

## **Role Playing In the Field Of Education**

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### **Abstract**

The character and status are presented together. Others have to play the role. The real situation is to be presented in a simple way. It can be understood how to adapt yourself to the real field. The role of the actress is to be revealed. Students get real-life education in the artificial environment. Performances of speech and expression are improved.

**Keywords:** Performance; Speech; Relations; Process.

## **1. Introduction**

This is an act of presenting a play, concert, or other form of entertainment. In work place, performance or job performance means good ranking with the hypothesized conception of requirements of a role. Citizenship performance like contextual performance means a set of individual activity/contribution (prosocial organizational behavior) that supports the organizational culture. This is the action or process of performing a task or function. Individual differences in academic performance have been linked to differences in intelligence and personality. The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

## **2. Student**

A student is primarily a person enrolled in a school or other educational institution who attends classes in a course to attain the appropriate level of mastery of a subject under the guidance of an instructor and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for class preparation or to submit evidence of progress towards that mastery. In the broader sense, a student is anyone who applies themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive. A student is a person who is learning something. Students can be children, teenagers, or adults who are going to school, but it may also be other people who are learning, such as in college or university. A younger student is often called a pupil. Usually, students will learn from a teacher or a lecturer if at university. They also do much reading. A student can also be a person studying for a specific profession. Where the teaching is called "training" the student may be called. A student is a student who regularly receives the highest grades for his or her work. According to Cambridge Advanced Learner's Dictionary, a student is a person who is learning at a college or university, or sometimes at a school. For the purpose of this study, a university student was a person enrolled in a degree program in one of Kenya's Public or private universities.

## **3. Performance of Student**

Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational benchmarks such as secondary

school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts.

Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic achievements. A school with more academic achievements would receive more money than a school with less achievements. Implementing Direct Instruction (DI) effectively requires teachers and administrators to make student performance the focus of the staff's efforts to improve the school.

Student performance determines:

- a) Placement in groups,
- b) Which instructional materials should be ordered, and
- c) Which levels of the programs teachers should receive training in.

Student performance also determines whether a problem exists. If students are not progressing through the program at mastery at an acceptable rate, then there is a problem. When effective administrators and coaches enter classrooms, they focus on student performance. If there is something unconventional about the classroom setup or the teacher's delivery, but students are learning successfully, then there is no problem. If a teacher's signal is unusual, for instance, but all children respond in unison, then there is no problem because a signal's purpose is to prompt students to respond together. Similarly, if an instructional group is larger than recommended but all students can see the presentation book, respond together, and the teacher is able to monitor all of their responses, then there is no problem because the purpose of smaller groups is to ensure that teachers can monitor the responses of all students.

When administrators and coaches identify problems of student performance, they require accurate, current data on the progress of each instructional group and the performance of each student on in-program assessments. If teachers aren't aware that a problem exists, they can't solve it. If teachers aren't aware that they need assistance, they won't ask for it. Regular in-class observations and weekly data analysis can uncover student problems and identify areas where teachers need assistance. To be effective in spotting problems, both in-class observations and data analysis require a focus on student performance. With student performance at the center, administrators and coaches can more easily talk about problems with teachers.

Focusing on student performance keeps discussions away from “the blame game” of finding fault with staff members and keeps discussion centered on how to help all children succeed.

#### **4. Students Speech**

First of all I would like to say good morning to the respected teachers, parents and my dear friends. I would like to speech on the importance of education which is must to know by all of us. Education plays a great role in the life of everyone all through the life.

Getting proper education is very necessary to get success and happy life just like food is necessary for healthy body. It is very important to live luxurious and better life. It develops personality of the people, provides physical and mental standard and transforms people’s living status.

It promotes the feeling of physical, mental and social wellbeing by providing better life. Good education is constructive in nature which constructs our future forever. It helps a person to improve his/her status of mind, body and spirit. It provides us lots of confidence by giving us bulk of knowledge in many field. It is a single and vital way to the success as well as personal growth. The more knowledge we get, we grow and develop more in the life. Being well educated never only means to earn certificates and good salary from the recognized and reputed organization companies or institutions however it also means to be a good and social person in the life. It helps us to determine whether something is good or bad for us and other persons related to us.

The first purpose of getting good education is being good citizen and then being successful in personal and professional life. We are incomplete without a good education because education makes us right thinker and correct decision maker. In such a competitive world, education has become a necessity for human beings after food, clothe and shelter. It is able to provide solutions to all problems; it promotes good habits and awareness about corruption, terrorism, and other social issues among us.

Education is the most important tool offers inner and outer strength to a person. Education is the fundamental rights of everyone and capable of bringing any desired change and upliftment in the human mind and society. You can start by thanking the audience for coming and thanking the organization for inviting you to speak. Refer to the person who introduced you or to one or more of the senior people in the organization in the audience. This compliments them, makes the feel proud and happy about your presence, and connects you to the audience like an electrical plug in a socket. Start Your Speech By Referring To Current Events. Use a current event front-page news story to transition into your subject and to illustrate or prove your point. You can bring a copy of the newspaper and hold it up as you refer to it in your introduction. This visual image of you holding the paper and reciting or reading a key point rivets the audience’s attention and causes

people to lean forward to hear what you have to say. Speech impairments may have many causes – hearing loss, illness, injury, and congenital or psychological conditions. Speech impairments are found alone and in combination with other disabilities.

Speech impairments range from problems with articulation or voice strength to an inability to speak at all. Unless the impairment is recent, students with speech impairments generally have had some speech therapy. Among the more common speech impairments encountered at Allegheny are stuttering, chronic hoarseness, and difficulty in evoking an appropriate word or term, and esophageal speech (resulting from a laryngectomy).

Many speech-impaired students are reluctant to participate in activities that require speaking. Even if the student has adjusted well to speech impairment, new situations may enhance past anxieties. Self-expression should be encouraged; however, pressure to speak is not likely to be helpful. Speaking in front of a group can be an agonizing experience for speech-impaired students. Public speaking is an important component of the curriculum at Allegheny and accommodations for this should be discussed with the SDS coordinator.

Various communication aids are available for students who cannot speak. Students who are able to type may use portable electronic aids that produce computer printouts, display words on LED screens, or have synthesized audio output.

## **5. Students' Expression**

Freedom of speech protects your right to express your ideas and beliefs in the manner that you choose. Freedom of speech protects what you say, what you write, and how you express yourself. It protects your ability to protest, meet with other people, and organize. Public school students possess a range of free-expression rights under the First Amendment. Though public school students do possess First Amendment freedoms, the courts allow school officials to regulate certain types of student expression. Public school students possess a range of free-expression rights under the First Amendment. Students can speak, write articles, assemble to form groups and even petition school officials on issues. The U.S. Supreme Court has said that students “do not shed their constitutional rights to freedom of speech and expression at the schoolhouse gate.”

There is a fundamental distinction between public and private school students under the First Amendment. The First Amendment and the other provisions of the Bill of Rights limit the government from infringing on an individual's rights. Public school officials act as part of the government and are called state actors. As such, they must act according to the principles in the Bill of Rights. Private schools, however, aren't arms of the government. Therefore, the First Amendment does not provide protection for students at private schools.

Though public school students do possess First Amendment freedoms, the courts allow school officials to regulate certain types of student expression. For example, school officials may prohibit speech that substantially disrupts the school environment or that invades the rights of others. Many courts have held that school officials can restrict student speech that is lewd.

Many state constitutions contain provisions safeguarding free expression. Some state Supreme Courts have interpreted their constitutions to provide greater protection than the federal Constitution. In addition, a few states have adopted laws providing greater protection for freedom of speech.

## **6. Student Teacher Relationship**

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships. Picture a student who feels a strong personal connection to her teacher, talks with her teacher frequently, and receives more constructive guidance and praise rather than just criticism from her teacher. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn (assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills). Teachers often talk about how hard it is to connect with and get to their students. They say students view them as out of bounds; hence according to students, teachers cannot understand them. This is a wrong and dangerous assumption on the students' side, and teachers should do their best to debunk this myth and form connections with their students. During your first class, you could share some personal information such as your background, your hobbies and interests, or why you love teaching. This kind of opening up helps as students feel that you are closed off, that they can connect and talk to you just as you have done with them. A teacher seems more approachable if they share some information about themselves, as opposed to those that don't offer any information about themselves. When teaching a new class, gather any information you can on the students in that class, such as their names, hobbies, behavior in class (from previous teachers) and any other pertinent information that is readily available. This helps whenever you are interacting with the students, as they would feel significant if you know a few things about them. In the first few minutes before class starts, a teacher could engage in casual conversation with the students about their night, favorite movies and TV shows, gaming, music, sports, and anything else they would want to talk about. This way, students slowly open up to you, and with time you can tell what is happening in their lives from what they talk about. It is essential that you earn your students'

trust early on in the year. A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities. Some teachers are more natural at building and sustaining positive relationships with their students than others. However, most teachers can overcome a deficiency in this area by implementing a few simple strategies into their classroom on a daily basis. Most kids respond positively to having structure in their classroom. It makes them feel safe and leads to increased learning. Teachers who lack structure not only lose valuable instructional time but often never gain the respect of their students. It is essential that teachers set the tone early by establishing clear expectations and practicing class procedures. It is equally critical that students see that you follow through when boundaries are overstepped. Most parents want to know how their child is doing so it's important to communicate often and through various channels. You could use the standard email or phone call. You could also use apps like Remind, a platform where teachers can schedule and send reminders, assignments or homework. Class Dojo is another great communication app that you can use to update parents on their child's progress. Other tools you could use include Google+ or Slack. There are many more apps [External link](#) you could use in your classroom. It's important to declare your intentions. Discuss goals each of you have for the child for the school year. Try providing weekly updates on what's going on in the classroom. For many parents, a phone call about their child is their worst nightmare. A positive call home letting them know how well their child is doing would be greatly appreciated. Finally, a structured classroom is one with minimal downtime. Each day should be loaded with engaging learning activities with little to no downtime. Students will respond positively when a teacher is enthusiastic and passionate about the content they are teaching. Excitement is contagious! When a teacher introduces new content enthusiastically, students will buy in. They will get just as excited as the teacher, thus translating to increased learning. Exuberance will rub off on the students in your classroom when you are passionate about the content you teach. Teaching and learning should not be boring. Most people love to laugh. Teachers should incorporate humor into their daily lessons. This may be sharing an appropriate joke related to the content you will be teaching that day. It may be getting into character and donning a silly costume for a lesson. It may be laughing at yourself when you make a silly mistake. Humor comes in several forms and students will respond to it. They will enjoy coming to your class because they love to laugh and learn. Learning should be fun and exciting. Nobody wants to spend time in a classroom where lecturing and note-taking are the norms. Students love creative, engaging lessons that grab their attention and allow them to take ownership in the learning process. Students enjoy hands-on, kinesthetic learning activities where they can learn by doing. They are enthusiastic about technology-based lessons that are both active and visual. Students love teachers who incorporate creative, fun, engaging activities into their daily classroom. Everyone loves a compelling story. Stories allow students to make real-life connections to the concepts that you are learning. Telling stories to introduce or reinforce concepts bring those concepts to

life. It takes the monotony out of learning rote facts. It keeps students interested in learning. It is especially powerful when you can tell a personal story related to a concept being taught. A good story will allow students to make connections that they may not have made otherwise. It can be easy to wear your frustration on your sleeve when a student is acting out. Those behavior patterns tend to stick and suddenly, you're stuck in an ongoing negative relationship with a student who knows you're not a big fan. "It's up to you to initiate and cultivate productive relationships, even with the hardest-to-reach kids," say Fisher, Frey, and Quaglia. "We're not selecting our friends; we're teaching youngsters. Accordingly, we work hard to develop equitable relationships with all of the students." The authors suggest intentionally monitoring behavior patterns that send messages to students that they are not liked. This includes your responses to students — including verbal replies and your body language. A subtle facial expression can signal to a student how you feel about them. The feedback we provide is also a tell. Ensure that your verbal and written feedback is consistent across the class. Ensure that you don't intentionally or unintentionally avoid certain students while fawning over others. A student can feel the distance when a teacher casts a wide berth around them.

As a teacher, you can easily get to your students well, and your instructions well received, if you have formed a good relationship with them. Students are most likely to respect, listen to and obey you if you engage them and connect well with them. Teachers who have a good relationship with their students report an improved performance in academics. This is because students can easily approach their teacher for help if they have a problem in a particular course, and also because a student is motivated to work harder if they know that their teacher genuinely looks out for them. The teacher can also come up with the best and most effective teaching method since they know their students well, instead of adopting a generic method that doesn't work well. If a teacher is invested in their students' lives, it is easy to know if a student is going through a difficult time. This is because the teacher can easily tell when the student is not behaving normally, or the student confides in the teacher because they trust them. The problem is then addressed instead of letting it grow and stressing the student. As a result, students are more likely to participate actively in class and challenge themselves academically. Studies show that teachers who feel engaged by passionate students who proactively work at their relationships with them grade a full grade higher than others. It pays to pursue a strong relationship with a teacher from the first day of school.

The student/teacher relationship is a cornerstone in a student's social maturation process. Cultivating a positive rapport with a non-parental authority figure allows students to define themselves, adapt to their environment and grow their emotional and social intelligence. It takes guts and determination to address a teacher privately and let them know how much doing well in the classroom matters to them and teachers value that outreach and display of maturity.



According to Peter Riddle, 37-year education expert and founder of ELTC, “Positive relationships with teachers become game changers for kids. As a 37-year learning specialist, I have worked with thousands of children – many of whom are initially stressed out A students, while others struggle for Bs and Cs. I have worked with thousands of youngsters and adults with learning and behavior disorders. The common thread with all of these people is that emotional intelligence increases when individuals are challenged to perform and function at their very best in the midst of a safe, structured environment.”

## **7. Best Learning Process**

The ability to learn things quickly is a tremendous asset. People who can rapidly grasp new concepts, learn and apply new and effective skills, and process new information in a short amount of time have a distinct advantage over those who struggle to learn.

Is speed learning reserved for a select minority, endowed with the gift of intellect that few possess? Is it only available to the “geniuses” among us? The answer is, “No.” Every one of us can learn to learn faster, and there are a few simple tools that can help us. If these tools are committed to mastery through habit they will produce massive results in our ability to learn concepts faster, process new information in a shorter amount of time, and rapidly expand our abilities and knowledge. When we say that we “studied for five hours straight,” we are often deceiving ourselves. How much of that five hours was spent in focused attention? How much time did we spend on distractions, like checking our email, or Facebook or Twitter? The key is not the length of time we spend when learning something. The key is the amount of learning repetitions that we engage in. Repetition is one of the most powerful levers we have because it wires our brain. The power of repetition is well known by top performers, athletes, musicians, and the military. Time spent is not nearly as important as the number of reps.

So here is the first step: get rid of the watch. Instead, focus your attention on completing repetitions. Instead of saying, “I’ll study my notes for two hours,” say, “I’ll read my notes through, line by line, three times from start to finish.” This causes you to focus your attention on results. It also eliminates the “illusion of effectiveness” because you can’t fool yourself. Either you completed the task, or you didn’t. Author and talent expert Daniel Coyle, in his best-selling book, *The Talent Code*, says that “chunks are to skill what the letters of the alphabet are to language. Alone, each is nearly useless, but when combined into bigger chunks (words), and when those chunks are combined into still bigger things (sentences, paragraphs), they can build something complex and beautiful.” Chunking is important because it is the way that our brain learns. Every skill or piece of knowledge that we attain is comprised of many smaller pieces, or chunks, of information. Now that we have a whole bunch of chunks we can then proceed to master each individual chunk on its own.

This is what we focus our repetitions on (see step 1). The task or skill that we are trying to learn is comprised of a whole bunch of smaller parts. We have determined what those smaller parts consist of, now we just perfect each part on its own, and as we perfect the parts we form a chunk chain. This is where we start to build on each chunk with another chunk, and over time we will completely master the entire process.

Most importantly, by doing it this way, we will find that we master the process much quicker than if we tried to memorize the entire task on its own. Thus, since we have built a chunk chain, we can see how each individual piece is related to the other pieces. This gives us a complex understanding of the task or material and allows us quick recall ability in the future. There are multiple studies that confirm that proper rest increases brain functioning. The typical, caffeine-induced, late night cramming session that most students engage in at least once in their life is not the most effective way to learn. In fact, there is evidence to suggest that it is the least effective way. If we want to learn something quickly, we need to do it when our minds are fresh. We need to engage in “focus bursts” where, with fresh energy and a well-rested mind, we focus all our attention on learning, perfecting, and linking the chunks (see step 3). Then, when we start to feel our effectiveness dissipate, we take breaks to recharge.

Focus burst, recharge, focus burst, and recharge. Over and over again. This is the way to speed up the learning process. Long study sessions are not as effective as short bursts. In long sessions we are prone to distraction, and we are also prone to focusing on time rather than repetitions. However, if we will train ourselves to learn like a top athlete trains (in smaller, high intensity chunks) we will be very happy with the results that we get.

There are a number of different things that you can do to improve your memory. Basic tips such as improving your focus, avoiding cram sessions, and structuring your study time are a good place to start, but there are even more lessons from psychology that can dramatically improve your learning efficiency. Check out some of these memory improvement tips to maximize your memorization and retention of new information. One sure-fire way to become a more effective learner is to simply keep learning. In one article published in *Nature*, it was reported that people who learned how to juggle increased the amount of gray matter in their occipital lobes, the area of the brain is associated with visual memory. When these individuals stopped practicing their new skill, this gray matter vanished.

So if you are learning a new language, it is important to keep part another one of the best ways to learn is to focus on learning in more than one way. Instead of just listening to a podcast, which involves auditory learning, find a way to rehearse the information both verbally and visually. This might involve describing

what you learned to a friend, taking notes, or drawing a mind map. By learning in more than one way, you're further cementing the knowledge in your mind.

For many students, learning typically involves reading textbooks, attending lectures, or doing research in the library or on the Web. While seeing information and then writing it down is important, actually putting new knowledge and skills into practice can be one of the best ways to improve learning.

If you are trying to acquire a new skill or ability, focus on gaining practical experience. If it is a sport or athletic skill, perform the activity on a regular basis. If you are learning a new language, practice speaking with another person and surround yourself with language-immersion experiences. Watch foreign-language films and strike up conversations with native speakers to practice your budding skills.

According to researcher Judy Willis, "The more regions of the brain that store data about a subject, the more interconnection there is. This redundancy means students will have more opportunities to pull up all of those related bits of data from their multiple storage areas in response to a single cue. This cross-referencing of data means we have learned, rather than just memorized." Practicing the language in order to maintain the gains you have achieved. This "use-it-or-lose-it" phenomenon involves a brain process known as "pruning." Certain pathways in the brain are maintained, while others are eliminated. If you want the new information you just learned to stay put, keep practicing and rehearsing it.

## **8. Best Teacher and his Qualities**

For many students, learning typically involves reading textbooks, attending lectures, or doing research in the library or on the Web. While seeing information and then writing it down is important, actually putting new knowledge and skills into practice can be one of the best ways to improve learning. If you are trying to acquire a new skill or ability, focus on gaining practical experience. If it is a sport or athletic skill, perform the activity on a regular basis. If you are learning a new language, practice speaking with another person and surround yourself with language-immersion experiences. Watch foreign-language films and strike up conversations with native speakers to practice your budding skills. The most frequent response is that a great teacher develops relationships with students. The research literature agrees with them: Teachers need to be able to build trusting relationships with students in order to create a safe, positive, and productive learning environment. For example, a student in Boston told us that great teachers are "Willing to listen to students when there is a problem." This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that

instruction should be tailored to meet each learner's needs. One student eloquently described it as: "The teacher understands the pace and capacity of the student." Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a student, this means a teacher should be "always willing to help and give time." Students also said that teachers should be able to engage and motivate students to learn. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional, and behavioral. Survey respondents mostly focused on making content interesting and the ability to motivate students to learn. A student in Pennsylvania said great teachers are, "motivating students to succeed in and out of school. "If you think about the best teachers you know, it makes sense. Those exceptional teachers develop strong bonds with students, and use them to help students learn.

## **9. Motivation of Teacher**

A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more. Part of being a motivated teacher comes through your general behavior and attitude. There's a lot to be said for people that regularly smile, offer a happy and cheery outlook on life and generally come across as upbeat and pleasant to be around – regardless of how they're actually feeling. Making your classroom a warm, colorful and stimulating environment is also key to creating a positive space. It's also important that you reward your students for good work as you go along. It doesn't have to be all the time, as then it will come to be expected and will hold less value when you do praise them. But recognizing hard work and offering praise will ensure your students stay encouraged and feeling as though their work is on the right track forwards and that you're noticing their efforts. Simply put, teachers that are valued will know how to stay motivated. Show your co-worker that he is a cherished asset by recognizing him publicly for his hard work and achievements. It certainly doesn't have to be a large gesture—you can simply announce your praise via loudspeaker during morning announcements. If you're feeling more ambitious, you can organize a potluck staff luncheon to congratulate each teacher for what she has brought to your school thus far. Due to our own professional obligations, we might not always be aware of how much our co-workers contribute, and this luncheon will give us all an opportunity to see our school through a bigger vantage point. Besides, when we know our value and we know our colleagues know it too, it's much easier to bounce back when hard times arise.

It isn't just a case of getting pupils interested in learning in the moment, but also in growing the underlying goals and aspirations pushing their entire academic studies. It is about motivating them beyond the initial task or feeling of accomplishment and appreciating how 'deferred gratification' plays into the role of education in order for them to work towards a greater, larger goal. This is known as 'intrinsic motivation' and research has found it to be of key importance. If you think back to when you were a pupil, which teacher caught your eye? Was it the one that stood at the front reading from a book or sheet of paper in a monosyllabic tone? Or perhaps it was the one who was animated and engaged – who showed they were truly passionate about their subject? Chances are it was the latter, but being this kind of teacher can feel challenging after years of working.

## **10. Conclusion**

Thus we can discuss about some important things of education. Thus we can say that the positive relation between students and teachers makes students feel happy, & so leads to more effective learning. This relation enhances students' motivation & so facilitates self-directed learning. Thus the skills & communication becomes developed. This enables students to build up a harmonious relationship in dealing with others. We can accept the significant importance of positive relations between students and teachers.

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