation assessment: With the help of this intervention, all students dress up formally and put in extra hard work as they know that they will be assessed for various aspects of their presentation including body language, eye contact, confidence level and fluency in language usage.

Standardization & Customization in Co-Curricular Activities

Co-curricular activities include exhibiting student write ups in the form of an Exhibition. Another co-curricular activity included developing an oral dialogue on common topics among the students. Pictures are given in figure 4.

Figure 4: Co-curricular activities for language improvement

Providing opportunities for developing soft skills in the students

Radio channel launched to provide students an opportunity to hold audio shows in English language. Picture of the skills workshop is also given here.

Strategy for Continued Learning and Improvement
The follow up plan includes the following key elements:

Regular Meetings

Holding several meetings during the semester to touch base with the course instructors is an effective strategy. *Meeting before the start of the semester:* this is organized for introduction and setting rules for the semester and discuss any significant issues at hand. *Pre mid meeting:* this is held to check if all teachers have covered the course content fully or not. Further exam committees are constituted to set the paper. *Post mid meeting:* this meeting is held to evaluate the mid-term outcome and discuss the topics for the final project. Moreover, this platform is also used to constitute exam committees for the final exams as per practice.

Teacher observation

Teachers' observations are also used as a follow up strategy to check if everyone is on the same page and are following the standardized approach of course delivery.

Monitoring of assessment tools

Assessment tools including selected copies of assignments and quizzes, mid and final exams were also collected to assess the quality of ongoing work.

Results of the Interventions
Continued improvement in the student write ups is evident from the following sample. One of the examples is final term project and the other is the student magazine, which are given figure 5.

Figure 5: Improvement in the write ups-intervention results

Final term project	Student magazine

Enhanced language proficiency   Figure 6: Improved language proficiency

This shows enhanced language proficiency in the student who is looking confident and is using body language effectively and is also speaking proficiently.

Prominent Features

The prominent features of these interventions include enhanced conceptual learning, improved critical thinking and problem solving skills. Posttest results in each course showed improvement compared to pretest results.

Figure 7: Pre & posttest result showing language improvement – Spring 18 semester
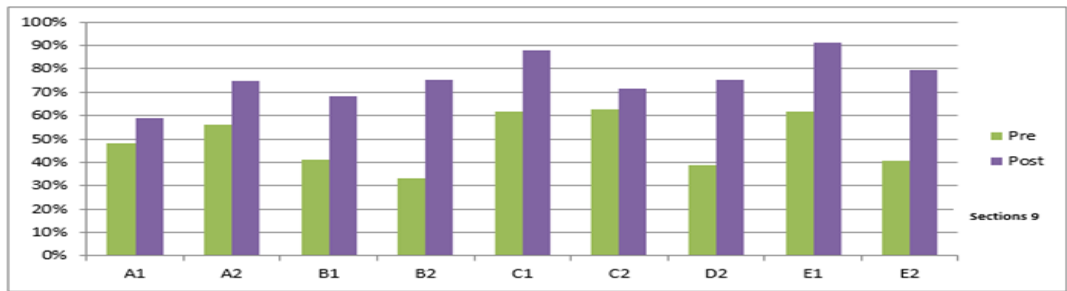

Figure 2: BEW Pre-Post Test Results S-18

As a result of these interventions, L2 proficiency enhanced and the errors in write-ups and in oral presentations reduced simultaneously the fear of engaging with audience in L2 also reduced among the students. The graph below shows these differences clearly.

Figure 8: Pre & posttest results showing language improvement – Spring 16 semester
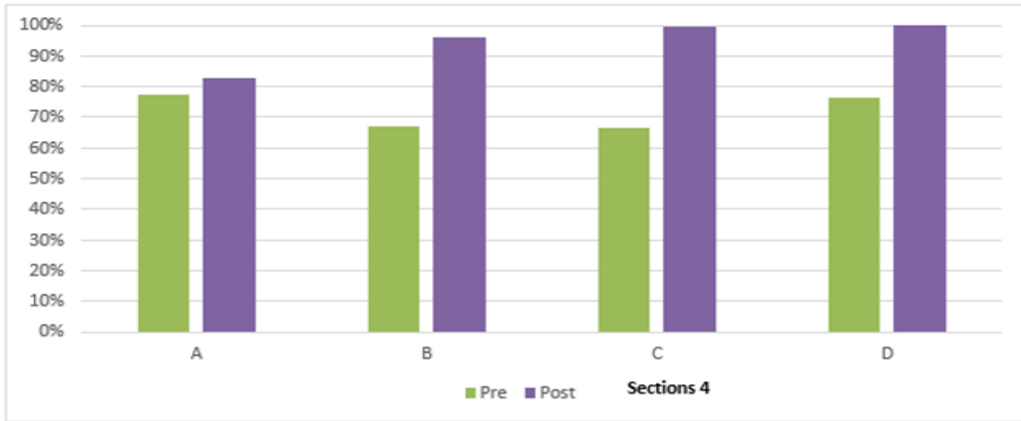
Figure 6: BEW Pre-Post Test Results S-16

5   Conclusions and Recommendations

The key conclusions which may be drawn from this research include enhanced L2 proficiency, improved public speaking and critical thinking skills. Not only this as a by-product of these interventions, conceptual learning improved in the students and language errors in write ups also decreased. It has been seen that these strategies have really worked to help improve the teaching/learning systems for the learners in the mixed ability class rooms.

Figure 9: Language proficiency achieved in mixed ability classrooms
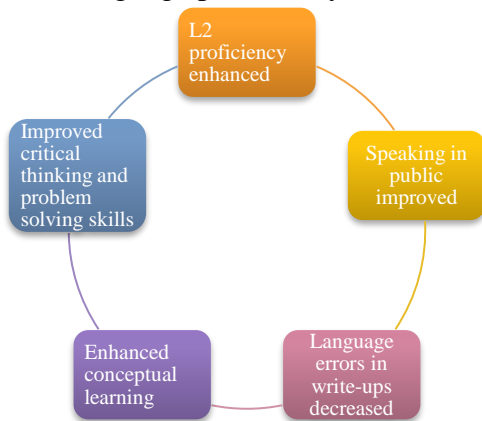
Since this research identified a problem in the organization, (UCP) devised a model to mitigate the challenges and planned an implementation strategy, it was able to bring about results as well. The strategic and systematic planning and strategizing, implementation and monitoring and evaluation of the teaching practices and other portfolio of products helped the learners in every way. The implementation strategy, planning, monitoring and evaluation need to be revisited periodically. This would help improve any identified issues continuously. Such systems should continue delivering at the same pace in future but should reinvent, redefine and re visit the strategy and planning regularly.

Future Research

This applied research is a model which has worked in one institution, based on its reliability, it can be implemented in other universities in second language context. However, the interventions may be customized according to the identified problems.

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RELIGION AND CULTURE IN ALGERIA: THE IMPACT OF RELIGIOUS INTERPRETATIONS ON SOCIAL PRACTICES

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It is almost impossible to separate culture and religion in Algeria because of the huge overlap between the two. Despite the globalised world we live now, most of the Algerian societies are still conservative. In this paper, I shed light on the relationship between religion and culture in Algeria and unveil the nature of this reciprocal relationship by digging into the religious jurisprudence and social practices of Algerians. This paper discusses the religious practices in Algeria and their effect on the Algerian social practices including cultural practices. It explores the various religious jurisprudence and clarifies their ideologies. This paper also stresses that the tenets and beliefs of religion are one but the interpretation of individuals vary accordingly. The article also shows that a large proportion of Algerian culture is derived from Islamic beliefs and therefore the practices echo people's religious belongings. The aim of this paper is to show that religion is the main source that can explain most of the people's social and cultural practices. It is also to indicate that religion occupies a large space in Algerians' daily life.

Keywords: religion, Islam, jurisprudence, interpretations, cultural practices.

How presence co-evolves with technology in representational art

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Presence, in simple terms, is the experience of 'being there' in a mediated environment. From oral stories, books, paintings, and movies to today's digital interactive media, they are all ways for people to obtain mediated experiences. And there is a common pursuit behind these devices: an attempt to make the audience suspend their disbelief, ignore the materiality of the media, so that to maximise the audience's psychological participation. From this perspective, the appeal for presence has had a long history in human society.

Most of today's technology research, when it comes to how to enhance the experience of presence, is devoted to increasing interactivity and perceptual realism of the media. The attitude seems to assume that we have some preexisting bodily habits for the technology to match. However, from the perspective of enactive and embodied cognitive science, when we engage with the medium in bodily terms, this engagement is not merely premised on some natural and fixed configuration of perceptual mechanism, but also on skills and habits of perceiving that we might develop through our exposure to the tools we use and the culture we live in. As an

embodied and enculturated experience, presence in different historical period might indicate different matters. This paper explores how the experiences of presence might be different between distinct historical periods. Such a review may provide us additional motivation to see the mediated experience as plastic products of mutual influence between media and embodied agents, thereby give us fresh views into today's media innovations.

Keywords: Technology, media, innovation

Do co-regulation and socially shared regulation help learners to be executive help seekers?

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This exploratory study aimed to investigate the relationships between co-regulation learning, socially shared regulation, and executive help-seeking in a sample of Saudi first-year undergraduates. The aim is to explore the directional relationship from co-regulation and socially regulation toward executive help-seeking, i.e. executive help-seeking is an endogenous variable. This mixed-methods research included two sequential phases, a qualitative investigation followed by a quantitative study. Semi-structured interviews were conducted on university teachers, first-year undergraduates, and the students' family members. Three themes emerging from the analyses of the qualitative data (i.e. co-regulation learning, socially shared regulation, and executive help-seeking) informed the development of the questionnaire, which was administrated on a random, survey, sample of 2174 freshmen. The questionnaire's structural validity and Cronbach's α were investigated. The conceptual models were verified by testing the measurement model (using confirmatory factor analysis - CFA), and then, the structural model (using structural equation modelling - SEM). The models fit the data well (Chi2 [df] = 537.254 [141]; p < .001; CFI = .956; TLI = .946; RMSEA [90% confidence interval] = .040 [.036-.043]; SRMR = .031). It was found that executive help-seeking was associated negatively with co-regulation (β = -.082*; S.E = .036; 95% CI [-.238, -.017]) and with socially shared regulation (β = -.214***; S.E = .043; 95% CI [-.449, -.212]), but the largest figure in the model was the correlation between the two types of regulations (r = .616***; S.E = .037; 95% CI [.699, .788]). Getting the regulatory help as co-regulation or socially shared regulation did not enhance negative help-seeking behavior as

getting executive (or complete) help. It would be worth investigating further this model by adding other related dimensions such as instrumental help-seeking and self-regulated learning.

Keywords: Learning, co-regulation, teaching

Cinematic Mapping of Otherness Through Rural Provinces of Baltic Countries

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This paper explores cinematic mapping of rural provinces in the Baltic states that are pointedly represented as remnants within the discursive cultural sphere of progressive liberal Europeanness. It focuses on three contemporary films from Estonia, Latvia, and Lithuania that form a peculiar timeline from the beginning of regaining their independence in 1991 to present. Miracle (2017) leads a viewer to Lithuania of 1992, where a post-communist small-town mentality together with its struggles is countered with enterprising capitalism embodied by a charming American. The Days That Confused (2016) runs its course through the crossroads of youth in lagged boroughs of Estonian periphery. Kolka Cool (2011) fritters away time in Latvian village while trying to find self-worth from inferior surroundings. All these three films represent idiosyncratic transitional spaces that are strongly stuck in the courses of past and unable to keep up with the national image of proficiency. These films come together as fragments that now belong outside the boundaries rather than giving a glimpse of the pieces within. In this way Miracle, The Days That Confused, and Kolka Cool form an audiovisual reflection that indicates sociocultural problems rather than presenting upheavals of national cinema. This article analyzes these films through the concept of reflective nostalgia which was developed by Svetlana Boym. This theoretical perspective is chosen to examine within the discourse of postcolonial cinema studies how this assessment of displacement caused by identification infused with a strong sense of marginality is addressed through film medium.

Keywords: cinema, Baltic countries, otherness, marginality, visual analysis

E-cash Payment System

Jahanvi Parekh, Ashish Joshi

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In the present scenario world changed to digital world. World tries to stepping towards e-payment system. Electronic cash payments are those financial transactions which can be made without utilization of paper documents such as cash and cheques. Presently the E-cash payment is being adopted by many developed and developing countries including India, due to the enlargement and development of Internet facility and on-line businesses. Due to this explosive growth E-cash payments comprises many options like debit card, credit card, smart card, e-wallet, e-cash, electronic cheques etc. E-cash payment systems have established digital acceptance level all over the world; some modes of electronic payments are highly adopted while others are relatively low. The aim of this study is to identify the issues and development of electronic cash payment systems in India and propose a number of solutions in the development of e-cash payment system quality, explain the different methods of e-cash payment and to analyses the growth of e-cash payment system in India during 2014-2018.

Keywords: E-Cash, payment, digital world.

Decision-making of movie investors in Taiwan's movie business

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In Taiwan, there is no reliable model for investors to predict the box-office revenue of a movie. Although cinema of Taiwan has experienced remarkable growth during the last ten decades, gauging the financial performance of a movie is still difficult. A movie with high expectation could instead become a box-office failure and bring unbearable setback to the investors. Strategies of evaluating the potential of a movie project in early stage are extremely important for investors. However, investors from different backgrounds – such as production company, distribution/marketing company, and banker – often have distinct and conflicting opinions about how to choose a promising project and how to avoid failure, which makes the assessment of movie projects an even more baffling task. This paper aims to provide a comprehensive understanding of the criteria taken by different movie investors. Besides literature study, this paper interviews 9 experienced investors and producers in Taiwan to

understand the context and structure of their decision-making process. With the repeated themes of 'artistry' and 'marketability' examined, this paper finds 19 sub-criteria and a multi-criteria decision-making structure that could reflect the tacit knowledge of the experts. This discussion would help the would-be producers to better understand Taiwan's movie business. It also provides insights into the relation between cinema and Taiwan society. Improvement in critical thinking of science of science students through Cognitive Acceleration programme at secondary level.

Keywords: Decision-making, Investors, Movie-makers

Improvement in Critical Thinking of Science Students through Cognitive Acceleration Programme at Secondary level

Dr. Muhammad Samiullah, Shazia Sarwar

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Critical thinking is an important aspect for science learning. Moreover, by fostering critical thinking in students we groom them to become independent lifelong learners. This study was conducted to see the improvement in critical thinking by using Cognitive Acceleration Programme for 9th graders. The design of the study was Quasi Experimental design. More specifically, it was the posttest only non-equivalent control group design. Two sections of class 9th were selected for experimentation. There were 80 participants (girls) in the experiment. There were 30 intervention lessons in the experimental classrooms. These lessons were designed by Philip Adey, Micheal Shayer and Yates in 1992 for accelerating cognition and thinking abilities of students. The post-test was designed on the basis of Cornell Critical thinking test. Test was validated by experts from the Faculty of Education of Allam Iqbal Open University Islamabad. The data were analyzed by the SPSS software. The independent sample statistics were applied for control and experimental group separately. The t-value for the overall comparison of experimental and control group was 8.666 at df (78) and 0.05 significance level. The t-value for the comparison of performance of experimental and control group in sub skills of critical thinking i.e inference, deduction, assumption, interpretation, and argumentation showed significant difference. The results showed that critical thinking skills can be improved significantly through cognitive acceleration programme. So, the thinking science activities were recommended to every science educator to incorporate into the class room to accelerate the

thinking   level   of   students.

Keywords: Critical-thinking, cognition, science students

Sustainable strategy in Historic City: The Case of York in UK

Naoko Takeda
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In this presentation I will explore the sustainable strategy and redevelopment process of York UK. York is a typical commercial and trading city from medieval to modern. Two rivers flow through the city center, and York used to be the hub point of water transportation leading to the North Sea. And in the 19th century a railroad passed through, became a hub point of new industrial age. In recent years, the tourism industry is very strong in York. Many tourists can enjoy elegant shops that offer refined local products in the historic city center. In this way redevelopment has proceeded in York from historical heritage to commercial   and   tourism   city.
At the same time, new segregation has occurred in the city center. 120 years ago. Rowntree conducted pioneering poverty research in York. He mentioned about poorest area in York where were Hungate and Walmgate located at the both banks across the River Foss. The changing process of both districts are very different. At present Hungate is a representative redevelopment area, and young rich families live there. On the other hand, Walmgate keeps old street structure. Though tourists enjoy shopping at old local shops, but there are many public houses in the back street, poor elderly people live there. Though slum clearance projects were conducted in both districts by city of York, the characteristics of the two areas have become quite different. I will explain some reasons of these difference refer to the changing   process   of   commercial   city.

Keywords: Sustainability, strategy, York city

Consumer Awareness on E-Banking

Shaily Sutaria, Ashish Joshi

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The internet has changed the operations of many businesses, and has been becoming a powerful channel for business communication. The banking industry has followed this trend in recent years and so it is called "E-banking" referring to all banking transactions now completing through internet applications. This way the banks are exploring new financial products and services options that would help them to grow the existing consumers. And any of the new financial product and service that a bank offers will be intrinsically related to technology. Nowadays Indian consumers are being provided with multiple modes of accessing banking transactions including Telephone-banking, Mobile banking, Internet banking, PC banking and banking through ATM's. Internet banking is one of the largest arrays in India. It provides the online experiences that distinguish our financial institutions from   their   competitors. In this Research Methodology, we have taken primary data and convenient sample design. The sampling area is in Ahmedabad city and targeted to local consumers. The objective of the study was to know consumer awareness towards E-banking services in Ahmedabad city. This is also called Virtual Banking. It is more or less bringing the bank to your computer. One can operate all types of transactions on his/her computer through website of banking. But the major obstacle is the security concern. On the other hand, all such transactions are encrypted, using sophisticated multi-layered security architecture, including firewalls and filters. One can be rest assured that one's transactions are secure and confidential.

Keywords: Consumer awareness, E-banking, financial institutions

Disrupting Luxury: Creating volatile Businesses in Times of Rapid Change

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Disruption is becoming increasingly omnipresent as companies face a time of unprecedented change. Environmental risks, technological advancements, rising social inequalities—these are massive issues that companies in all industries are facing currently, and they have specific implications for the luxury sector. Climate change and biodiversity loss are affecting the supply of precious raw materials, as well as the

resilience of the sector's infrastructure; new technologies and automation are redefining the manufacturing process, retail experience, and nature of work; and rising economic inequality is changing how luxury brands position the value they offer, particularly in emerging markets. In this volatile environment where luxury brands are fighting to grow and stay desirable, smart business leaders understand that strong environmental and social practices offer a clear path through the disruption toward a   brighter   future.
This paper examines how luxury companies can respond to the challenges posed by climate change, technology, and inequality and consequently build more resilient businesses—businesses that showcase how social and environmental sustainability can fuel future growth, drive innovation, and strengthen brand   equity.
The   paper   defines   three   distinct   opportunities   for   luxury   companies: Build resilience by engaging in climate change and biodiversity; Brand building for the positive impact on society and livelihood; Build trust by strongly articulating value to all stakeholders

These recommendations are intended to complement rather than replace existing strategies. The recommendations do not cover all luxury brands should do when it comes to sustainability; rather, the I believe that by capturing these key opportunities, luxury companies will be able to better preserve the unique characteristics of the sector, while contributing to a just and sustainable   future.

Keywords: Volatile business, rapid change, sustainability

The Aesthetics of Augmented Reality: finding a dynamic relationship between the virtual and the real

Hsing Huang, Fabia Ling-Yuan Lin
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After decades of development, Augmented Reality (AR) technologies have begun to grow into maturity in recent years. It is time to reflect on its aesthetical dimension. We know that AR is about the relationship between the virtual and the real. Since AR-based applications render a virtual layer on top of reality, people tend to consider it as an 'enhancement' – enhancement or augmentation of reality – which would imply a unidirectional, fixed relationship. By re-examining the relationship between the virtual and the real, this paper aims to suggest an aesthetical framework specific to AR media. Except from case study, the researcher's own

practical experience as an AR artist is also reflected. The relationship between the virtual and the real is explored from three aspects: spacial, temporal, and conceptual. A more relational and dynamic understanding of the relationship is delineated and concluded as the concept of 'alternativity'. This discussion would provide new insights into AR-based applications, and let us see the technology from new perspectives.

Keywords: Augmented reality, aesthetic, virtual

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