



## Preface

It is with great pleasure that we present Volume 1, Issue 2 of the *Journal of Language and Culture in Education*. This issue brings together a diverse collection of research studies that reflect the journal's commitment to advancing knowledge in the areas of internationalization, technology-driven innovations, and the resolution of educational challenges in culturally varied contexts. Through these papers, we aim to inspire meaningful conversations among educators, researchers, and policymakers about the evolving landscape of education worldwide.

This issue is organized into three thematic pillars, each addressing critical aspects of contemporary education.

### Pillar 1: Internationalization and Cross-Cultural Educational Practices

This pillar highlights the transformative power of international collaboration, the integration of technology, and the emphasis on inclusivity in diverse educational settings.

Ourania Katsara's study, *Assessing the Impact of Erasmus Teaching Mobility on Internationalization in Portuguese Higher Education: A Case Study*, explores the far-reaching effects of Erasmus programs on fostering cross-border partnerships and enhancing internationalization efforts in higher education institutions.

Argyro Diamantopoulou's paper, *How Social Media Can Be Utilized in Education*, delves into the potential of social media platforms as powerful tools for facilitating innovative learning experiences and enhancing student engagement.

Lucero Stefanny Remolina Pinto's contribution, *Designing Science Teaching Materials for Kindergarten Children with ADHD for a Bilingual School*, offers valuable insights into creating inclusive and effective educational resources for young learners with diverse needs, underscoring the importance of adaptability in multicultural settings.

### Pillar 2: Technology-Driven Innovations and Language Education

In this pillar, the focus shifts to leveraging technology and data-driven methodologies to improve language education and support diverse learners.

Sabina Sultana's research, *Corpus-Driven Approaches for Advancing L2 Grammar: An Empirical Investigation*, demonstrates how corpus linguistics can be harnessed to enhance grammar acquisition in second-language learners.

In their co-authored paper, *Data-Driven Learning in EFL Grammar: Student Attitudes and Teacher Perceptions in Bangladesh*, Sabina Sultana and Rabiul Islam explore the perceptions and attitudes of both students and educators toward data-driven approaches in EFL classrooms.

Zervaki Kyriaki's study, *Empowering E-Learning: Effective Strategies for Supporting Students with Learning Difficulties*, offers practical strategies for leveraging e-learning platforms to create inclusive environments for learners with varying needs and abilities.

### Pillar 3: Educational Challenges and Solutions in African Contexts

This pillar addresses pressing educational challenges faced by African societies, with a focus on value-based education, dropout reduction, and improved teaching strategies.

The paper by Ojonugwa, D. Solomon, Apeh Hosea Abalaka, and Muraina Kamilu Olanrewaju, *Character Education and Value Re-Orientation: Quest for the Control of Insecurity in Nigeria*, underscores the role of character education in fostering societal stability and addressing insecurity through value re-orientation.

*Utilization of Innovative Monitoring Strategy for Reducing Male Dropout in Secondary Schools in Enugu State, Nigeria*, co-authored by Comfort Agbor Enwa and Charity Agede Ogar, presents an innovative monitoring approach to combat the high rates of male dropout in secondary schools, offering hope for improved retention and engagement.

Adewumi Gabriel Segun's paper, *Effect of Problem-Solving Strategy on Students' Academic Performance in Genetic Concepts in Biology in Senior Secondary Schools in Kogi State, Nigeria*, emphasizes the importance of problem-solving methodologies in enhancing academic performance in science education, presenting a pathway for achieving excellence in STEM subjects.

This issue represents a significant step forward in addressing the complexities of education across varied global contexts. The papers reflect a blend of theoretical rigor, empirical investigation, and practical application, offering valuable insights for a wide audience of educators, researchers, and policymakers.

We hope that this collection of research inspires further dialogue and collaboration in the field of language, culture, and education. We extend our heartfelt gratitude to the authors for their contributions and to our readers for their continued support of the journal's mission.

Sincerely,  
Dr Isaak Papadopoulos, International Hellenic University, Greece  
Editor-in-Chief  
*Journal of Language and Culture in Education*



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