

ORLY KAYAM
CURRICULUM VITAE

1. Personal Information

Address: Kedem 34, Shoham, Israel 6082634

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2. Higher Education

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|-------------|--|
| 1990 – 1993 | Bar-Ilan University
Department of Hebrew Language and School of Education
Hebrew Language and Educational Administration (B.A.)
Granted - 1993 (<i>summa cum laude</i>) |
| 1993 – 1995 | Bar-Ilan University
Educational Administration And Teaching Certificate For Hebrew
Language and Literacy. Granted - 1995 (<i>cum laude</i>) |
| 1995 – 2000 | Bar-Ilan University
Hebrew Language and Rhetoric (Ph.D.)
Granted - 2000 (<i>summa cum laude</i>).
Received three year research grant for excellency. |

3. Academic Ranks and Tenure in Institutes of Higher Education

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| 2012 - Present | Wingate Academic College
Lecturer |
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4. Offices in Academic Administration

- 2001 - Present Wingate Academic College
Director of the Pre-Academic Preparatory Programs under the auspices of the Ministry of Education and the Ministry of Defence's Fund for Discharged Soldiers.
In my capacity as Director, I am entrusted with providing a second chance to discharged soldiers, special populations and students with learning disabilities to complete their education and matriculation exams (Bagrut), in order to continue to higher education.
- 2009 - Present Wingate Academic College
Coordinator of Linguistic Studies at the college
Established and directs the Literacy Center
Established and directs the Center for Psychometric Courses
- 2010 - Present Wingate Academic College
Established and directs the Learning Disabilities Center with funding from the National Insurance.
- 2015 - Present Wingate Academic College
Established and directs the project for the educational advancement of combat soldiers.

Responsible for testing, exemptions and instruction of Hebrew studies for retaining academics.

Member of various internal committees at the Wingate Academic College: external studies, acceptance committee, discipline committee. Also was a Master of Ceremonies at the 70th anniversary of the establishment of the Wingate Academic College.
Member of three academic forums in Mofet: (1) Hebrew language (2) Learning disabilities and special needs (3) Students of Ethiopian descent.

5. Participation in Scholarly Conferences

5a. International Conferences

<u>Date</u>	<u>Conference</u>	<u>Subject of Lecture / Discussion</u>
May 22-25, 2016	2016 New York City International Conference on Education & Social Sciences. Kimmel Center, New York University, New York	“Integrating Students with Physical Disabilities in Academia: A Case Study”
June 16-18, 2016	Semiosis in Communication Conference. Bucharest, Romania	“Humor Has Its Own Language”
May 18-12, 2015	17 th Annual International Conference of Education. Athens, Greece	“The Language of Obama: A Rhetorical Analysis”
May 7-9, 2014	Conference of Language, Literature and Culture (LLCE 2014). Nitra, Slovakia	“An Examination of Political Rhetoric”
July 18-21, 2013	The European Conference on Language Learning (ECLL) Brighton, UK	“Teaching Public Speaking based on the Rhetoric of Barack Obama”

5b. Israeli Conferences (in Hebrew)

<u>Date</u>	<u>Conference</u>	<u>Subject of Lecture / Discussion</u>
June 11-15, 2015	20 th International Symposium of Adapted Physical Activity. Endorsed by the International Federation of Adapted Physical Activity (IFAPA) Wingate, Netanya, Israel	“Integrating Students with Physical Disabilities in Academia: A Case Study”
April 9, 2013	Opening Doors - The 2 nd Conference for Teachers and Lecturers for Learning Disabilities Mofet Institute, Israel	Director of the third forum - “Opening Doors- Successful Learning: LD Teachers”

December 10-11, 2012	International Education Conference on Teacher Education and Musical Education to Celebrate 100 years of Research, Innovation and Discourse in Education. Levinski College of Education Dan Panorama, Tel Aviv, Israel	“Barack Obama’s Campaign Rhetoric”
Nov 17, 2011	Forum of Hebrew Language College Department Chairpersons Mofet Institute, Israel	“Wordplay for Israeli Holidays”
Feb 10, 2011	Forum of Hebrew Language College Department Chairpersons Mofet Institute, Israel	“Rhetoric on the Scales of Justice”
Jan 23, 2011	Forum of College Coordinators for Students of Ethiopian Descent Mofet Institute, Israel	“Ethiopian Students’ Patterns of Integration into Israeli Society, According to Barry’s Integration Model”

5c. Conferences Before Last Promotion (in Hebrew)

<u>Date</u>	<u>Conference</u>	<u>Subject of Lecture / Discussion</u>
2010	Conference of Language and Rhetoric Mofet Institute, Israel	“Soccer Commentators Uses of Rhetoric during the 2010 FIFA World Cup”
2009	Forum of Language Coordinators of Academic Institutions Mofet Institute, Israel	“A Study of Comparative Linguistics - The Rulings of Supreme Court Justices”
2008	Administrative Workers Conference Maalot, Israel	“Communication: Rhetoric, Reason and Body Language”
2004	5th Oranim Conference Oranim, Israel	“Israeli Soccer Commentators’ Rhetoric”
2003	Directors Conference Ramat Gan, Israel	“The Magic of Rhetoric - Secrets of the Art of Persuasion”

1999	Forum of Language Coordinators of Academic Institutions Mofet Institute & Levinsky College, Israel	“Theory of Rhetoric and Reason”
1999	Conference of Young Researchers in Judaic Studies and the Humanities Bar-Ilan University, Israel	“The Rhetorical Language of Supreme Court Justices”
1998	International Sociolinguistics Conference Haifa University, Israel	“Legal Rhetoric and Reason - A Linguistic Study Comparing the rulings of Justice Cheshin and Justice Dorner in the Kidum affair”
1997	1 st Scientific Conference of Discourse Research Bar-Ilan University, Israel	“Persuasion in the Language of Supreme Court Justices”
1996	Scientific Seminar on Discourse Analysis in Modern Hebrew Bar-Ilan University, Israel	“Unique Legal Civil and Criminal Rulings”
1994	Scientific Seminar on Modern Hebrew Ben-Gurion University, Israel	“Brand Name Creation in the Israeli Communications Market”
1991	Scientific Seminar of Biblical Hebrew Bar-Ilan University, Israel	“A Discussion of Isaiah - A Comparison Between the Dead Sea Scrolls and the Classic Biblical Version”

6. Journal and Conference Reviewer / Editorial Board Member

<u>Year</u>	<u>Role</u>	<u>Journal / Conference</u>
2011	Reviewer	<i>Hebrew Higher Education (HHE)</i>
2014	Editorial Board Member	The Athens Institute for Education and Research
2014	Reviewer	<i>Hebrew Linguistics</i> , Bar-Ilan University
2015	Editorial Board Member	<i>Hed Ulpán</i> , Ministry of Education
2015	Editorial Board Member	<i>Gadish</i> , Ministry of Education

2015	Reviewer	<i>Humor Online</i> scientific journal for humor research
2015	Reviewer	<i>International Education Studies</i>
2015	Reviewer	<i>Studies in Language and Society</i> , Israeli Institute for Studies in Language and Society
2016	Reviewer	<i>Studies in Higher Education</i>
2016	Proposal Evaluator	The 43 rd annual conference of the Israeli Union of Practical Linguistics
2016	Editorial Board Member	<i>International Journal of Language, Literature and Culture in Education</i>

7. Teaching Positions in Academic Institutions

Years	Course	Institution	Type	Level
1989-1994	Academic Writing	Levinski College of Education	Lecture	B.A.
1989-1994	Academic Literacy	Levinski College of Education	Lecture	B.A.
1989-1994	Hebrew Language	Ahva College	Lecture	B.A.
1989-1994	Academic Writing	Ahva College	Lecture	B.A.
1995-2000	Rhetoric & Logic of Law Verdicts	Bar-Ilan University	Lecture	B.A. & M.A.
1995-2000	Persuasive Rhetoric	Bar-Ilan University	Lecture	M.A.
1995-2000	Modern Texts	Bar-Ilan University	Lecture	B.A.
1995-2000	Syntax	Bar-Ilan University	Lecture	B.A.
1995-2000	Grammatical Vocalization and Punctuation	Bar-Ilan University	Lecture	B.A.
2001-Present	Hebrew Language	Wingate Academic College	Lecture	B.A.
2001-Present	Academic Writing and Text Analysis		Lecture	B.A.

8. Miscellaneous

8a. Guest Lectures [in Hebrew]

1. "Public Speaking and Body Language". Overseas Tour Group Leader course, Ministry of Tourism. Wingate Academic College, 2010.
2. "Rhetoric and Demagogy: Secrets of the Art of Persuasion". Overseas Tour Group Leader course, Ministry of Tourism. Wingate Academic College, 2011.
3. "The Enigma of Donald Trump - A Rhetorical Analysis of the 2016 Republican Candidate for President of the United States of America. Language Forum, Wingate Academic College, October 2016.

8b. Radio & Media Broadcasts

1. "The Enigma of Donald Trump", Galei Zahal, February 2016
Link: <http://player.glz.co.il/Player.aspx?FixedPoster=true&FixedPosterName=GLZAOD.jpg&ClipID=160228-17&Type=aod&Width=300&Height=200>
2. "The Rhetoric Phenomenon of Donald Trump", Interviewed by Kalman Libeskind on Radio Galei Israel, March 01, 2016.
Link: <https://soundcloud.com/galey-israel/01-03-16a-1> (starting 34:12)
3. "The Way Trump Broke the Rules", Interviewed by Dr. Yizhak Ben-Gad on Radio 90FM, November 10, 2016
Link: <https://soundcloud.com/radio90-236492672/89a> (starting 22:15)
4. "Changes in Iranian Leadership Rhetoric", interviewed by Orly & Guy's morning show, Channel 10. September 25, 2013.
5. "Rhetoric Applications of Soccer Commentators During the FIFA World Cup 2010", Interviewed by Geula Even during the World Cup broadcast, Channel 1, July 2010.

8c. Community Involvement

1. Active in local politics in the town of Shoham in "Lev Shoham" and "Shoham Betnufa" organizations.
2. Member of the education and culture committees of the local council of Shoham.
3. Active member of parent-school involvement committees in Shoham.
4. Volunteer speaker on rhetoric and public speaking in several schools across Israel.
5. Established the debate club at Wingate Academic College, which participated in the 2013 ASA games.

6. Works with populations with special needs (supervising, tutoring, supporting and contributing on a volunteer basis).
7. Volunteers with "Medical Friends", a support group for people undergoing rehabilitation at Tel Hashomer Hospital.

PUBLICATIONS

A. Ph.D. Dissertation

1. **Kayam, O.** (2000). "Rhetoric Features in Legal Language" [in Hebrew] PhD thesis. Bar-Ilan University.

B. Authored Books – Published

Before last promotion:

1. **Kayam, O.** (2011) *Rhetoric on the Scales of Justice: Reference book on the linguistic-rhetoric of Supreme Court rulings* [in Hebrew], Tel Aviv: Asef.

See recommendation from President of the Supreme Court, Justice Asher Grunis:

https://docs.google.com/file/d/0B_QuECR7FljNSDIPZzBoSzI5bE0/edit?usp=sharing

See recommendation from Deputy President of the Supreme Court, Justice Eliezer Rivlin:

https://docs.google.com/file/d/0B_QuECR7FljNNmJBNUo2dWFYdWc/edit?usp=sharing

After last promotion:

2. **Kayam, O.** (2013) *Obama's Message: An Examination of Political Rhetoric*, Lambert Academic Publishing.
3. **Kayam, O., Hirsch, T.** (2016). *FLP - Family Language Policy, A Collection of articles providing a glimpse into the Israeli experience through a sociolinguistic lens*, Lulu Publishing.

C. Articles in Refereed Journals – Published

C.1. Before last promotion:

Hebrew Publications:

1. **Kayam, O.**, Livnat, Z. (2004). "Quotation as a Rhetorical Device in Israeli Court Judgment." [in Hebrew], *Hebrew Linguistics*, Vol. 54, pp. 37-53, Bar-Ilan University. **[Google Scholar Citation - 5]**
2. **Kayam, O.**, Kaufman, H. (2005). "The Emotive Rhetoric of Israeli Soccer Commentators." [in Hebrew], *Betnuah*, 7, 3-4, pp. 224-253, Zinman College of Physical Education and Sport Science at the Wingate Institute.
3. Talmor, R., **Kayam, O.**, (2006). "To What do Learning Disabled Students in the Pre-Academic Preparatory Program Attribute Their Academic Success." [in Hebrew], *ISEI Issues in Special Education & Inclusion*, 21, (2) pp. 45-57, Haifa University.
4. Talmor, R., Sharon, A., **Kayam, O.** (2009) "A Qualitative Study of Teachers Attitudes Regarding Special Needs Students and Regular Students" [in Hebrew], *ISEI Issues in Special Education & Inclusion*, 25 (1), pp. 25-40. Haifa University.
5. Talmor, R., Sharon, A., **Kayam, O.** (2009). "Comparative Study of Teachers Attitudes Regarding Special Needs Students and Regular Students - Quantitative Research." [in Hebrew], *ISEI Issues in Special Education & Inclusion*, 24:2, pp.21-30. Haifa University.
6. Talmor, R., **Kayam, O.** (2009). "Attitudes of Students of Education Regarding Mainstreaming – Survey of the Literature." [in Hebrew], *ISEI Issues in Special Education & Inclusion*, 25(2), pp. 19-33. Haifa University.
7. Shoval, E., Talmor, R., **Kayam, O.** (2009). "The Concept of Coherency in Teaching – Forging an Idea from Professional Literature, A Case Analysis and Discussion with Experts." [in Hebrew], *International Journal of Qualitative Studies in Education*, Vol. 24 (2), pp. 1-21.
8. Talmor, R., **Kayam, O.** (2010). "Teachers' Changing Attitudes Towards Special Needs Students and Mainstreaming." [in Hebrew], *ISEI Issues in Special Education & Inclusion*, Vol. 26 (1), pp.5-22, Haifa University.
9. **Kayam, O.**, Abu-Penneh, M. (2010). "Rhetoric in Sports Journalism in the Hebrew and Arabic Press in Israel." [in Hebrew], *Mayim Medaliyav*, Special Edition, 22-23, pp.435-483. Lifshitz College.

English Publications:

10. **Kayam, O.**, Kaufman, H. (2011). "Rhetoric in Israeli Sports Journalism." *HHE – Higher Hebrew Education* Vol. 14, pp. 327-355. **[Google Scholar Citation - 2]**

C.2. After last promotion:

Hebrew Publications:

11. **Kayam, O.**, Sover, A. (2013). "Humor as a Rhetorical Device in Public Discourse and the Speeches of Barack Obama" [in Hebrew] *Humor M'kuvan* scientific journal for humor research, Vol. 2, pp. 43-60.

English Publications:

12. **Kayam, O.**, Galily, Y. (2012). "Freedom of Speech? Israeli Supreme Court Ruling 606/93 – Kidum Initiative Inc. versus the Israel Broadcasting Authority. A Rhetorical Language Analysis." *Psychology of Language and Communication*, Vol. 16, No. 1, pp. 67-78. **[Google Scholar Citation - 1]**
13. **Kayam, O.**, Hirsch T., Galily, Y. (2012). "Linguistic Landscape: Investigation of Linguistic Representations of Cape Town". *International Journal of Linguistics*, Vol. 4, Issue 2, pp. 71-77. **[Google Scholar Citation - 8]**
14. **Kayam, O.**, Hirsch, T. (2012). "Using Social Media Networks to Conduct Questionnaire Based Research in Social Studies Case Study: Family Language Policy". *JSR- Journal of Sociological Research*, Vol. 3, Issue 2, pp. 57-67. **[Google Scholar Citation - 7]**
15. **Kayam, O.**, Galily, Y. (2012). "The Road to Success: An examination of the emotive rhetorical devices appearing in Barack Obama's campaign speeches leading up to his inauguration". *Language and Communication Quarterly*, Vol. 1(2), pp. 144-168. **[Impact Factor: 1.24] [Google Scholar Citation - 2]**
16. **Kayam, O.**, Hirsch T. (2012). "Family Language Policy of the English Speaking Immigrant Community in Israel: Families with Young Children and their FLP Planning and Management, and Outcomes". *International Journal of Linguistics*. Vol. 4 (4), pp. 622-635. **[Google Scholar Citation - 4]**
17. **Kayam, O.**, (2012). "The Rhetorical Structure of Argumentative Discourse as Expressed in Israeli Supreme Court Verdicts". *International Journal of Public Administration and Governance*, Vol. 2 (4), pp. 144-163.
18. Talmor R., **Kayam O.**, Shoval E., Galily Y. (2013). "Success IS a Choice- Explaining Success in Academic Preparation Programs in Israel", *Journal of Comparative Research in Anthropology and Sociology*, Vol. 4, No. 1, pp. 141-151.
19. Galily, Y., **Kayam, O.**, Bar-Eli, M. (2013). "Effectiveness of Classification Measures in Predicting Achievement in the Israel Defence Forces - Fitness

- Instruction Trainers Courses as a Case Study”. *Sport Science Review*, 5-6, pp. 145-172.
20. **Kayam, O.**, Hirsch, T. (2013). “Family Language Policy, Language Practice, Motivation, and Planning among Israeli Arab Students in Wingate’s Preparatory Program”. *International Journal of Education*. 5(2), pp. 144-154.
 21. **Kayam, O.**, Talmor, R. and Galily, Y. (2013). “Preparation for Life? Ethiopian Immigrant Student in a Matriculation Preparatory Program in Israel”. *International Journal of Education and Culture*. 2(1), pp. 16-34. **[Google Scholar Citation - 1]**
 22. **Kayam, O.**, Hirsch, T. (2013). “Israel’s English Speaking Immigrant Parents’ Family Language Policy Management: Language in the Education Domain”. *International Journal of Linguistics*, 5(1) pp. 320-331. **[Google Scholar Citation - 3]**
 23. **Kayam, O.** (2013). “Heritage Language Maintenance among Native English Speakers Living in Israel” Case Study No. 2. *JSR - Journal of Sociological Research*, Vol. 4, No. 2, pp. 308-317. **[Impact Factor: 0.669] [Google Scholar Citation - 2]**
 24. **Kayam, O.**, Galily, Y., Sover, A. (2014). “Humor, Media and the Public Discourse: A Case Study of Humor and Politics”. *French Journal for Media Research*. pp. 1-16. **[Google Scholar Citation - 1]**
 25. **Kayam, O.**, Hirsch, T. (2014). “Acculturative Experiences of the English-Speaking Immigrants and Repatriates in Israel”. *Issues in Social Science*. Vol. 2. No. 1, pp. 21-30. **[Google Scholar Citation - 1]**
 26. **Kayam, O.** (2014). “The Second Generation – Heritage Language Maintenance – Native English Speakers Living in Israel – Case Study No. 3”. *Journal of Sociological Research*, Vol. 5, Issue 1, pp. 18-23. **[Impact Factor: 0.669]**
 27. **Kayam, O.**, Galily, Y. (2014). “Dry or Picturesque? The Use of Figurative Language in Israeli Supreme Court Verdicts” *Human Affairs*, Vol. 24, Issue 2, pp. 269-280. **[Impact Factor: 0.19]**
 28. **Kayam, O.**, Hirsch, T. (2014). “Socialization of Language through Family Language Policy – Case Study No. 1”. *Psychology of Language and Communication Journal*, Vol. 18, No. 1, pp. 53-66. **[Google Scholar Citation - 2]**
 29. **Kayam, O.** (2014). "Ethiopian Jewish Men: Language and Culture". *European Journal Of Business and Social Sciences* Vol. 3, Issue 5, pp. 1-11.
 30. **Kayam, O.** (2014). “From the DNC to Normandy – Obama’s use of Narrative in Ten Speeches 2004-2014. *Language and Communication Quarterly*. Volume 3, Issue 4, pp. 153-164. **[Impact Factor: 1.24]**

31. **Kayam, O.** (2014). "Transformative Rhetoric – How Obama Became the New Face of America – A Linguistic Analysis". *Journal of Language and Cultural Education*. Volume 2, Issue 2, pp. 233-250. **[Google Scholar Citation - 1]**
32. **Kayam, O.** (2015). "Difficulties Linked to Hebrew Language among Immigrants in Israel". *Journal of Literature and Art Studies*. Volume 5, Issue 4, pp. 266-270.
33. **Kayam, O.** (2016). Language and Culture. *Studies in English Language Teaching*. Volume 3, No. 4, pp. 500-508.
34. **Kayam, O.** (2016). Public Discourse of Ethiopian Israelis in the Media. *French journal for Media Research*. 6/2016 pp. 144-160.

Accepted for publication:

35. **Kayam, O.** (2016). A Rhetorical Change that Changed Reality: Rouhani vs. Ahmadinejad in the UN. (33 pages). *Accepted for publication. Journal of Language and Dialogue*. Volume 2. **(Impact Factor: 0.135, ranked 146/663 in Literature and Literary Theory).**

Submitted for publication:

36. **Kayam, O.** (2016). "The Readability and Simplicity of Donald Trump's Language", *Political Studies Review*. **(Impact Factor: 1.21, Ranked ,42/161 in Political Science).**

This article has been reviewed by three reviewers and after being revised in accordance with the reviewers' favorable comments, it was re-submitted to the journal's editorial board.

J. Other Works Connected with my Scholarly Field

Teaching Materials

1. **Kayam, O.** (1995). "Preparation for Tests" Instruction booklet and preparation for the matriculation exam in Hebrew language.
4. **Kayam, O.** (2004). "Syllabus for new immigrant students who do not have a matriculation degree". Wingate Academic College.
5. **Kayam, O.** (2010). "Instruction booklet #9 language games for Israeli holidays" Wingate Academic College.
6. **Kayam, O.** Ed. (2010). "Beginners booklet B – exercises in literacy and analysis of texts for remedial courses at Wingate Academic College".
7. **Kayam, O.** Ed. (2010). "Beginners booklet A – exercises in literacy and analysis of texts for remedial courses at Wingate Academic College".
8. **Kayam, O.** Ed. (2010). "New syllabus in Hebrew language and literacy for students at Wingate Academic College".
9. **Kayam, O.** (2013). "Academic literacy course for subject teachers at Ariel University".
10. **Kayam, O.** (2015). "Syllabus for Hebrew language course for retraining academics at Wingate Academic College".

L. Summary of my Activities and Future Plans

As an expert in the field of language and rhetoric, my primary research focuses on the rhetoric of contemporary political world leaders and shows the power rhetoric has on transforming reality. My goals are to identify effective rhetorical strategies which led to changes in the real world, explore new trends in political rhetoric and examine the changes in contemporary political rhetoric and the influence of social networks, such as Facebook and Twitter.

Starting with President Barack Obama, my research shows the advantages of his unique personal narrative to connect with his audience, inspire them and advance his agenda. Moving to President-Elect Donald Trump, my findings reveal a radical change in American political rhetoric. A series of studies I am currently conducting explore his phenomenal success, from a rhetorical (linguistic) perspective. A quantitative analysis

shows the simplicity and low readability level of his language. A qualitative research of his presidential primaries campaign uncovers the rhetorical strategies he uses. I identify a new overall rhetorical strategy that aims at modeling Trump as a “non-politician”, someone who denounces the traditional rules of politics, says whatever is on his mind, without conforming to political correctness. I name this strategy the “Anti-Politically Speaking Strategy” (this article is in its final preparation stage). I also show that this rhetorical strategy is in accordance with the current growing trend in world politics of Anti-Intellectualism. I am currently exploring Trump's extensive use of social media, especially Twitter, and examining its effect on his rhetoric.

Another aspect of transformative rhetoric is revealed in a study I conducted on Iran’s messages delivered to the international community in the UN. The findings of this study, which compares speeches given by Mahmoud Ahmadinejad in the UN to those given by his successor Hassan Rouhani, suggest that the signing of the historic nuclear deal between Iran and the West in 2015, was largely possible due to the new moderate, modern and rational rhetoric adopted by Rouhani.

A different angle of my research in language and rhetoric is a study I am conducting on popular music. The study includes an analysis of the most frequently used words of the top 10 American hit songs of each year in the last 50 years (a total of 500 songs). The aim is to shed light on popular words, trends, social and cultural changes.

Simultaneously, as director of the Pre-Academic Preparatory Programs at the Wingate Academic College and as the founder and director of the Learning Disabilities and Physical Disabilities Support Centers, I feel obliged to share the longtime experience I have working with physically disabled students. Therefore, I am exploring the experiences of four students with physical disabilities who are (or were) trained in the regular training program for Physical Education (PE) teachers through in-depth open-ended interviews with them, with their academic teachers, with their tutors, with their fellow-students and with pupils and PE teachers of schools where they have been

conducting their teaching experience lessons.

The aim of this research is threefold: (a) to explore the difficulties encountered by these students during their academic studies and suggest ways and adjustments that can improve their inclusion in the regular training program for PE teachers; (b) to examine the influence of PE teachers with physical disabilities on able-bodied pupils; and (c) to examine the influence of students with physical disabilities on the abled-bodied students who study with them.

I am certain that this research will benefit the Wingate Academic College (and other colleges for training PE teachers) in making it accessible to every student who wishes to become a PE teacher. Moreover, the research findings can help develop better inclusive programs and encourage the education system to play a proactive role in raising disability awareness and reducing inequalities within society.