

English as a Foreign Language Teachers' Writing Assessment, Literacy, Beliefs, Practices, and Training Needs: The Context of Turkey

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Teachers' assessment literacy, beliefs, and practices contribute to encouraging or undermining students' learning. Therefore, investigating the literacy to fulfill the teachers' training needs is essential. This quantitative survey study investigated the current level of Turkish EFL (English as a Foreign Language) teachers' writing assessment literacy (WAL) and identified their training needs in this area. Further, this research explored the teachers' beliefs about different writing assessment methods, general assessment issues in writing classrooms and then scoring accuracy in writing assessment. Moreover, the teachers' writing assessment practices were studied. The participants were 152 Turkish EFL teachers. The data was collected through a questionnaire. A vast majority of the participants (over 90%) expressed their needs for receiving training in all the investigated WAL areas. Nearly half of the teachers (over 45%) reported that they seldom or never integrate writing with other skills, use portfolios, use computer technology, and ask students to do self-assessment. It also seems that there is not enough collaboration among the teachers. The detailed findings regarding the teachers' beliefs in the above-mentioned issues are explained and discussed in the paper. To improve the situation, the shortcomings in the language teacher education programs in Turkey had better be addressed.

Cultural Violence Representation in And the Mountains Echoed by Khaled Hosseini

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This paper explores the topic of cultural violence as it is represented in Khaled Hosseini's *And the Mountains Echoed* (2013). The aim is to look at the possibilities of translating various forms of violence into fictional context. I will accordingly analyze the novel in order to see how violence is represented in a fictional form. For this, this article will apply cultural violence of Johan Galtung's theory on violence triangle. This is the incipient form of violence defined by Galtung as invisible (cultural) violence.

Strategic Management in Education as a Key Element for Learners' and Their Instructors' Self-Actualization

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The 21-st century world is more demanding for changes and restructuring. The demands on educational institutions are focused on the schools and higher educational institutions to find the ways to meet the needs of students' effective learning and teachers' productive work. Teachers as managers should address to apply two necessary factors while managing: diagnosis (the process of assessing the situation and highlighting the main issues) and evaluation (determining the most appropriate solution to the problem). Students are no longer seen and perceived as only learners who follow the directions passively without expressing their opinions and asking the questions "why" and "how", but they are active, curious, demanding and full of questions. In order to maintain the effective management of the classroom and the whole educational process the need to analyze, evaluate and implement appropriate strategies and principles of the educational management aspects became indispensable. Strategic management in education is one of most effective and appropriate way and tool to satisfy students interest, their needs and make fundamental bases to give profound answers to the students questions beginning with: why and how? Effective strategic management is essential for long-term educational process. It involves defining different educational strategies and choosing the most relevant, it guarantees the flexible operation and strategy implementation tailored to the students' needs, considering the existed environmental, cultural and other essential peculiarities among learners in the classroom. As students become involved