Throughout the negotiation, try to determine what you believe to be an acceptable outcome for the other party. It may be a combination of different things .Understanding the other side's priorities is just as important as understanding your own, so figure out what you would do if you were in his shoes. When constructing your offers, attempt to satisfy some of his priorities if doing so doesn't weaken your overall position. Be prepared to give up the little things in exchange for the big things you don't want to concede. Know your limits and how far you're willing to go on all aspects of the deal.

During negotiating try to be calm, self-confident, honest and flexible. Don't become upset if you fail for any failure is just a chance to start again, only this time, more wisely.

Knowing all these tips of successful negotiations can help you to prosper not only in the sphere of business or management but in personal life too. Realizing this fact can definitely need to success in all spheres of life.

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## PROBLEM-BASED LEARNING (PBL): ADVANTAGES AND DISADVANTAGES

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The recent changes in the system of high education make new demands to the profession teaches and to the personal characteristics of the future specialists. Profession competence is important, but the development of flexible knowledge, creative abilities, self-directed learning strategies and strong motivation are also important. That induce teaches to look for new forms and techniques of classroom teaching.

Problem-based learning (PBL) is a technique of learning where the students learn about the subjects through conceptual problem solving mechanisms. Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning [1].

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary

method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. The main thread connecting these various uses is the real-world problem.

Any subject area can be adapted to PBL with a little creativity. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields [1]:

The problem must motivate students to seek out a deeper understanding of concepts.

The problem should require students to make reasoned decisions and to defend them.

The problem should incorporate the content objectives in such a way as to connect it to previous courses/knowledge.

If used for a group project, the problem needs a level of complexity to ensure that the students must work together to solve it.

If used for a multistage project, the initial steps of the problem should be open-ended and engaging to draw students into the problem.

Problem based learning was first originated from **McMaster University** and has since then spread through many parts of the world, like Europe and Asia.

PBL can have many forms according to Atherton J.S [2]. A good PBL can have the following factors:

Problems should be associated with real life problems.

Unlike the normal method learning, where students try to solve questions based on the available knowledge that they have received; In PBL, students try to solve questions without any prior knowledge, and they can find answers through exploration of several options provided by the question.

At the beginning of the learning process, problems are given to the students in the form of PBL intentionally.

Problem based learning should support studying through effective teamwork and that it should be alliance friendly, that is, the problem should be studied in such a manner that each aspect of the question should be divided among the team, so that everyone can gain from it.

The teacher becomes a coordinator who acts as a supervisor, a source guide and becomes an advisor for the students.

Problem based learning requires lots of time, and each PBL should be given time for the students to learn and participate.

PBL is most effective, if it crosses multi-disciplinary disciplines. This helps PBL to be effective in a large number of areas.

A PBL course is designed in such a way to provide students with authentic, hands-on real life problems and practices that encourage students to think outside the box.

The students are grouped together to form groups which are usually supervised by the teacher or any teaching associate from their respective departments. In traditional learning methods, pupils are often burdened by the

topics they are taught and the whole studying experience becomes boring and cumbersome. Moreover, students are expected to study and memorize topics, which do not even seem relevant to the day to day life activities. This makes studying just a mere tool for getting a job and nothing more. Students don't feel any enthusiasm towards studying and do not show any interest in taking initiative to study what is taught in the classroom. The main reason for this issue, is that there is no effective discussions going on within the classroom about the topics, and the students cannot share their ideas on how they can use a certain topic that they studied and apply it into real-life problems.

The main advantage of PBL is that it makes the whole learning experience interesting. PBL is a challenging program because they need to understand the design of the organization and how it works by the motivation of the whole team.

The information provided is really apparent, the students feel a need to search for information when they solve and discuss problems. Hence students can feel genuinely interested in learning.

So, **the advantages** of the problem-based learning are the following:

PBL replaces the traditional lectures with assistive learning, facultative mentoring, discussions and on site experience. This promotes deep learning within the individual. Hence the students' knowledge grows as more and more discussions are made.

Direct teaching is reduced. This promotes students to take up their own initiative in learning. This increases the feeling of motivation within the student. Hence, making the learning experience more interesting.

Problem based learning requires prior knowledge for the completion of problems. Hence, constant updation and revision of basic knowledge is done. This keeps the student more firm in the basic foundation about the subject.

Problem based thinking often stimulates **critical thinking**. The students try to think about the various aspects of the project rather than following what is taught through lectures. The students are persuaded to think about the how, where and why aspect of the problems introduced.

Problem based learners tend to be more skilled and competent in collecting information than traditional learners. This is because, traditional learners tend to only stick to books that are prescribed in the curriculum and they do not try to explore various sources. On the other hand, problem based learners tend to be more practical and PBL encourages them to think outside the box.

PBL is related to life based skills and practices, hence these skills can also be transferred to individuals through proper training and practices. Therefore, such skills can act as an aid in real life situations.

The problems introduced in the PBL curriculum are all open – ended questions. This gives rooms for more discussions and understanding about the concepts and more data retrieval can be done. Moreover, such questions do not have a right or wrong answer. The most suitable and feasible answers are taken into consideration. Hence, there might also be a chance to have more than one

answer for a question. This encourages the individuals to study the facts more clearly.

Another main factor of PBL is that it requires **good communication skills**. PBL increases the social skills of the individuals as it involves comparison of peer skills and also insightful discussions. There is no form of hierarchy, and all the individuals are treated as same. This also makes the students to develop their confrontational and persuasive skills.

**The disadvantages** of the problem-based learning method are the following:

A good problem-based learning design requires a large amount of time and work. It requires constant monitoring and noting down the student throughout the process. This is a bit time consuming in nature, since most of the questions asked are usually open – ended and it takes time to collect materials and information about it.

Not all teachers can be good advisors, for PBL they need dedicated, hardworking and trained facilitators. Moreover, good PBL trainers are satisfying to work with and are self – motivational for the students and fellow teachers.

Problem-based learning requires more staff and more contact hours for preparation, discussion and comparison of answers. Students and the advisors are supposed to do timely and seasonable meetings once in a while.

It is a known fact that PBL doesn't provide that much facts when compared with the traditional method, so many of the teachers are hesitant to take up this form of teaching. PBL is more suitable for subjects that do not require much prior knowledge about the subject. For example, for teaching literature or for using PBL in arts facilities.

For the PBL curriculum to be effective, it requires multiple disciplines to be integrated, so that the students can get different aspects of a situation. Hence, proper research and excessive amounts of organization is required. This makes it more time consumable and is not suitable for fast paced courses. The course also needs to be validated before presenting it before the students.

Assessing a certain student within a team is always tough for the coordinator. They have to consider different aspects such as the output obtained as whole for the team, the level of enthusiasm shown by each individual, the activeness shown by a certain student. A clear assessment criteria or a standard for marking students in a group is always important.

PBL is also difficult for institution because they have to change the course depending upon the lecturer. Since, the whole PBL curriculum is an image of their ideals and how they should train the students.

More and more coordinators are required to assess and guide students along the way and also they need people to create as many difficult situations as possible.

Problem-based learning is also an essential way of teaching because it prepares the students on how to be ready to face the outside world and how to be an effective and a valuable member of the society. This also encourages others – the public to also be a part of the experience.

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## MORPHOLOGICAL ANALYSIS AND VOCABULARY DEVELOPMENT

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The important link between the extent of one's vocabulary range and reading comprehension is well established. Incorporating direct instruction of vocabulary into the curriculum, both to adults (Folse, 2004) and children (Beck, McKeown, & Kucan, 2002; Biemiller & Boote, 2006; Nagy, Berninger, & Abbott, 2003), is proliferating. With the adult in mind, logic dictates that instruction in strategies is perhaps the most prudent use of class time.

The content of this article addresses the author's successful use of morphological analysis as a vocabulary instruction strategy among foreign born and native English speaking college preparatory students (see Bellomo, 2005). Discussed in detail is the case for prudent selection of word parts and corresponding vocabulary; also covered are specifics of the program and results of an original study.

Vocabulary strategies are techniques employed by the reader to unlock the meaning of an unknown word when encountering it in text, and/or a deliberate attempt to learn a word for the purpose of future recall. Schmitt (1997) compiled a list of 58 vocabulary acquisition strategies, and then in the form of a questionnaire, asked English language learners (ELLs) to identify from among those strategies the ones they themselves employed. Strategies that were selected were then to be rated based on their perceived helpfulness. The sample was comprised of 600 Japanese students. A total of 150 students were drawn from each of the following age groups: middle school, high school, university, and adult (professionals in language programs that were sponsored by corporations). The study was designed to "isolate changes in strategy use and perceptions as Japanese learners progress through the school system and into adult English classes" (p. 223). Broadly, the list of strategies was dichotomized between discovery strategies (n = 44) used to unlock the meaning of unknown words, and consolidation strategies (n = 14) used to commit words to memory once they had been learned. Schmitt noted that the analysis of affixes and roots was one of only a few strategies that clearly