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Transforming TESOL Pedagogy: Navigation Emerging Technology and Innovative Process

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Abstract :The teaching of English to speakers of other languages (TESOL) discipline is starting to be influenced by the new geopolitical perspective that transformative pedagogy offers to grammar and communication training. In order to educate all citizens and equip them with the skills and competencies they require to be contributing members of society, Transforming Education in the Gulf Region makes the case that education institutions in these nations must use cutting-edge pedagogies and best practices in education and learning. A meaning-making theoretical framework and instructional strategies that connect English language learners with the constitutes frame of education, critic and contest the social power relationships among migrant English learners and the larger society, and place an emphasis on transition as the ultimate objective of pedagogical processes in the teaching and learning process are recommended by a number of studies. The TESOL discipline has historically been dominated by English-only methodologies that supported students learning English for educational and social goals while frequently ignoring the students' linguistic and cultural origins. In this research the TESOL pedagogy is presented with its navigation emerging technology and innovative process. The pedagogy used in this research is TPACK and the emerging technology and innovative process CALL is analyzed. The final section looks at the destiny of developing innovations and innovation pedagogies. The research deal with theoretical viewpoints and potential implementation. The research provides basic knowledge and takes into account the philosophy underlying the application of innovative pedagogy and new technology in education. Thus, the research presents the transforming TESOL pedagogy with the detail note on the navigation of emerging technology and innovative process.

Keywords: TESOL, Emerging Technology, Innovation, Transforming approach, CALL, TPACK

1. Introduction

Teaching English to Speakers of Other Languages (TESOL) is the name of this programme. The TESOL discipline has historically been dominated by English-only methodologies that supported pupils mastering English primarily for society as well as educational goals while frequently ignoring the pupils' linguistic and cultural origins



[1]. The primary goal of ESL pedagogy aimed to educate English like a structured framework, which has been done lacking reference to additional curriculum domains mostly in seclusion from its greater setting. The social constructionist method of educating linguistics like a collection of abilities instead of actual practice led to school which was heavily preoccupied with English grammatical structures and lexicon, to a point where native dialects became outlawed and pupils got fined over uttering natively. Pupils' non-English linguistic practice was not addressed through one's ESL sessions and was not seen as a foundation, which develop and a point of reference for contrasts as well as interconnection [2]. Pupils were expected to accomplish how something became referred as "native speakers" target. Communicating as White, middle to upper-class monoglot was almost unattainable aim here, rather communicating like somebody whom had acquired English as the person's "primary language."

The problems of present are impossible to solve by the answers of a day before. With the advent of the important fact, the current era talents has markedly changed the manner of societal, governmental, and economical activity are structured. The organized principles that the era talents are introduced it has established new standards to advancement as well as transformation in societal, governmental, financial, and organizational lives [3]. According to latest research, incorporating new age abilities into education as well as training serves as a stimulant for both individual as well as social growth. Supply of high educational background that includes the ability to produce as well as cultivate skilled people who could participate to government progress as well as evolution, is a crucial factor in the advancement of a contemporary civilization. The dialect which individuals use inside a community have a large capacity to stimulate evolution and change of every community in today's society constantly varying globe, despite the reality fact that there were many other important variables that influence to its creation of a contemporary community. English had already replaced many other languages as primary method to instruction and interaction in the underdeveloped region. With developments towards globalization, the change of humans, including internationalization, ELT has become increasingly important in recent years and throughout the era in both local and foreign nations [4].

Because English-speaking nations like the US, UK, and Canada have performed a significant part in giving suitable academic assistance for foreign English users as a method to promote multinational ties, internationalization, and competition, there is tremendous rise of English communicators around the world. Several nations intend to incorporate English instruction into its curricula in order to better equip its people to maintain with current developments as well as competition, which are occurring in the globally integrated environment. Under the sense, teachers including academic planners had already started developing new learning strategies and incorporating the English into the school institutions. Because in this century, there are numerous ELT



strategies, tactics, and methodologies [5]. Additionally, the modern technological age has paved a lot of ways for significant advancements in technological gadgets that make it simpler to accessing high teaching materials, organized training using audiovisual, including progressive instructional methods. Accessibility to complete knowledge is made possible by a variety of techniques, including on abundance and without the need of extra resources distribution or structured organization or group. In another terms, in order to encourage people especially ELT professionals particularly in educational setting, transformational education that incorporates conversational methodology with lifetime education is necessary. In order to implement the finest practices in teaching classes, the person must continuously learn like a professional trainer or like a participant in its educational institution.

In today's globalized society, the languages became a crucial means of conversation. This necessity for English as an international language in academics, society, as well as businesses has emerged as a top concern for communications on a worldwide scale due to its preeminence as lingua franca in academics, governmental, societal, and commercial. Considering its significant part that the era has skills serve in increasing pupils' awareness to overall effectiveness inside the modern environment, it is essential that the century abilities be incorporated like a transformational pedagogy [6]. Teachers and students throughout Tanzania continue to possess trouble communicating in one 's schools in common, despite the fact that some countries around the globe, including Nigeria, Tanzania, as well as the West African French speaking nation of Ivory Coast, also attempted to use modern technologies to enhance interaction. Huge school sizes were one difficulty that hinders student cooperation in school. Because of overall size of the courses, several students feel intimidated to speak out or provide their well-informed opinions [7].

Additionally, it has also been observed through the journey of various professionals in community, personal, career training, as well as self-reliant learning throughout Tanzania as well as the Ivory Coast—contexts where English is not local tongue its majority of students in English classrooms discover it to become challenging to obey carefully the educational procedure because the English teachers encounter important difficulties in handling the school. With such a situation, pupils discover themselves lacking enthusiasm to follow all guidance provided by the educators regarding their lessons, which contributes to pupil dropouts' rates. Hence, in order to improve training effectiveness, existing techniques of schooling at academic organizations should be redesigned [8]. The current century education pedagogy, that has proven to be a transformational education and training strategy, must be integrated into the conventional education methodologies. Thus the, encouraging the current era abilities in educating as well as studying might motivate pupils to look forward to the lessons. Although during educating and training procedure



in educational institutes in Tanzania as well as the other foreign English-speaking countries such Ivory Coast, teachers would effectively have had the opportunity to instruct and impact pupils.

The Translanguaging strategy differs considerably from other approaches in that it promotes societal fairness that seeks to make pupils' flexible linguistic use an ideological statement by positioning it as such [9]. Translanguaging is distinct than previous fluid language conceptual frameworks like language learning in that it is intended to be transformational, removing hierarchy and prejudice against linguistic practices as it is researched then used. In the respect, Translanguaging offers alternative explanations to those used in traditional language teaching methods. It purposefully develops heteroglossia pedagogical environments for every pupils to use the ethnic and language compositions as assets in producing meanings as well as completing school activities, placing pupils' emerging multilingualism at the center. Existing research has shown that Translanguaging pedagogies can be employed in a variety of unique ways to enhance English literacy as well as language.

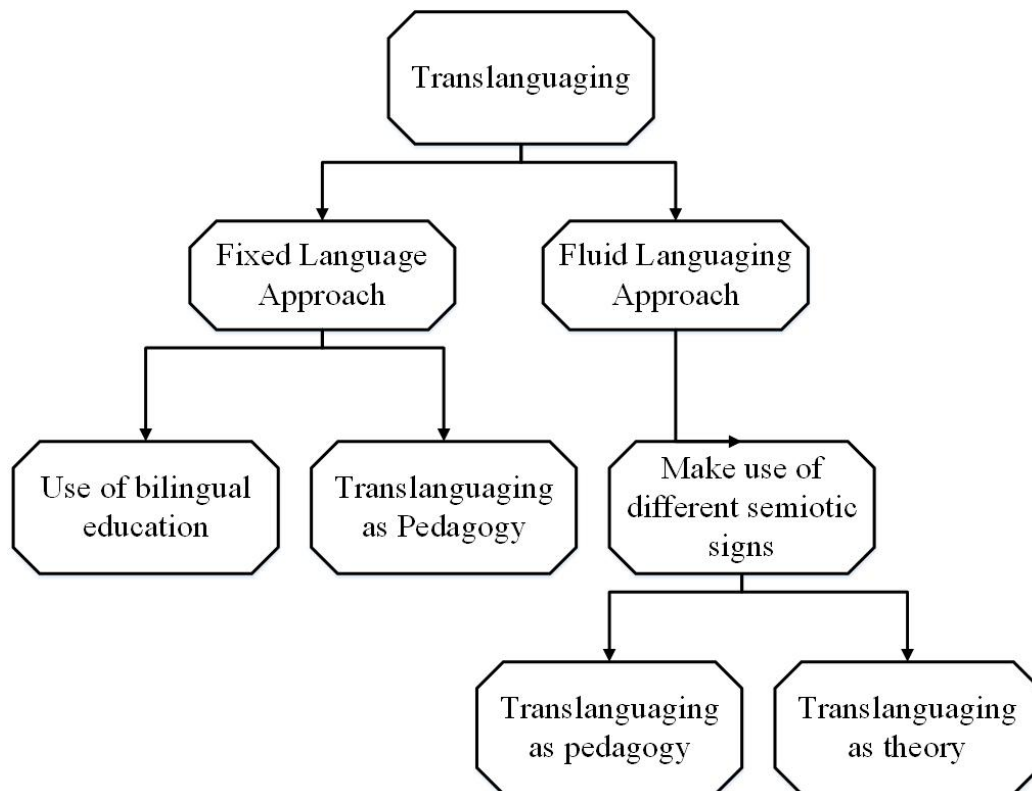


Figure 1: **Translanguaging process**

The image represents the exact process that language training academics are looking at. While it derives from Bakhtinian concepts, the research involving problematic



language studies as well as language variety, as well as research on available methods, adopting a Translanguaging model in thought around education puts the practices of minority bi as well as multilingual individuals at the foreground [10]. Research utilizing Translanguaging primarily concentrate upon that manner that societal, cultural, financial, as well as geopolitical settings and dynamics might affect the languages and literary abilities of foreign speakers. As we see, Translanguaging alters the way we think about languages, bilingualism as well as multilingualism, including educational strategies in order to facilitate multilingual pupils' utilization as well as the growth in the individual vocabulary of original definition.

As the World Wide Web transitioned into Web 2.0, computer-assisted language learning (CALL) entered a new stage. Web 2.0 is a popular term that refers to the second iteration of the World Wide Web, which would be characterized by a wide range of emerging innovations or applications created in line with the idea of the social creation of knowledge. In contrast to the conventional sender-receiver connection, Web 2.0 techniques allow for continuous interplay among content creators and consumers. The Internet has undergone a significant transformation as a result of Web 2.0 technologies, such as wiki, blogs, podcasts, Facebook, social media platforms, video sharing sites, cloud technology, etc. Many continue to argue over whether the term "CALL" should even be used anymore. It may be claimed that researcher is at a position when this ubiquitous word will soon become obsolete in an universe wherein computers, tablets, and smartphones are becoming the preferred method of communication. But, for the sake of this chapter at most, I shall refer to the subject as CALL as that remains to be the most widely used abbreviation, along with the identities of the several special interest organizations and the leading publications in the area [11].

2. Related works

In [12] the research presented the Emergency Remote Online English as a foreign language Teaching for COVID 19, Difficulties and Creative Methods with a case study of Oman. Globally, along with the Sultanate of Oman, the academic system has undergone an exceptional upheaval as a result of the emergency situation caused by COVID 19. The majority of the educational establishments in this area have reacted quickly to meet the demands of academics by overnight converting to an online crisis distant teaching methodology. Teachers from all academic fields, especially English language teachers, have been required to change their instructional methods and acquire brand-new abilities and competences to meet this task. This observational cross-sectional investigation study aims to investigate the difficulties encountered, the innovation approaches used, and the teacher technological self-efficacy of the EFL instructors throughout the disaster. Here, a mixed-methods strategy was applied that included both an extensive online questionnaire and semi-structured in-person interviewing with six instructors. The majority of the



instructors, according to the study, had a high level of self-efficacy when utilizing technologies, as well as good learning opportunities and creative inventions, all of which contributed to the varied ways they handled pandemic-related difficulties. In specifically, the report describes the creative methods used by the teachers who were surveyed during the pandemic emergency. This study hopes to further knowledge by disseminating efficient, ground-breaking approaches that are applicable to EFL instruction in Oman and far beyond.

In [13] the researcher presented an analysis of how voice panels, e-readers, and interactive experiences are used in a postgraduate correspondence courses applied languages and TESOL curriculum. The integration of three educational platforms (voice forums, or voice-based discussion forums, e-book players, and Second Life virtual space) into the University of Leicester's distance-learning master's programme in linguistic theory and teaching English to people who talk various languages. This small-scale investigation was carried out as a component of the DUCKLING (Delivery University Curricula: Innovation Benefits, Learning, and Knowledge) research work, which was financed by the JISC. The program's main concern was how new developments in educational technology would affect the development and implementation of distance-based graduate programs. When combined with internet communications (also known as "e-tivities"), digital sound systems like voice board provide a low-cost technology that provided considerable value to the remote educators who took part in this study. Advantages included more possibilities for instructor and student input, improved personalization, and a reported decrease in learner alienation. Preloaded with instructional content, e-book readers offered learners a mediocre level of benefits, particularly in terms of mobility and accessibility, at a rather low price. Virtual worlds like Second Life have growing at a faster expense and a greater learning algorithm for both students and teachers, with less of an influence on the undergraduate experience.

In [14] researcher presented a self-sufficient TESOL expert in the Gulf Region with support from the literary works. The self-effectiveness of teaching assistants in ESL/EFL environments is discussed in this piece as a key component. The idea of teacher subconscious is introduced and defined. This concept could be obtained from four multiple sources: active experimentation experiencing, vicarious learning, behavior modification, and physiological state. In order to use communicative language education (CLT) strategies and enhance learners' linguistic competency, ESL/EFL instructors need a variety of skills, information, and awareness, which are all being taken into account in the current study. The analysis of the literature reveals a wide range of variables that could affect instructors' perceptions of their own efficacy in the classroom and, as a result, how well they teach. These elements include a positive work environment, contacts with coworkers, engagement in ongoing professional development opportunities, a high level of English language competence, decades of teaching experience, and critical



pedagogic techniques. Also, it is demonstrated how self-effective instructors can affect the drive and academic success of EFL/ESL students.

In [15] researcher presented a Translanguaging Perspective on TESOL in the Post-Multilingual Age. The post-multilingual era's advent has accelerated linguistic diversity and fluidity beyond geographical and ideological boundaries, but the TESOL profession nevertheless actively promotes English learning and instruction in language-minoritized regions and ethnic societies with ingrained monolingual bias. As the volume's authors, researchers propose one solution to buck this trend: looking at TESOL via a multiliteracies perspective. Researchers see that multilingualism might offer a good potential path to deconstruct "English" as a homogeneous mass, "native-speakerism" as a pervasive philosophy, and "English-only" as a pedagogical orientation. Researchers explain communicative approach as a multidimensional lens in three complementary facets: a context sensitive, hypothetical, and pedagogical lens with rich interpersonal justice ramifications. This volume, which is centered on this issue, welcomes academics from five different continents to share their complex global viewpoints on developing language in TESOL teacher development, traditional classroom, and evaluation. Researcher want to encourage many educational partners to collectively consider the benefits and drawbacks of using a language teaching and learning lens in TESOL through the publication of this volume.

In [16] researcher suggested Technological Environment and new literature ESL training groups and focus discipline study this paper reports on an academic courses of a content-based informational approach that involves main contributing ESL learners in prolonged product research inside of cooperative classroom community and uses information systems resources to improve linguistic, educational, situation in the country, and regulation of cognition skills through a task called focus discipline investigation. The study explains how the focal discipline research work the four essential components of a pedagogy of teaching and learning as outlined by The New London Group and how this originates from the theories of cognitive theory of learning and language acquisition study. The paper continues with a description of the study and examples of how pedagogy operations involved educators in situated practice, overt instruction, critical shaping, and transmogrified practice. It ends by providing both quantitative and qualitative evidence to support of the effectiveness of focus restraint research in fostering "embraces diversity."

In [17] Based on the student viewpoints, multimodal teaching in TESOL education systems. TESOL teacher educational methods on multimodal pedagogical is still in its infancy, despite the expanding integration of multimodal methods into ESL/EFL programmes. Additionally, empirical data demonstrates that ESL/EFL teachers lack the abilities to create and present multimodal activities. The author of this study integrated multimodal projects in two online postgraduate programs to close the gap in



the literature and reinvent the TESOL curricula. She then looked at the participants' (pre-/in-service instructors') perspectives on the incorporation of multimodal initiatives. The semi-structured conversations, written narrative, and multimodal outputs were all analysed, and the results showed how the multimodal practices helped the students comprehend the information and advance their careers. The reported advantages included encouraging motivation to use multimodal pedagogy and encouraging engaging and inspiring teaching and learning, long - term retention and depth, reciprocal learning in online communities, and boosting digital learning. Also, the students described difficulties with topic selection, technology use, and timekeeping. They also offered advice on peer interaction, technological training, and job scheduling. This investigation has significant ramifications for TESOL teacher development studies and teaching.

3. Research Methodology

3.1 TESOL Pedagogy

Most English language teachers who work with ESOL students are adept at handling complexity. Few work environments in the United States have the potential for complexity as high as classrooms where students of different nations, linguistic origins, and reading levels come together to learn English as a second language. No other set of educators tackles the everyday problems of heterogeneity that TESOL teachers face as a result of variations in pupils' previous learning programs, performance degrees, and cultural attitudes and aspirations for education. Because of the intricate nature of the majority of ESOL courses, teachers must possess a sufficient knowledge foundation to deliver effective education. Because of this complexity, instructors must also be capable of using this knowledge and understanding in a way that satisfies both their own performance standards and the academic needs of their pupils [18].

Several instructors have made a conscious effort to incorporate an innovative mindset into their teaching and methodology in foreign languages and second language instruction, which is in line with the objective to cultivate an innovative thinking in TESOL. A course curriculum titled "Innovators Are Awesome" was developed by researchers to discuss innovation and its role in society. The lesson's learning outcomes are to explore the value of capitalism to people and communities, determine the significance and use of terminology and expressions in the setting of capitalism, and compose a story about just the life and accomplishments of an entrepreneurial. The author emphasizes that through enhancing the communication and writing abilities of multilingual students, this session teaches situationally vocabulary and expressions innovation and entrepreneurship[19]. The study demonstrates a successful technique to include an entrepreneurial mentality topic into English language instruction. EFL students received grammatical training while hearing tales about accomplishments of great



businesspeople. To examine the effects of business and management incentives in English language education on EFL students, assessments of entrepreneurial mindset were performed prior to and after the teaching [20].

By introducing a theoretical approach that aids to comprehend how technologies is integrated in the instruction of English language competencies and instructors' cognitive, this research intends to address a deficit in the existing literature. Teaching English to Speakers of Language (TESOL) instructors can more skillfully learn to incorporate technology to facilitate the development of linguistic skills by using the guidelines developed by the Technological Pedagogical Content Knowledge (TPACK). Researchers will define blended learning in English as second language instruction within the TPACK paradigm and examine consequences of using this paradigm, building on just what comprises content, methodological, and computational expertise for instructors of English to people who speak another language [21].

To create linguistic requirements, the National Council for Accreditation of Teacher Education (NCATE) worked with the American Association of Teachers of Foreign Languages (ACTFL) and TESOL. The understanding of the subject for teaching English language skills is outlined in the TESOL programme criteria for certification of introductory programmes in ESL teacher development. Linguistic, history, teaching, evaluation, and competence are only a few of the areas around which they are organized. According to the analyst, the subject matter expertise of English teachers contains, among other things, mastery of the original language and its heritage, which involves linguistic and non-linguistic components that support language learners' capacity to heritability communicate all over linguistic and cultural boundaries. The TPACK prototype, which acts as a conceptual schema learning support educators' intuitive comprehension of the intricate interaction among basic elements of insight in curriculum content utilizing effective pedagogical techniques and technologies, was suggested by a certain analyst in order to reap the academic advantages brought by information and communication technology (ICT). To put it another way, teachers have to be able to manage the interactions between methodology, curricula, and technologies. Learning acceptance and use of technology studies must be taken into account because the effective instructional process is complicated and concurrently involves teachers' material, methodological, and performance [22].

TPACK incorporates seven different elements:

- content expertise (comprehension of particular topic)
- curriculum practices (understanding of instructional practices)
- computer technology abilities (expertise of technological devices)
- pedagogical skills (comprehension of instructional techniques with regard to particular subject material)



- technological content understanding (expertise utilizing technology to enable teaching techniques)
- technological information understanding (understanding utilizing modern technologies to deploy instructional techniques). .

The TPACK paradigm has been praised by CALL and researchers have stated that it is essential for the successful integration of technology into the classroom. There is presently little quantitative data showing how TPACK actually influences or encourages the use of CALL by English teachers. The majority of TPACK design research conducted to date has been concerned with measurement, specifically how to accomplish this in a valid and reliable manner, as well as the assessment of the model's worth in scaffolding instructors' learning. In order to experimentally confirm the TPACK's role in the adoption of enhanced CALL (2) in the framework of the PRC, the model's central component was added to the TAM research framework [23].

The report's findings showed that include entrepreneurship-themed activities in EFL classrooms helped students develop an innovative thinking. Despite the existence of few pedagogical strategies for encouraging an entrepreneurial attitude, it is clear that researcher need to promote consciousness of this concept among multilingual students so they can become global leaders in higher education. A student-centered learning strategy called as an innovative business guided method has been suggested by a number of studies. Student instructors who were majoring in character teaching or academic support made up the report's individuals. Even if the participants weren't multilingual learners, the innovative learning method could still be appropriate to the ESL/EFL situations in postsecondary learning. The study's findings demonstrate how practical teaching methods like case analysis, in-class presentations, and discussions helped students enhance their innovativeness and perspectives of innovation. According to research, entrepreneurial intention in higher education could perhaps take into account teaching strategies that call for the participation of students in right hand educational opportunities with the innovative business implemented the concept in order to encourage university students' innovative thinking and boost independent learning [24].

3.2 Emerging Technology and Innovative Process

Technologies that are in the initial stages of development, have few practical examples, or both, are considered emerging technologies. Although most of these technologies are recent, some older ones are also discovering new uses. Radical originality (in applicability even if necessarily in sources), rapid expansion, coherence, pronounced influence, uncertainty, and ambiguity are characteristics of technological innovations [25]. To put it another way, a technological innovation is "a radically narrative and comparatively quickly expanding future technologies distinguished by a certain great



extent of coherence recurring over moment and with the possibility to impose a significant influence on the socio-economic domain which is witnessed in terms of the structure of performers, organizations, and patterns of communication between those, as well as the better integrated manufacturing processes." Technological innovations cover a wide range of fields, including computer technology, automation, nanoparticles, biotech, and artificial intelligence. This section introduces cutting-edge TESOL technology.

3.2.1 Knowledge based Development

The TESOL information base infrastructure projects detailed here took place at an institution situated in a region with consistently significant numbers of immigrants. The requirements of educators and the school systems the institution serves are directly tied to this specific attempt at depth of knowledge building. Since the institution is situated within one of the most ethnically and linguistically varied areas in the country, it must train instructors who are qualified to interact with children from a diversity of linguistic origins in a range of contexts from kindergarten to high school. The majority of teachers reside and work in two sizable metropolitan educational institutions where more than half of all children classified as qualified for ESOL education in the state are English language learners. Both counties employ an inclusive paradigm to serve pupils with minor disabilities in addition to housing a sizable part of the country's ELLs. As a consequence, ESOL educators are required to engage with pupils who are learning English but have specific requirements as well [26].

The Department of Education started a long-term reorganization effort by starting a self-study of its entire programmes approximately five years ago. Organizational initiatives to produce a complete set of abilities and procedures for teacher establishment led to the establishment of a generic skill set. Three aspects were highlighted in the base of knowledge, each featuring a different topic. The TESOL level of expertise in the Department of Education has three aspects and motifs:

- (a) knowledge of the learning materials of English as a second language,
- (b) with the topic of content - specific guidance;
- (c) expertise of specialized teaching methods,
- (d) with the topic of educational technologies;
- (e) expertise of learners, school systems, and societies, with the theme of educational leaders

Though each of the realms can exist independently, they are also connected to one another like threads in a fabric. The TESOL Program's objective, which is the creation of an extensive, interconnected base of knowledge, serves as the principal link connecting the many domains presented in Figure 2.

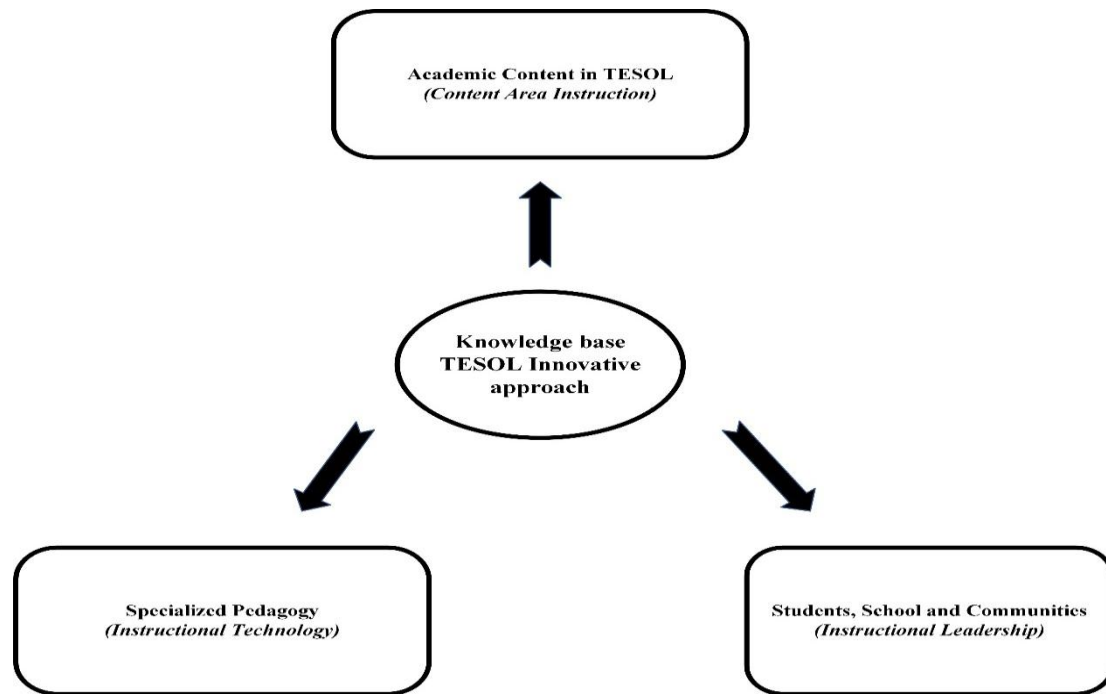


Figure 2: TESOL Knowledge Domain and Theme

3.2.2 Innovation in TESOL

The programme has changed over the last 15 years to fit policy strategies like the 2020 programme, organizational motivations like a university's goal to enhance its TNE possibilities, and instructional drivers like the incorporation of ideas from communicative language teaching (CLT) into a widening church notified by crucial, post-structural, reflective practitioner, and socially constructed thinking that regard literacy development as a part of a larger church [11]. A greater emphasis is placed on knowledge as wealth and as a source of authority and English is viewed as a center of authority. Ever more favored the exposure to English, the further important that are as a person to oneself, the school, your family, and the country. In regards to students' ambitions for future acknowledgment, advancement, leadership chances, and other types of social and cultural capital access to "English" is a critical motivation. Recent articles on the TESOL education innovation process show this pattern.

- Some nations have had notable "advancements" in a broad range of educational growth indices over the past 20 years.
- Countries have traditionally seen education as a method to achieve class inequality and a higher quality of life.



- As civilization has become more complicated and globally connected, there is greater pressure than ever before on learning to act as a tool for personal and societal growth.

These text snippets highlight the main issue TESOL learners must deal with: the stress of deadlines. The analyst observed that top-down, power-coercive systems in institutions are challenging to resist. "The concerns of research and the values of investigation are not established by the researcher but rather by the sponsorship," they declared. Many educators are hesitant to adapt their teaching styles and highlight the verbal and aural abilities required for communication in a globalizing economy, which are not included in state school exams. Vested interests, administrative inflexibility, and ideological materialist philosophy frequently seem to encourage overall organizational stasis. Innovation that pupils are urged to use may conflict with this "inertia."

3.2.3 CALL

Early studies on the use of computer in language training exhibited what has been referred to be an intentionalist methodology. A machine, from an intentionalist viewpoint, is an all-powerful device that, on its own, produces specific predetermined outcomes. As a result, study on computer-assisted language learning (CALL) aims to comprehend the computer's entire impact, frequently at the request of administrators who want confirmation that the machine actually functions. But, as has been said repeatedly, a machine does not represent a technique, and as such, the impact of a computer cannot be studied in isolation from the specific application of the innovation [27]. The basic logic notion that innovations are "tools" capable of meeting the requirements of their users, on the other hand, is the foundation of an instrumental technological approach. Innovative and emerging technology can be used to accomplish a wide range of goals, but it is only an instrument. The involved components rightly de-emphasize the machine itself, but it also minimizes how emerging innovations alter the atmosphere's larger ecology, which is crucial for language development. Consequently, the adoption of new innovations is perceived as having no impact on language, education, or the student. In a summary article on CALL studies, the following sentence makes clear the potential limits of this strategy:

What type of language does the pupil use when participating in CALL activities?

Today's English proficiency requires the ability such as reading, writing, and effectively communicate online. Learning how to effectively utilize the World Wide Web or compose email are English communication skills that are as important for most scholars and executives as understanding how to converse on the line or use a bookstore. By counting up syntax, agronomic, or lexical elements, as is the typical method used in much CALL work, one could determine how well these new languages are being learned [28].



The creation of textbooks and other learning resources was the main emphasis of CALL-based teacher development prior to the release of the aforementioned volumes. In contrast to the expanding number of dissertations and predetermined ratio geared towards CALL professionals, a plethora of books are now available to give aspiring teachers a fair understanding of the area. There is indication that English teachers are graduating from accreditation and degree programmes with little to no professional education in the use of technologies in language instruction, despite the reality that these tools exist. A survey on the use of technology in TESOL MA programmes that was undertaken in the middle of the 1990s received results from 109 out of 153 programmes. She discovered, among other things, that 42% of respondents did not use any computer systems and that only 18% provided a CALL course. Just minor changes during the past ten years, according to more current statistics [23].

Researcher said it plainly in the start to their thorough analysis of the research on integrating technology in programmes for teacher training in classroom instruction and TESOL: "According to present evidence, technology integration is unsatisfactory in education systems." In a subsequent internet questionnaire of 240 educators who had completed English Speaking Language master' degree programmes in the US and Canada, Investigation discovered that more than half still hadn't received any professional education in using technology as a component of their course material and that over than three - fourths felt their programme did not have beneficial in preparing them to instruct with innovation. One could suppose that the overall environment of development for language instructors may be even worse considering that the survey was only open to preparing teachers who've been accessible through professional mailing lists (through which the request for participants was announced) and were therefore some degree of university students [29].

CALL programs not being offered could be due to the notion that there is no current market need for them. Research, at least inside TESOL, contradicts this viewpoint, demonstrating that institutionalized organizations actively seek for teachers with digital skills. According to research, CALL or technology skills were indicated as necessary or preferred for 39% of the employment that were posted on the TESOL Career Counselor website on October 29, 2005. 60% of those who were still posted on the same website five months later "mentioned training or expertise with CALL, internet shopping, or instructional technology as a necessary or desired feature," according to the study. Although the information shown here only comes through feed - back to the teaching of the English language, it is not unexpected to find comparable data in job postings and training courses for foreign language educators. There is a definite need for language educators who are tech competent [30].

As discussed, above emerging and innovative process in TESOL is CALL, in this section a quantitative analysis is taken and performance is obtained.



3.3 Data Collection

In order to educate pupils for further education in European countries, a broad college that was founded in the early twentieth century and influenced by Western civilization recruited all pupils. The regional government and the Department of Education now actively fund it as a university of higher education. A formative assessment TESOL teacher preparation programme has existed since the 1950s due to its long history in language instruction, particularly English. The majority of the in-service Teacher educators educated here start their educational career at the schools, while some also work at the primary and tertiary degrees. The majority of the EFL teaching personnel for the nearby province has come from this programme.

The instructional strategy utilized to help develop topic knowledge is the main component of teacher preparation, and general ICT classes are required to advance their learning outcomes. The respondents were full-time, well before English as a foreign language educator who had completed at least six years of English language instruction and had completed the Gaokao, the PRC's equivalent of the standardized national admissions test for postsecondary learning. It was reasonable to infer that respondent had no previous teaching qualifications given the method of involvement. After receiving a brief explanation of the study's objectives and information about their rights to remove their information about the research, subjects completed out a 15-minute paper-and-pencil questionnaire survey. Their involvement did not result in either academic credit or punishment. The following Table 1 shows the total participants involved in this research.

Table 1: **Research Participants**

Participants	In Number	In Percentage
No of Male	27	9%
No of Female	286	91%
Total	295	100%

A linear combinations exclusion of 15 cases due to incomplete information produced a sample size of 295 participants, of which 27 (9%) were men and 268 (91%) were women. Of these, 295 participants were males. This was in line with demographic trends, where more females are majoring in TESOL teaching.

The total sample size included 106 individuals from Year 1 (36%), 98 from Year 2, 33% from Year 2, 67 from Year 3, and 8% from Year 4. Age was 20.9 on average (SD: 1.55) and this is mentioned in Table 2.



Table 2: Participant Based on Year

No	Year	Participant (%)
1	2018	36%
2	2019	33%
3	2020	23%
4	2021	8%
Total		100%

The participants appeared to be sufficiently familiar to very acquainted with online educational tools, social media platforms and instant message based on the average responses to questionnaires about their commonality with CALL practices. As demonstrated in Table 3, expertise with wiki, MOOCs, and blogging was nearer to neutral, whereas it was low with file-sharing platforms and systems for information management.

Table 3: Preservice TESOL Familiarity with CALL

CALL	Mean	Standard Deviation
Online Learning	4.44	0.74
Social Networking Sites	4.34	0.74
Coursera	3.10	1.02
Wikipedia	3.60	1.04
File Sharing	2.66	1.10
Blog	3.04	1.08
Instantaneous Message	3.84	0.92
Knowledge Management Tool	1.94	0.94



Participants' demographic statistics, including their acquaintance with CALL practices (such as internet-based learning tools, instant messaging, wikis, MOOCs, blogs, and file platforms), were gathered in the questionnaire's first section. The original TPACK scale had eight items and a high reliability estimation. The scale was decreased to five items in a later study. Thus the, TPACK was assessed using a single scale that included five components.

4. Result and Discussion

Prior to doing the confirmatory factors analysis, all components were checked for univariate regularity and the presence of misfits. To assess the validity and reliability of the questions, a statistical method made up of the seven linear relationships between two latent variables and the associated items was examined in the first part of a two-step statistical method analysis technique.

4.1 Statistical analysis

The means for each item varied from 2.75 (nearing barely agree) to 4.30 (just above barely agree). Although utilizing strongly loaded rating scales is common, the mean and standard deviation were comparatively wide (0.95 SD 1.25), indicating significant heterogeneity across participants. The reverse-coded item in CALL (i.e., I would feel anxious using CALL 2.0.) was then excluded from further investigation given the necessary number of variables for model selection due to its significantly higher mean than the CALL partner products and demonstrated reverse skew, which recommended that attendees had misunderstood the product.

Table 4: **Intercorrelation Matrix**

Factor	CALL	SN	FC	TPACK
CALL	0.85			
SN	0.51	0.89		
FC	0.81	0.77	0.79	
TPACK	0.74	0.64	0.67	0.95

A factor intercorrelated measuring model's confirmation factor analysis showed satisfactory fit to the sample. Given the steadily rising latent constructs, high composite reliabilities for each component ($r > .70$), and average extracted variances of greater than 50 for all factors, this is not surprising. Moreover, Table 4 off-factor correlations are low,

indicating that each item's connection with its designated factor is higher than that of the items in other factors.

4.1.1 Facilitating Condition

To prevent panic or confusion in the use of the innovative process in the classroom, prompt technical help is essential. Lessons that were carefully planned can quickly be ruined by a sudden Internet outage, improperly launched software, or broken gear. A part of this support must be instruction on how to use the version or instance of the technology used in a particular school. As a result, logistical concerns like remote access, support, education, and technical assistance are crucial FC. It is also crucial that government's policy supports the use of CALL in English instruction. It takes more time to integrate technology into language instruction than it does to use traditional paper-based materials. Also, policy support will be required to allow use of CALL, which can be perceived as a diversion from the tried-and-true path of guaranteeing high scores, given the significance of high final examination and the desire to obtain those results in education. The usage of personal innovations is another area that needs administration assistance. Although it is true that many younger folks in the own personal computers, it's possible that schools don't have enough hardware to allow pupils to use CALL in the curriculum.

4.2 Discussion

Utilizing a model created based on previous TAM and TPACK research, researcher examined certain characteristics that affect preservice TESOL teachers' IU enhanced CALL and the underlying linkages between these elements in this study. The findings imply that TPACK, FC, and FC all experienced a considerable favorable influence. Nevertheless, in contrast to predictions, CALL and social norms had no impact on enhanced CALL. There are a number of issues and challenges with integrating popular culture in TESOL, despite the fact that it is praised as an engaging, accessible resource for language as well as content learning. Experts and professionals in language education are compelled by the body of research to reevaluate how popular culture has been situated in official English instruction as well as how it could best be incorporated into both formal and casual, self-regulated English learning. Because of the distinctions between the two social organizations, which value academic results and traditional values, and also the media, which promotes a variety of values as well as the desire for pleasure and desires—the question of how to use common culture in language education is particularly complicated. Moreover, institutional constraints that are "marked by a nationally managed curriculum, a focus on assessment, and externally determined teaching framework" likely to limit instructors' capacity to identify students' local resources of knowledge regarding popular culture [31].



In the digital world, acquiring a second language through popular culture does not involve "lazily throwing open the school gates to the current craze, but instead subscribing to a principled comprehension of the complexity of modern cultural experience" Further studies should be done to better understand the impact of varied popular culture on L2 English learning and instruction, including both regards to students' language proficiency and their identity formation, in light of the advancements and issues in the area [32]. Additional naturalistic or (designed) investigational research can be conducted to study the effectiveness of popular culture use in TESOL and to find out how, when, and with whom it can benefit certain aspects of language proficiency. Likewise, more classroom-based or narrative-based studies can be carried out to shed light on the impact and preferences of learners from numerous ethnic, sexual, and socioeconomic groups while they learn English through popular culture, allowing language teachers to adapt their curricula accordingly. Further research and creative educational strategies that incorporate multilingual popular culture writings from a larger variety of cultural contexts, which could also support multiculturalism, would be another potential direction [33].

The association seen between IU CALL 2.0 as well as actual CALL 2.0 use, as well as the identification of successful intervention programs even during the teacher training phase and transfer to work as a practicing teacher would be useful to determine in a future study with a longitudinal design. It is important to look into the attitudes, plans, and actions including in EFL teachers regarding technological acceptance. To verify and extend the current findings, further mixed-methods studies across several EFL teacher training sites is required, which is an inevitable result of performing a quantitative research approach in one location. It would also be intriguing to investigate whether the effects of FC have an equal impact on instructors (both pre-and in-service) working in fields apart from English language learning and teaching [34].

5. Conclusion

According to recommendations for additional domain-specific research into TAM, this study adds to the body of TAM and TPACK study from a scientific perspective by concentrating on a domain-specific construct (i.e., CALL). Additionally, it experimentally supports the direct benefit of TPACK on the IU technologies in use by instructional customers. Researchers have looked into a number of topics in the previous studies that relate the future of CALL to that of education for language teachers. The bulk of current teacher preparation programmes appear to lack appropriate training, and institutional companies are becoming increasingly interested in CALL competency, according to the research. Although there are a number of challenges, as was already mentioned in this paper, researchers think CALL and teacher education have a promising future. The biggest of them is the dearth of professionals who are proficient in integrating technology into language teaching; this issue may be directly related to institutions'



unwillingness to honor and reward those who choose to make this their vocation. The study offers fundamental information and considers the concept behind the use of cutting-edge pedagogy and modern technologies in education. As a result, the research shows the evolving TESOL pedagogy together with a detailed note on how to use new technology and creative processes.

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الفهرس

الصفحة	اسم الباحث	عنوان البحث	رت
1-10	Manal Mohammed bilkour	An optimal fuzzy zero point method for solving fuzzy transportation problem	1
11-24	Mohamed Bashir M. Ismail	Assessing the Adaptability of Students and Teachers in the Faculty of Arts at Alasmarya Islamic University to the Sudden Transition to Online Teaching and Learning Processes during the COVID- 19 Pandemic	2
25-34	Dawi Muftah Ageel	Environmental study for Cyanobacteria Blooms using Envisat data at the western coastal of Libya	3
35-53	Nuria Mohamed Hider	Possible solutions to ensure data protection in cloud computing to avoid security problems	4
54-60	Gharsa Ali Elmarash Najla Mokhtar	A printed book or an e-book? Student Preferences & Reasons	5
61-75	هدية سليمان هويدي نادية عطية القدار دعاء عبد الباسط باكير	التشهير الإلكتروني عبر مواقع التواصل الاجتماعي من وجهة نظر طلبة كلية طب الأسنان بمدينة زليتن	6
76-89	Hamza A. Juma Saif Allah M. Abgenah Mustafa Almahdi Algaet Munayr Mohammed Amir	Designing an Autonomous Embedded System for Temperature Monitoring and Warning in Medical Warehouses	7
90-101	Salem Msaoud Adrugi Tareg Abdusalam Elawaj Milad Mohamed Alhwat	The effect of using electronic mind maps in learning visual programming through e-learning platforms An experimental study of computer departments students at Elmergib University	8
102-110	Suad Mohamed Ramadan Zainab Ahmed Dali Ahlam Mohammad Aljarray Zenoba Saleh Shubar	Performance analysis of different anode materials of double chamber Microbial Fuel Cell technology using different types of wastewater	9
111-116	Faiza Farag Aljaray Saad Belaid Ghidhan	Evaluation of Hardness for Electroless Ni-P Coatings	10
117-128	Saleh Meftah Albouri Hadya S Hawedi Mansur Ali Jaba	Using Smartphone in Education: How Smartphone has impacted in Education, A Review Paper	11
129-139	Ibrahim O, Sabri	The Concept of Illegal Immigration and Its Causes in North Africa Region	12
140-151	A.S. Deeb I.A.S. Gjam	Solution of a problem of linear plane elasticity in region between a circular boundary with slot by boundary integrals	13



152-173	Musbah Ramadan Elkut	Transforming TESOL Pedagogy: Navigation Emerging Technology and Innovative Process	14
174-192	سالم علي سالم شخطور	آراء أبي محمد القيسي في خزانة الأدب "دراسة وتحليل"	15
193-217	نورية صالح إفريج	اعتراضات النحاة على حجية الشواهد في مسألة إعادة حرف الجر مع حتى العاطفة	16
218-238	نجاه صالح اليسير	الازدواجية اللغوية وأثرها في تعليم اللغة العربية الصفوف الأولى من المرحلة الابتدائية (أنموذجاً)	17
239-256	محمود محمد رحومة الهوش	الرضا الوظيفي وأثره على الاداء المهني لدى معلمي ومعلمات التربية البدنية ببلدية العجيلات	18
257-272	إبراهيم رمضان هدية	السرد الروائي عند إبراهيم الكوني في رواية الدنيا أيام ثلاثة	19
273-279	ابراهيم علي احمدودة ابراهيم علي ارحومة	التحليل الاستراتيجي لشركة الخطوط الجوية الليبية دراسة تطبيقية على الشركة باستخدام النماذج	20
280-294	Ismail F. Shushan Emad Eldin A. Dagdag Salah Eldin M. Elgarmadi	Petrography of Abushyba Formation columnar-jointed sandstones (Triassic-Jurassic) from Jabal Nafusa- Gharian, NW-Libya	21
295-307	Samera Albghil	Multimodal discourse analysis of variations in Islamic dress code in Bo-Kaap, Cape Town	22
308-317	عبد اللطيف بشير المكي الديب رجب فرج سالم اقنيير	(استخدام نظم المعلومات الجغرافية والاستشعار عن بعد في تقدير النمو العمراني وأثره على البيئة المحلية بمنطقة سوق الخميس - الخمس / ليبيا)	23
318-331	حنان عبد السلام سليم عائشة حسن حويل	تطوير الخدمات العقارية باستخدام تقنية المعلومات (تطبيق أندرويد للخدمات العقارية أنموذجاً)	24
332-338	Mahmoud Mohamed Howas	Hepatoprotective Potential of Propolis on Carbontetrachloride-Induced Hepatic Damages in Rats	25
339-352	نورية محمد النائب الشريف	البناء العشوائي في مدينة الخمس (مفهومه - أسبابه - تأثيره على المخطط)	26
353-371	إسماعيل حامد الشعاب معمر فرج الطاهر سالم العامري	اختلاف القراء السبعة في البناء للفاعل وغير الفاعل وأثره في توجيه المعنى "نماذج مختارة"	27
372-376	عبد السلام صالح أبوسديل عطية رمضان الكيلاني	دراسة على مدى انتشار Gnathia sp. في بعض الأسماك البحرية المصطادة من شواطئ الخمس- ليبيا	28
377-392	الصغير محمد المجري	(بيان فعل الخير إذا دخل مكة من حج عن الغير) للملا علي القاري المتوفي سنة 1014هـ دراسة وتحقيق	29
393-421	نجيب منصور ساسي	فضل المواهب في شرح عيون المذاهب لعبد الرؤوف الأنطاكي (1009هـ) (الاستنجاة ونواقض الوضوء من كتاب الطهارة) دراسة وتحقيقا	30
422-439	حنان ميلاد عطية	برنامج ارشادي معرفي سلوكي في خفض مستوى الوحدة النفسية لأبناء النازحين الليبيين	31
440-457	Hanan A. Algrbaa,	Speaker recognition from speech using Gaussian mixture model (GMM) and (MFCC)	32
458-467	هشام علي مرعي	علاقة المنطق بالعلوم الشرعية عند الغزالي	33



468-476	خالد الهادي الفيتوري زينب أحمد زوليه	الحلول العددية للمعادلات التفاضلية الملزمة باستخدام ب-سبلين التكعيبية	34
478-500	خميس ميلاد الدزيري	تأثير نظم معلومات التسويقية على توزيع السلعة " دراسة تطبيقية على إدارة مصنع إسمنت المرقب "	35
501-517	منصور عمر سالم فرعون	إدارة الوقت في الإدارة المدرسية في ضوء مهامهم الإدارية	36
518-533	فائزة محمد الكوت	أراء العلامة الدماميني النحوية في باب الظروف في كتاب خزانة الأدب ولب لباب لسان العرب	37
534-547	محمد محمد مولود الأنصاري حمزة مسعود محمد مكاري	"فوائد الفرائد في الاستعارة " عبد الجواد بن إبراهيم بن شعيب الأنصاري (1073هـ)	38
548-559	عبدالرحمن بشير الصابري إبراهيم عبد الرحمن الصغير أبوبكر أحمد الصغير	حروف الجر بين التناوب والتضمين دراسة تطبيقية على آيات من القرآن الكريم "دراسة وصفية تحليلية"	39
560-565	Ayda Saad Elagili Abdualah Ibrahim Sultan	An Application of "Kushare Transform" to Partial Differential Equations	40
566-598	أمل إجمد إقميع فاطمة محمد ابوراس	الأداء الوظيفي للمعلم وأثره على العملية التربوية دراسة سوسولوجية على عينة من معلمين ومعلمات مرحلة التعليم الأساسي	41
599-623	خيري عبدالسلام كليب عبدالسلام بشير اشتوي طارق أبوفارس العجيلي محمد عبدالسلام الأسطي فتحية خليل طحيشات	مدى التزام المصارف التجارية بتطبيق مبادئ إدارة الجودة الشاملة (دراسة ميدانية على مصرف الجمهورية فرع المرقب)	42
624-633	Abdulrhman Iqneebir Khaled Muftah Elsherif	Determination of Some Physical and Chemical Parameters of Groundwater in Ashafyeen-Masallata Area	43
634-650	أحمد على معتوق الزائدي	أحكام الأهلية وعوارضها عند الإنسان	44
651-671	عمر مصطفى النعاس السيد مصطفى السنباطي	الثقة بالنفس وعلاقته بالتوجه نحو الحياة لدى طالبات كلية الآداب	45
672-700	فاطمة جمعة الناكوع	معايير جودة آليات التدريب الميداني	46
701-718	إيمان عمر بن سعد بثينة علي أبو حليقة عمر محمد بشينه وليد حسين الفقيه	أثر المخاطر المالية في الأداء المالي للمصارف التجارية الليبية للفترة من (2011-2017)	47
719-730	هدي الهادي عويطي	دور مداخل ادارة المعرفة في تحسين ادارة الموارد البشرية في المؤسسات الحديثة	48
731-739	Khaled Abdusalam B. A Eman Mohammed Alshadhli Tasnim Adel Betro Amera Lutfi Kara Mawada Almashloukh	Antimicrobial Activities of Methanol Extract of Peganum harmala Leaves and Seeds against Urinary Tract Infection Bacteria	49
740-750	فتحية زايد شنيبه نجاة بشير الصابري	الصور البيانية في سورة الواقعة	50



751-757	Afifa Milad Omeman	Phytochemical, Heavy Metals and Antimicrobial Study of the Leaves of Amaranthus viridis	51
758-765	أسماء جمعة القلعي	قواعد المنهج عند ديكرت	52
766-777	فرج مجد صالح الدريع	النفط والاقتصاد الليبي 1963م – 1969م	53
778-789	عمر عبدالسلام الصغير رضا القدافي الأسمر	تقويم دية القتل الخطأ بغير الأصل	54
790-804	أبو عجيلة رمضان عويلي أحمد عبد الجليل إبراهيم	مناقشة المسألة الأربعين من كتاب المسائل المشكلة للفارسي	55
805-823	فتحية أبو عجيلة جبران صالحة عمر الخرارزة	في منطقة سوق الخميس التلوث البيئي الناتج عن محطات الوقود (بحث مقدم للحصول على ترقية عضو هيئة تدريس)	56
824-856	هنية عبدالسلام البالوص	بعض المشكلات الضغط النفسي وعلاقتها بالصحة النفسية	57
857-871	احمد علي عزيز علي مفتاح بن عروس	تطبيقات البرمجة الخطية ونماذج صفوف الانتظار في مراقبة وتحسين الأداء دراسة إحصائية تطبيقية على القطاع الصحي بمدينة الخمس	58
872-879	Mona A. Sauf Fathi Shakurfow Sana Ali Soof Abdel-kareem El-Basheer	Isolation of Staphylococcus Aureus From Different Clinical Samples And Detects on Its Antibiotic Resistance	59
880-885	Wafa Mohamed Alabeid Omar Alamari Alshbaili	Combined Method of Wavelet Regression with Local Linear Quantile Regression in enhancing the performance of stock ending-prices in Financial Time Series	60
886-901	خالد مجد بالنور خالد أحمد قناو	حجم الدولة الليبية وأثره عليها طبيعياً وبشرياً	61
902-918	Amna Ali Almashrgy Hawa Faraj Al-Burrki Khadija Ali AlHebshi	EFL Instructors' and Students' Attitudes towards Using PowerPoint Presentation in EFL Classrooms	62
919-934	سالمة عبد العالي السيليني	اضطرابات الشخصية الحدية وعلاقتها بالجمود المعرفي	63
935-952	Samah Taleb	Common English Pronunciation Difficulties Encountered by Third Year Students at the Faculty of Education- English Department- Elmergib University	64
953-958	Hassan M. Krifa	A Study on Bacterial Contamination of Libyan Currency in Al-Khoms, Libya	65
959-964	Jamal Hassn Frjani	A New Application of Kushare Transform for Solving Systems of Volterra Integral Equations and Systems of Volterra Integro-differential Equations	66
965-978	Ismail Elforjani Shushan Saddik Bashir Kamyra Hitham A. Minas	Study of chemical and biological weathering effects on building stones of the Ancient City of Sabratha, NW-Libya	67
979-991	مجد عبد السلام دخيل	الآثار الاجتماعية والثقافية المصاحبة للتغير الاجتماعي في المجتمعات النامية	68



992-998	Ismael Abd-Elaziz Fatma Kahel	Molecularly imprinted polymer (poly-pyrrole) modified glassy carbon electrode on based electrochemical sensor for the Sensitive Detection of Pharmaceutical Drug Naproxen	69
999-1008	خالد رمضان الجربوع علي إبراهيم بن محسن صلاح الدين أبوغالية	علي الجمل وقصيدته (اليوم الأربعاء في رثاء النورس الكبير)	70
1009-1014	نادية مجد الدالي ايمان احمد اخميرة	Comparing Review between Wireless Communication Technologies	71
1015-1024	Khairi Alarbi Zaglom Foad Ashur Elbakay	The importance of Using Classroom Language in Teaching English language as a Foreign Language	72
1025-1042	حمزة بن ربيع لقرون	الأدلة المختلف فيها التي نُسب الاختصاص بها إلى مذهب مُعَيَّن (دراسة تحليلية مقارنة)	73
1043-1052	أسماء السنوسي لحيو	معدل انتشار بعض الأوليات المعوية الطفيلية في مدينة الخمس، ليبيا	74
1053-1067	برنية صالح إجمد صالح	استعمالات (ما) النافية في سورة البقرة	75
1068-1085	اسماعيل عبدالكريم اعطية	عوامل نجاح وفشل نظام المعلومات دراسة تطبيقية على شركة الأشغال العامة بني وليد	76
1086-1098	نجوى الغويلي	"الرعاية الاجتماعية والدعم الاجتماعي والتربية الإيجابية للطفل"	77
1099-1105	Seham Ibrahim abosoria Fatheia Masood Alsharif Abdussalam Ali Mousa Hamzah Ali Zagloun	The Error Correction in second language writing	78
1106-1128	ميسون خيري عقيلة	أساليب المعاملة الوالدية وعلاقتها بالتحصيل الدراسي لدى عينة من طلبة كليات جامعة المرقب بمدينة (الخمس)	79
1129-1135	Majdi Ibrahim Alashhb Mohammed Alsunousi Salem Mustafa Aldeep	Quality of E-Learning Learning Based on Student Perception Al Asmarya University	80
1136-1150	Ekram Gebрил Khalil	The Importance of Corrective Feedback in leaning a Foreign Language	81
1151-1164	سكينة الهادي الحوات فوزي مجد الحوات سلمية رمضان الكوت	شكل العلاقات الاجتماعية في ظل انتشار الأوبئة والأمراض السارية (جائحة كوفيد 19 نموذجاً)	82
1165-1175	Salma Mohammad Abad	A comparative study of the effects of Rhazya stricta plant residue on Raphanus sativus plant at the age of 15 and 30 days	83
1176-1191	مجد عمر مجد الفقيه الشريف	توظيف الاعتزال عند الزمخشري وانتصاره له من خلال تفسيره	84
1192	الفهرس		