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Transdisciplinary Integration of Geoinformatics, Educational Psychodynamics, and Digital Language Pedagogy

Dr. Ambrose Ndubuisi Ekebuike^{1*}, Dr. Jonida Bushi², Prof Jamal Assadi³

¹Department of Surveying and Geoinformatics, Nnamdi Azikiwe University, Awka

²German Language Teacher, Department of German Language, Faculty of Foreign Languages.

³The College of Sakhnin – Academic College for Teacher Education, Sakhnin.

Corresponding Author Email: Evans.ekeson@gmail.com

Abstract:

Contemporary global challenges require integrated solutions that combine technological innovation, organizational resilience, and educational transformation. This article proposes a transdisciplinary conceptual framework that brings together spatial geoinformatics, educational psychodynamics, and digital foreign language pedagogy to demonstrate how these seemingly distinct disciplines share common principles that support sustainable development. Using a conceptual literature-based approach, the paper synthesizes recent research in three complementary domains. First, it examines the contribution of geospatial technologies, including Geographic Information Systems (GIS), Global Navigation Satellite Systems (GNSS), remote sensing, and geodetic monitoring, to environmental risk assessment, land management, and sustainable infrastructure planning. Second, it explores the role of organizational communication, institutional well-being, and psychological resilience in creating effective educational environments. Third, it analyses innovative digital pedagogies—including blogging, digital storytelling, musical learning, role-playing, and other technology-enhanced teaching approaches—that promote communication, learner autonomy, and foreign language acquisition.

The analysis demonstrates that these domains are connected through common processes of continuous monitoring, evidence-based decision-making, communication, adaptation, and resilience. Recognizing these shared characteristics makes it possible to interpret physical, organizational, and educational systems within a unified transdisciplinary perspective. The principal contribution of this article is the development of an integrated conceptual framework that links geospatial technologies, educational psychodynamics, and digital language pedagogy within a common sustainability-oriented model.

This framework contributes to theoretical discussions on transdisciplinary research while offering practical implications for policymakers, educational leaders, engineers, and language educators seeking to build more resilient institutions and sustainable communities.

Keywords: *Spatial Geoinformatics; Geographic Information Systems (GIS); Educational Psychodynamics; Digital Language Pedagogy; Sustainability; Transdisciplinary Research.*

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1. Introduction:

The Transdisciplinary Imperspective

In twenty-first-century academia, separating scientific and humanistic fields often fails to address the complex issues facing modern environments and institutions. Sustainable development requires a clear understanding of the physical landscape and resilient human systems that can implement policies, foster innovation, and support psychological well-being. This paper creates a clear transdisciplinary connection among three distinct yet highly related areas of current research:

1. **Spatial Geoinformatics and Civil Infrastructure:** Examining land subsidence, deformation, and sustainable land resource management.
2. **Socio-Organizational Educational Psychology:** Assessing communication paths, workplace and academic satisfaction, and well-being in learning institutions.
3. **Applied Foreign Language Teaching:** Using modern digital tools, computer communication, and active learning strategies to develop language and communication skills.

At first glance, the technical aspects of geospatial engineering and the dynamics of a language classroom may seem completely different. However, they are linked by their dependence on communication networks, system resilience, and sustainable development. Human societies exist within a physical geography that needs to be surveyed, mapped, and protected. Meanwhile, the institutions managing these resources rely on strong organizational structures and effective communication. By looking at physical spaces alongside human psychological and communication processes, this paper illustrates how sustainable design functions in both material and social environments.

Although studies have extensively examined geoinformatics, educational psychodynamics, and digital language education separately, limited attention has been paid to the conceptual relationships among these domains. This article proposes that these fields share common principles, including continuous monitoring, evidence-based decision-making, resilience, communication, and sustainability. Rather than viewing them as independent disciplines, this paper introduces a transdisciplinary perspective in which physical systems and educational systems operate according to comparable organizational principles. This conceptual integration represents the principal contribution of the present review.

Accordingly, the purpose of this article is to develop a transdisciplinary conceptual framework that explains how geoinformatics, educational psychodynamics, and digital language pedagogy contribute collectively to sustainable development.

2. Spatial Geoinformatics, Land Surveying, and Geotechnical Risk Mitigation for Sustainable Development

2.1 Theoretical Framework of Geospatial Integration

Sustainable regional development needs accurate spatial data infrastructure (SDI). Traditional land surveying methods, while foundational, lack the frequency and coverage required to track changing environmental conditions like urban growth, deforestation, coastal erosion, and localized land deformation. Using modern geospatial technologies—including the Global Navigation Satellite System (GNSS), geographic information systems (GIS), and multi-spectral remote sensing—establishes a flexible framework for sustainable development (Ekebuike, 2025a).

Mathematically, geospatial data modeling involves converting points on the earth's surface into Cartesian coordinates through the standard transformation:

$$X = (N + h)\cos \varnothing \cos \lambda$$

$$Y = (N + h)\cos \varnothing \sin \lambda$$

$$Z = (N(1 - e^2) + h)\sin \varnothing$$

Where:

- N is the radius of curvature in the prime vertical,
- $\varnothing$ is the geodetic latitude,

- λ is the geodetic longitude,
- h is the ellipsoidal height, and
- e is the first eccentricity of the reference spheroid.

These precise geometric calculations form the basis for spatial analysis. By layering multi-spectral satellite images over digital elevation models (DEMs), land planners can track ecological changes over time. This method allows city planners to manage urban development without harming vital natural ecosystems (Ekebuike, 2025a).

2.2 Empirical Assessment of Ground Subsidence and Deformation: The Lokpaukwu Case Study

A key application of these geoinformatics principles is addressing geotechnical risks like ground subsidence and structural deformation. This issue is especially urgent in areas with high human activity, such as mining, blasting, and intensive farming. A notable case is Lokpaukwu town in the Umunneochi Local Government Area of Abia State, Nigeria (Ekebuike, 2025b).

Lokpaukwu has faced serious environmental stress due to heavy mining, difficult underground geology, and heavy seasonal rains. Geotechnical field assessments and satellite-based interferometric synthetic aperture radar (InSAR) observations have identified significant ground deformation and surface cracking across the area (Ekebuike, 2025b). These structural issues threaten local homes, transport routes, and farmland, underscoring the risks of unmonitored land use.

To measure these changes, researchers set up precise geodetic networks in the affected regions. Surface deformation rates are found by measuring changes in vertical displacement (Δd) over time (Δt):

$$\text{Deformation Velocity } (v) = \frac{\Delta d}{\Delta t}$$

In Lokpaukwu, ongoing tracking shows that intensive mining blasts increase natural slope instability and subsurface settling (Ekebuike, 2025b). Without constant geodetic monitoring and strict zoning laws, localized ground deformation could lead to widespread structural collapses. This case study highlights why modern geoinformatics should be seen as a necessary tool for environmental safety and regional sustainability (Ekebuike, 2025a; Ekebuike, 2025b).

3. Socio-Organizational Psychodynamics and Well-Being in Educational Institutions

3.1 Structural Communication Channels and Institutional Health

Just like physical infrastructure needs regular checks to avoid failure, social institutions require healthy communication to stay effective. Educational organizations work as complex social systems where administrative decisions, teaching methods, and student expectations continually interact. Research shows that clear communication in these networks is one of the biggest factors promoting psychological well-being and overall institutional health (Formisano & Bushi, 2026).

Poorly managed, unclear, or overly hierarchical communication can lead to high levels of stress within organizations. This often results in:

- Elevated rates of teacher burnout,
- Decreased instructional quality,
- A noticeable decline in student engagement and satisfaction,
- Increased interpersonal friction across departments.

In contrast, when schools focus on open, two-way communication, they promote collective strength and resilience. Educators who feel informed and listened to are better equipped to innovate, embrace new technologies, and support their students' academic and emotional development (Formisano & Bushi, 2026). Effective organizational communication should also be supported by systematic teacher development. Classroom observation, mentoring, and pedagogical practice create opportunities for reflective teaching and professional dialogue, strengthening both instructional quality and institutional effectiveness. Research has shown that observation-based feedback contributes to teachers' professional growth, while structured pedagogical practice enhances collaboration between mentors and pre-service teachers, ultimately improving educational quality (Tarusha & Bushi, 2024; Bushi, Tarusha, & Kristo, 2024).

3.2 Epistemological Conceptions of Learning: Functions and Representations

To create healthy educational environments, institutions must also understand how teachers and students view learning. Education is not merely a mechanical transfer of facts from teacher to student. It is a complex psychological process influenced by personal mental models and social representations (Formisano, 2024). These internal educational frameworks guide how people understand information, tackle academic challenges, and assess their own intelligence. We can categorize these frameworks into two main types:

Table 1.

Conceptual Dimension	Transmissive Representation	Transformative Representation
Primary Goal	Rote memorization and reproductive accuracy	Conceptual restructuring and critical inquiry
Locus of Control	Teacher-centered authority and rigid top-down structures	Learner-centered autonomy and collaborative discovery
Assessment Focus	Summative grading and standardized metrics	Formative assessment and real-world application
Psychological Impact	High evaluative anxiety, fear of error, and passive compliance	High intrinsic motivation, resilience, and deep engagement

When an educational institution focuses too much on a transmissive model, its culture can become stressed, risk-averse, and anxious (Formisano, 2024; Formisano & Bushi, 2026). However, moving toward a transformative model can change how mistakes are perceived. Errors no longer represent personal failures, but rather important, necessary steps in the learning journey. This learner-centred perspective is closely associated with formative assessment and self-evaluation. Rather than focusing exclusively on summative outcomes, formative assessment provides continuous feedback that enables students to monitor their own progress, regulate their learning strategies and gradually develop greater autonomy. Research conducted in foreign language education has demonstrated that formative assessment, self-evaluation and project-based learning significantly improve student engagement, critical thinking and long-term language development (Bushi & Kristo, 2021; Bushi & Aliaj, 2024; Bushi, Aliaj, & Kristo, 2024). By connecting positive communication practices with transformative teaching strategies, institutions can create strong environments that support the well-being of both staff and students (Formisano, 2024; Formisano & Bushi, 2026).

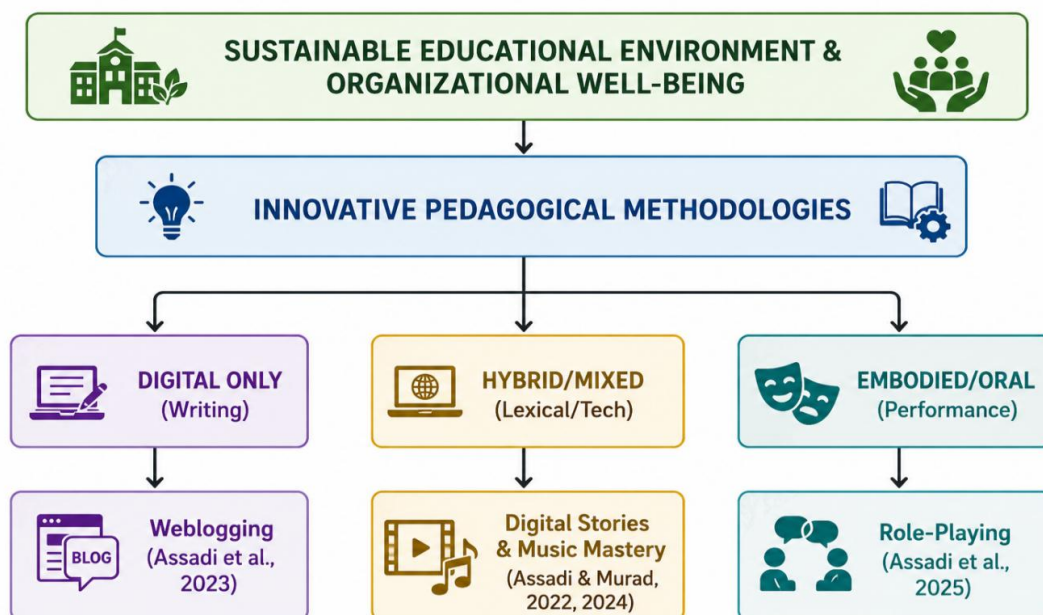


Figure 1. Innovative Pedagogies in Foreign Language Acquisition (FLA)

3.3 Digital Weblogging (Blogs) as a Driver for Written Literacy

Just as spatial technologies have changed our understanding of physical geography, digital platforms have reshaped foreign language education. Among these tools, blogging has proven to be an effective means for developing writing skills in a foreign language (Asaadi, Tariq, & Shams, 2023). Traditional writing assignments often feel artificial, as they are typically aimed at a single audience: the instructor grading the work. This can reduce writing to a mechanical task that focuses mainly on avoiding grammar mistakes.

Blogging changes this dynamic by introducing a genuine online audience. This shift turns writing into a form of true global communication (Asaadi et al., 2023). Nevertheless, blogging represents only one component of effective writing instruction. Writing competence develops through carefully designed writing strategies, explicit genre awareness and systematic formative feedback. Studies conducted in German language teaching have demonstrated that guided writing activities and authentic professional writing tasks significantly improve students' academic writing skills and communicative competence (Bushy & Likaj, 2022; Bushy & Aliaj, 2024; Bushy & Kosova, 2025).

When students write on platforms like Blogger.com, their relationship with language changes in several significant ways:

- **Audience Awareness:** Learners naturally focus more on text organization, tone, and clarity since they know their peers and a wider online community can read their posts.
- **Increased Motivation:** The public nature of blogging gives students ownership of their work, encouraging them to express complex ideas clearly.
- **Constructive Peer Feedback:** The comment sections allow for collaborative editing and discussion, making language learning a shared experience.

Studies show that while students' initial blog posts often contain errors in grammar and spelling, their writing skills improve significantly over time (Asaadi et al., 2023). This consistent growth highlights the benefits of computer-mediated communication. Blogging provides language learners a supportive environment to try out new vocabulary and improve their writing, turning a complicated cognitive task into an engaging, self-directed activity (Asaadi et al., 2023).

3.4 Interactive Digital Storytelling and Lexical Acquisition

Building on the advantages of digital writing, combining text with multimedia through Digital Storytelling (DST) creates a highly effective framework for vocabulary learning (Assadi, Murad, & Wazwaz, 2022). For language learners, mastering a wide range of vocabulary is often one of the biggest hurdles to achieving fluency. Traditional rote memorization often fails because it disconnects words from their natural contexts.

Digital storytelling addresses this issue by embedding target vocabulary within a rich, multimodal narrative that includes:

1. Written and spoken text,
2. Intentional visual imagery,
3. Relevant audio tracks or sound effects,
4. Linear narrative structures.

This mix activates multiple cognitive pathways simultaneously, which significantly improves memory retention. When a student encounters a new word alongside a descriptive image and a spoken story, their brain creates a stronger, multi-layered memory trace.

Research shows that students who learn new terms through digital stories retain vocabulary much better over the long term than those taught through traditional translation methods (Assadi et al., 2022). By rooting vocabulary in a meaningful digital narrative, DST transforms language learning from a memorization exercise into an engaging, contextual learning experience. Digital storytelling should be viewed within a broader ecosystem of technology-enhanced language learning. Other digital tools, including podcasts, blended learning environments and virtual learning applications, provide complementary opportunities for developing listening, speaking and intercultural communication skills. Integrating multiple digital environments enables teachers to address different learning styles while increasing learner motivation and engagement (Bushy, 2021; Bushy & Kristo, 2021; Bushy & Kristo, 2024).

3.5 Musical Repetition and Melodic Mastery in Vocabulary Retention

In addition to visual and digital tools, auditory learning offers another strong pathway for language acquisition, especially through music and melody (Assadi & Murad, 2024). For centuries, cultures have used song to convey histories, stories, and traditions, relying on rhyme and rhythm to preserve memories through generations. Modern cognitive linguistics supports that this approach can be very effective in the language classroom.

The educational method of **Melodic Mastery** employs structured musical repetition to help students internalize and retain complex vocabulary (Assadi & Murad, 2024). This method is effective because human working memory works well with rhythmic and melodic patterns. When new target words are set to a catchy, repetitive melody, the music serves as a structural anchor. This effect is evident when comparing standard spoken repetition with melodic practice:

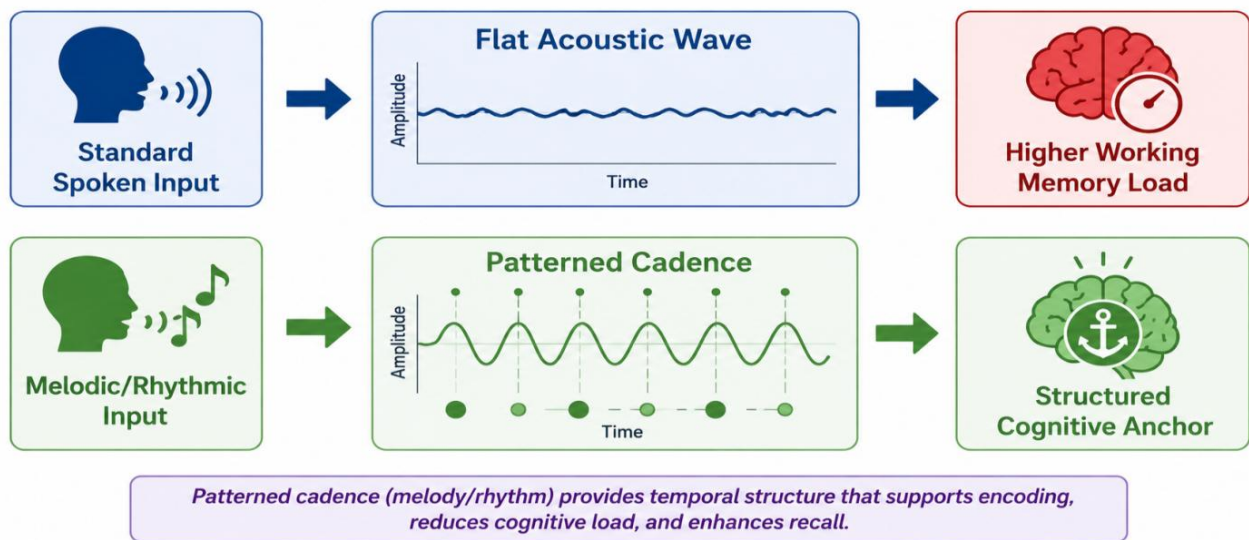


Figure 2. Melodic Mastery

This patterned cadence helps reduce the cognitive load on learners. Instead of forcing students to memorize isolated linguistic data, the musical rhythm guides the brain to organize information into memorable sequences. As a result, students can recall phrases and vocabulary much more easily (Assadi & Murad, 2024). Incorporating melodic repetition into daily lessons allows language teachers to use these natural auditory pathways, making routine vocabulary practice more engaging and effective.

3.6 Active Role-Playing and Communicative Speaking Proficiency

While writing, digital narratives, and musical tools provide a strong foundation for literacy and vocabulary, developing speaking skills needs active, real-time practice. Many language learners feel high levels of anxiety about speaking a foreign language, which can cause them to panic during conversations, even when they do well on written tests.

To help with this challenge, educators often use structured Role-Playing Simulative Frameworks (Assadi, Tareq, & Shriki, 2025). Role-playing changes the classroom dynamic from passive listening to active, immersive communication. By taking on a specific character or scenario, such as a medical appointment, a business negotiation, or a casual travel conversation, students can practice the language in a realistic setting. This method benefits oral skill development in several ways:

- **Lowered Affective Filter:** Taking on a fictional persona decreases vulnerability, helping students feel less self-conscious about making mistakes.
- **Spontaneous Language Production:** Unlike reading from a script, role-playing requires learners to listen carefully, process information quickly, and respond on the spot.
- **Functional Context:** Students learn vocabulary and grammar through practical use, helping them understand how words function in real-life social situations.

By mimicking real-life interactions, role-playing helps connect academic language exercises with actual conversational fluency (Assadi et al., 2025). It encourages students to move past rote repetition and engage in active, creative communication, which builds the confidence and skills necessary to speak effectively in various settings. The effectiveness of communicative activities is further strengthened when learners are intrinsically motivated and encouraged to assume responsibility for their own learning. Learner autonomy has consistently been identified as a key predictor of successful foreign language acquisition, while motivational factors contribute directly to learners' willingness to communicate and participate actively in classroom interaction (Bushi, 2021; Bushi & Gjetani, 2023; Bushi & Themeli, 2024).

3.7 Addressing Socio-Cultural and Institutional Challenges in Diverse Classrooms

While innovative language methods offer great potential, their success relies heavily on the social and institutional environments where they are used. Language learning does not occur in isolation; it is influenced by the broader social realities, political factors, and identity dynamics of the students. This is especially evident in multicultural or contested educational environments, such as colleges where Palestinian Arab students study within Israeli institutions (Murd, Assadi, & Al-Rassim, 2025).

In these complex settings, language learners often face challenges that go beyond simple grammar and pronunciation:

- **Sociolinguistic Anxiety:** Students may feel intense pressure in a dominant language environment, increasing their fear of making mistakes or being misunderstood.
- **Cultural Identity Negotiations:** Learning a new language can intersect with complex issues of self-identity, cultural heritage, and community ties.
- **Institutional Resource Disparities:** Differences in access to technology, digital tools, and specialized learning resources can create uneven opportunities across student groups.

Recognizing these systemic challenges is crucial for creating a fair and supportive educational environment (Murd et al., 2025). When institutions overlook these underlying pressures, even well-designed digital tools or interactive methods can fail.

To cultivate an inclusive classroom, educators need to combine effective teaching tools with a deep understanding of their students' cultural backgrounds. This approach ensures that every learner feels safe and supported enough to participate and succeed (Formisano & Bushi, 2026; Murd et al., 2025). Achieving these objectives also requires curriculum innovation. Contemporary foreign language programmes increasingly integrate intercultural competence, business communication, professional terminology and authentic workplace scenarios in order to respond to changing labour market demands. Curriculum development therefore becomes an essential component of sustainable language education, connecting linguistic competence with professional and intercultural skills (Bushi & Neçaj, 2024; Kristo & Bushi, 2024; Bushi & Kristo, 2023; Bushi & Kristo, 2025).

4. Comparative Transdisciplinary Analysis: Systems Resilience and Sustainable Progress

4.1 The Parallel Architecture of Physical and Social Systems

At the heart of this transdisciplinary study is a crucial insight: the principles that govern physical geography and human systems share a similar structural framework. Whether examining a physical landscape or a human organization, long-term sustainability relies on ongoing monitoring, structural balance, and clear communication. We can connect these deep structural links across all three areas explored in this research:

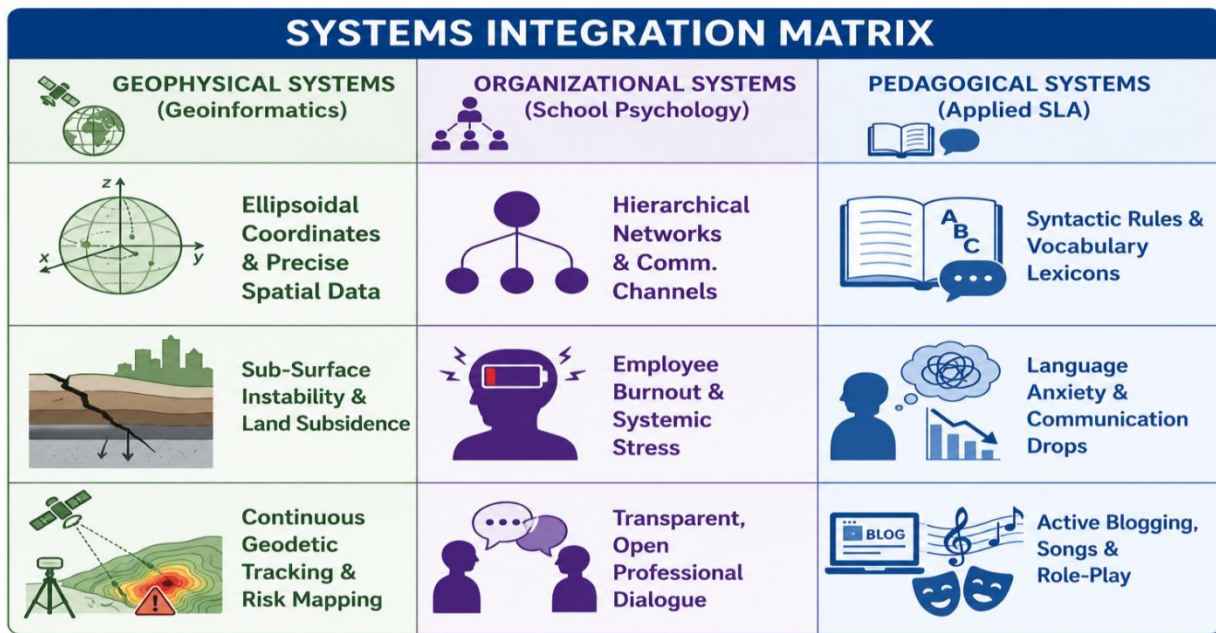


Figure 3. Systems integrstion matrix

This structural alignment reveals that system failures look quite similar across different domains. For example, when a mining operation in Lokpaukwu ignores underground geological pressures, the land becomes unstable, damaging the surface infrastructure (Ekebuike, 2025b).

Similarly, when a school administration overlooks the social and psychological pressures affecting its staff, the institutional culture deteriorates, resulting in high teacher burnout and declining student performance (Formisano & Bushi, 2026). In both scenarios, preventing a collapse requires the same key solution: moving from reactive measures to creating proactive, data-driven systems for ongoing monitoring and support.

Table 2.

Common Principle	Geoinformatics	Educational Organizations	Language Teaching
Monitoring	GNSS, GIS	Institutional evaluation	Formative assessment
Communication	Spatial information	Organizational communication	Classroom interaction
Adaptation	Risk mitigation	Institutional resilience	Learner autonomy
Sustainability	Environmental protection	Teacher well-being	Lifelong learning

The comparison demonstrates that despite disciplinary differences, all three domains rely on continuous monitoring, adaptive decision-making and sustainable development. This shared structure constitutes the central transdisciplinary argument of the present article. The comparison also indicates that resilience emerges through similar mechanisms across all three domains. In geoinformatics, resilience depends on continuous spatial monitoring and early risk detection. Within educational organizations, it relies on transparent communication and institutional support. In foreign language education, resilience develops through learner autonomy, formative assessment, and adaptive pedagogical strategies. Although these mechanisms operate in different contexts, they collectively illustrate how sustainable systems evolve through continuous feedback and informed decision-making.

4.2 Synthesizing Technology, Psychology, and Language for Future Progress

Encouraging students to participate in scientific research, interdisciplinary projects and innovation activities contributes to critical thinking and lifelong learning. Previous studies have demonstrated that students perceive research engagement as an important component of higher education quality and academic development (Bushi et al., 2024; Kristo et al., 2024). Integrating these fields creates powerful opportunities for collaborative research and problem-solving. For example, the precise data mapping tools used

in geoinformatics can be applied to social and educational analysis. Researchers can utilize GIS mapping to visualize educational access, tracking variations in resource allocation, language performance, and student well-being across different regions. Beyond technological integration, sustainable educational systems should also foster research-oriented learning environments.



Figure 4. GIS mapping

By linking spatial data with human metrics, policymakers can identify underserved communities, observe regional trends in institutional stress, and allocate educational resources precisely where they are needed most. Ultimately, true sustainability calls for balanced progress in both our physical and social environments. By merging advanced technology, educational psychodynamics, and effective communication strategies, we can create resilient institutions and vibrant, sustainable communities for the future.

The proposed framework has practical implications for several stakeholder groups. Educational policymakers may integrate spatial and educational data to support equitable resource allocation. School leaders can strengthen institutional resilience through transparent communication and systematic professional development. Language teachers may combine digital pedagogies, formative assessment and collaborative learning strategies to enhance learner engagement. Finally, interdisciplinary cooperation among engineers, psychologists and educators may contribute to more sustainable educational ecosystems.

5. Limitations and Future Directions

This study is conceptual and therefore does not provide empirical validation of the proposed framework. Future research should examine whether the identified relationships between geoinformatics, organizational communication and digital pedagogy can be confirmed through quantitative and qualitative studies conducted in different educational contexts. Comparative international studies would further strengthen the proposed model and evaluate its applicability across diverse institutional settings.

6. Conclusion

This research highlights the value of a transdisciplinary perspective in addressing the complex and interconnected challenges faced by contemporary societies. By bringing together geoinformatics, educational psychodynamics, and digital foreign language pedagogy, the paper demonstrates that sustainable development depends not only on technological innovation but also on resilient institutions and effective educational practices.

The first section illustrates that safeguarding the physical environment requires advanced geoinformatics tools capable of monitoring environmental hazards such as land subsidence and supporting evidence-based planning for sustainable infrastructure development (Ekebuike, 2025a; Ekebuike, 2025b). These technologies provide accurate spatial information that enables policymakers and engineers to anticipate risks, allocate resources more efficiently, and strengthen environmental resilience.

The second section emphasizes that sustainable physical systems cannot function effectively without equally resilient human organizations. Educational institutions rely on transparent communication, collaborative leadership, and psychological well-being to create environments that support both educators and learners (Formisano, 2024; Formisano & Bushi, 2026). Furthermore, learner-centred approaches, formative assessment, self-evaluation, and continuous professional development contribute to stronger educational systems by fostering autonomy, motivation, and long-term learning outcomes.

The third section demonstrates that preparing individuals for global collaboration requires innovative pedagogical approaches that extend beyond traditional language instruction. Digital blogging, storytelling, musical repetition, role-playing, and other technology-enhanced learning environments create authentic opportunities for communication, collaboration, and intercultural competence while increasing learner engagement and confidence (Asaadi et al., 2023; Assadi et al., 2025).

More importantly, the integration of these three domains reveals a common set of underlying principles. Despite their disciplinary differences, geoinformatics, educational psychodynamics, and digital pedagogy all rely on continuous monitoring, effective communication, adaptive decision-making, resilience, and sustainable development. Recognizing these shared characteristics allows researchers to move beyond disciplinary boundaries and develop more comprehensive approaches to solving complex societal and educational challenges. The principal contribution of this article lies in proposing a conceptual transdisciplinary framework that connects physical, organizational, and educational systems through these common principles. Rather than viewing these fields as independent areas of research, the paper demonstrates how knowledge generated in one domain can inform innovation and sustainable practices in another. This integrated perspective contributes not only to theoretical discussions on transdisciplinary research but also offers practical implications for educational leaders, policymakers, and language educators seeking to build more resilient and sustainable learning environments.

Finally, although this article is conceptual in nature, it provides a foundation for future empirical research. Further studies should validate the proposed framework across different educational and cultural contexts, investigate the relationship between technological innovation and organizational resilience, and explore how emerging digital technologies can further strengthen sustainable educational ecosystems. By integrating insights from geospatial engineering, educational psychodynamics, and applied linguistics, future research can contribute to the development of evidence-based policies and innovative educational practices that support both human well-being and sustainable global development.

Ultimately, the framework proposed in this study may serve as a foundation for future interdisciplinary collaborations seeking to integrate technological innovation, organizational resilience, and educational transformation within a common sustainability agenda.

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