

# THE 8<sup>th</sup> INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

მერვე საერთაშორისო კვლევითი კონფერენცია  
განათლების, ენისა და ლიტერატურის საკითხებზე



**IRCEELT-2018**

**Book of Abstracts**

April 20-21, 2018

Tbilisi, Georgia

**Partners**



Dear Colleagues;

Welcome to the 8<sup>th</sup> International research Conference on Education, Language and Literature (IRCEELT 2018)

The aim of the conference is to bring together researchers, practitioners and policy makers to discuss issues, tackle real challenges, develop professionally, share opinions, find solutions and explore opportunities in the areas of education. The conference will serve the purpose of promoting a tight link between theory and practice and explore different perspectives on the application of research findings into practice.

There are over 250 participants, experienced and well-known teachers, professors and educators from 26 different countries, such as USA, Thailand, Greece, Sweden, Turkey, Iran, Iraq, India, Israel, Jordan, Oman, Kazakhstan, Libya, Armenia, Malaysia, Pakistan, Saudi Arabia, Ukraine, United Arab Emirates, Georgia, Nigeria, Russian Federation, and South Africa.

The working language for the conference is English. Possible topics might include, but are not limited to:

|   |  |
|---|--|
| History of education                                    | Distance Education   |
| Philosophy of education                                 | Computer-Assisted Teaching   |
| Methods of teaching languages                           | Basic ethical values in education (Environment, cleaning, etc.)        |
| Classroom management                                    | Arts Education   |
| Education management                                    | Material Development in Language Teaching and education                |
| Educational psychology                                  | Nursery Education, Pre-school Education                                |
| Language education                                      | Human Resources in Education   |
| Intercultural Education                                 | Innovations and effective practices in education and language teaching |
| Language teacher education                              | Language and culture   |
| Language curriculum development                         | English, American and other literatures in English                     |
| Language teaching methodology                           | Language testing and assessment  |
| Educational Planning                                    | Language program evaluation  |
| Linguistics   | English for specific purposes  |
| Primary School Education                                | Independent / Autonomous Learning                                      |
| Environmental Education                                 | Mathematics Education  |
| Material Development in Language Teaching and education | Measurement and Evaluation in Education                                |
| Educational Technology                                  | Science Education  |
| Innovation in language teaching and learning            | Special Education  |
| Motivation and Language Teaching                        | Mobile Learning, Multi-cultural Education                              |
| Foreign Language Teaching                               | Life Long Learning   |
| Vocational Education                                    | Guidance and Counseling  |
| College and Higher Education                            |  |
| Curriculum and Instruction                              |  |
| Other New Trends in Education Related Topics            |  |

**Prof. Dr. Natela Doghonadze**  
**General Coordinator of IRCEELT Conferences**

## IRCEELT-2018

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### CONFERENCE PROGRAM

| <b>DAY 1</b>         |                              | <b>Friday, April 20, 2018</b> |            |            |  |
|----------------------|------------------------------|-------------------------------|------------|------------|--|
| <b>OPENING</b>       |                              |                               |            |            |  |
| Time Allotted        |                              |                               |            |            |  |
| 09:00 – 09:45        | Registration                 |                               |            |            |  |
| 10:00 – 11:15        | Opening Speeches             |                               |            |            |  |
| 11:15 – 12:30        | Keynote Speeches             |                               |            |            |  |
| 12:30 – 13:00        | Coffee Break                 |                               |            |            |  |
| <b>WORKSHOPS</b>     |                              |                               |            |            |  |
| 13:00 - 13:45        | Room 1                       | Room 2                        | Room 3     | Room 4     |  |
|                      | Workshop 1                   | Workshop 2                    | Workshop 3 | Workshop 4 |  |
| <b>14:00 – 15:00</b> | <b>LUNCH BREAK (60 min.)</b> |                               |            |            |  |
| 15:00 – 15:50        | Concurrent Sessions          |                               |            |            |  |
| <b>16:00</b>         | <b>Sightseeing Tour</b>      |                               |            |            |  |
| <b>20:00</b>         | <b>GALA DINNER</b>           |                               |            |            |  |

| <b>DAY 2</b>         |  | <b>Saturday, April 21, 2018</b> |            |            |  |
|----------------------|--|---------------------------------|------------|------------|--|
| <b>OPENING</b>       |  |                                 |            |            |  |
| Time Allotted        |  |                                 |            |            |  |
| 09:00 – 09:45        | Registration and Opening Speeches  |                                 |            |            |  |
| 09:45 – 11:30        | Keynote Speeches   |                                 |            |            |  |
| 11:30 – 12:00        | Coffee Break   |                                 |            |            |  |
| <b>WORKSHOPS</b>     |  |                                 |            |            |  |
| 12:00 - 12:45        | Room 1   | Room 2                          | Room 3     | Room 4     |  |
|                      | Workshop 1   | Workshop 2                      | Workshop 3 | Workshop 4 |  |
| 13:00 – 13:50        | Concurrent Sessions I  |                                 |            |            |  |
| <b>13:50 – 14:30</b> | <b>LUNCH BREAK (40 min.)</b>   |                                 |            |            |  |
| 14:30 – 15:20        | Concurrent Sessions II   |                                 |            |            |  |
| 15:30 – 14:20        | Concurrent Sessions III  |                                 |            |            |  |
| <b>16:30 – 17:30</b> | <b>Closing Ceremony (IBSU Dance Club, Songs, Lottery and Closing Speeches)</b> |                                 |            |            |  |

## ABSTRACTS

### KEYNOTE SPEECHES

#### **Applying Register Analysis to Task-Based Language Teaching**

**William J. Crawford**

Northern Arizona University, USA

Over the past 25 years, register variation research has used corpora and corpus linguistic methodologies to enhance our understanding of language use by illustrating how linguistic features co-occur and vary by reference to situational variables such as mode, topic, context, and purpose. Over this same time period, work in Task-based Language Teaching (TBLT) has provided a theoretical and empirical basis for research in Instructed Second Language Acquisition using many of these same situational variables. Within in the TBLT framework, one common approach has been to investigate the extent to which the manipulation of task variables (e.g., planning time, task type, task complexity) results in variation in performance though the use of pre-determined units of analysis such as T-units or AS-units. This talk will propose that the framework of register analysis and various associated corpus linguistic methods used in register analysis provide a promising framework for analyzing both task characteristics and language performance in TBLT research. The advantages of this approach will be illustrated by reference to various studies that have employed a register analysis approach. Future directions of research using this framework will also be proposed.

#### **Key Technologies That Are Impacting on Teaching and Learning”**

**Russel Stannard**

University of Warwick, UK

In this talk Russell will highlight some of the key technologies that teachers around the world are using in their teaching and learning. Based on a survey given to the 25,000 subscribers of his newsletter, Russell will focus on the technologies that teachers are working with and draw on examples of the types of things they are doing. It will cover areas such as feedback, assessment, flipped and blended learning. A presentation full of ideas which will also draw on some of the recent research too.

#### **Elfies at Large – Beware!**

**Peter Medgyes**

Professor Emeritus at Eötvös Loránd University of Budapest, Hungary

It is common knowledge that English has become the Lingua Franca the world over. Today the overwhelming majority of communication takes place between nonnative users of English, often in the absence of native speakers. Given this, proponents of the ELF movement, whom I call elfies in my lecture, claim that native English standards need not be followed any longer. After I have subjected this assumption to critical analysis, I conclude that teachers had better follow their own agenda and satisfy their learners' genuine needs, instead of listening to elfies – or any other researchers, for that matter.

**What Can Be Done to Make Our Schools Safer Places?"****Natela Doghonadze**Professor at the Faculty of Education and Humanities  
at International Black Sea University, Georgia

Children are our (individuals' and country's) future, the most precious thing that we have." Lack of safety in schools entails school drop-outs, parents' desire not to send the child to school, children's depressions, lack of academic achievement, unhealthy atmosphere in the community where the cases of violence occur. So safety in school, where children spend a considerable part of their time, should be an issue of state policy and not just the challenge of particular schools, parents or city governance. The situation in the USA, where things are not too good, but where, at the same time, significant measures are taken to improve the situation, and in Georgia, where no such systemic approach exists, will be compared.

**Teaching English Pronunciation: Research, Techniques, and Fun****Kevin Hirschi**

Us Embassy English Language Fellow

Learners are often intimidated to speak inside or outside of class because they are unsure of their pronunciation and believe they have an accent. They may have received little practice or purely rule-based instruction in pronunciation in their past. To address this, the presenter will demonstrate three activities that teachers can use to build confidence, train fluency, and improve accuracy of the most important sounds in English for intelligibility. Attendees can expect to learn about the needs of learners in different contexts, techniques for increasing learning, and approaches for empowering learners to assess their pronunciation and make relevant pronunciation-related priorities. A brief discussion of research in English as a Lingua Franca (ELF, Jenkins, 2002), and ESL prosody (Derwing & Munrow, 2005; Gilbert, 2000) will frame a discussion of relevance of the native-speaker model in the 21st century and its impact on pronunciation instruction in the South Caucasus region.

## **WORKSHOPS**

### **Operationalizing Your International Office for Success through Strategic Staffing and Human Resource Management**

**Sheila Anders**

Director of Administrative Services

Center for International Education at Northern Arizona University

International education plays an increasingly strategic role in higher education service delivery and management as we prepare today's students to develop into tomorrow's leaders and stewards. Yet often contemporary institutions of higher education globally struggle with competing administrative priorities for the resources needed to effectively fulfill their missions and objectives. In this environment, human resources and capital are the most critical foundation to an international office's ability to advance toward its and the institution's goals. This session will profile traditional and emerging roles in international education, provide job descriptions and staffing models that can be adapted to institutions of varying size and endowments, and discuss resourcing from the minimalist to the ideal model to achieve program goals. The session will then provide an overview of a comprehensive department for international education, trends in professional development for international education professionals and future directions in personnel management.

### **Lessons from a Kindergarten Teacher Training Course: An Integrated Approach to Nursery Rhymes in Early Childhood Language Development**

**Valéria ÁRVA**

Faculty of Primary and Pre-school Education, Eötvös University (ELTE), Budapest

As part of the English-Hungarian bilingual kindergarten specialization, kindergarten teacher trainees are required to attend English children's literature courses. The aim of the first literature course is twofold: students gain some literary information about the short genre of children's literature, such as traditional chants, rhymes, games, songs, counting-out rhymes, tongue twisters and contemporary poems. We also explore ways of integrating these rhymes etc. into the theme- and play-based curriculum of a kindergarten in a way that they promote children's language acquisition process through their holistic cognitive, social, emotional and physical development. It will be seen that second language acquisition processes at kindergarten age (3-6) show similarities with first language acquisition and thus structured activities for second language development need to take this into consideration. In my workshop I am going to present some student-generated, play-based activities to integrate nursery rhymes into the kindergarten curriculum and participants will have a chance to experiment with designing activities of their own.

### **Using reflective practice to teach grammar**

**William J. Crawford**

Northern Arizona University, USA

Grammar knowledge is a vital component in both receptive (reading and listening) and productive (writing and listening) skills and many teachers have strong views on how grammar should be taught, or even whether it should be explicitly taught at all. In this workshop, participants will be introduced to the concept of "reflective practice," an approach to teacher development that emphasizes the individual experiences of teachers. Specifically, reflective practice focuses on teacher cognition through contemplation of "critical incidents" that influence perspectives and approaches to teaching. With a focus on grammar teaching, the workshop will use a corpus-based view of grammar that distinguishes between form, meaning, and use. The workshop will

then provide opportunities for teachers to use reflective practice to explore their own perceptions of grammar from two perspectives: the extent of their own knowledge of English grammar (i.e., teacher knowledge of grammar); and their own perspectives on teaching grammar (i.e., teaching knowledge of grammar).

### **Who's better: natives or nonnatives?**

**Peter Medgyes**

Professor Emeritus at Eötvös Loránd University of Budapest, Hungary

While I argue that nonnative-speaking teachers of English are unable to emulate native speakers in terms of their English-language competence, I also claim that nonnatives are in possession of certain attributes that may well offset their linguistic handicap. To prove my point I put forward two sets of hypotheses plus a nine-point action plan for a rethink of our present language policy and practice.

### **How You Can Use Edmodo to Blend And Flip Your Learning?**

**Russel Stannard**

University of Warwick, UK

Edmodo is used to over 40 million users and is one of the most commonly used virtual learning environments in language teaching. Edmodo is just one tool that can allow you to blend your learning sharing files, having discussions, creating quizzes, and making polls, setting assignments and much more. It also has superb tracking facilities and allows you to see exactly what your marks your students got for their assignments and quizzes. In this session, Russell will get you started with Edmodo and take you through all the key components of this very useful tool that is free for teachers to use.

### **Towards Two Billion English Speakers: Teaching Intelligible English Pronunciation in an English-Speaking World**

**Kevin Hirschi**

Us Embassy English Language Fellow

Estimates in 2008 based on global statistics predicted that by 2050, more than 2 billion people on the planet will say that they speak English (Crystal). However, given the rapid development of communications and cheap international travel, this figure could be reached sooner. What does it mean to teach English pronunciation in a world where only 25% of English speakers are from the Anglosphere (Crystal, 2003; Kachru, 1990)? This workshop will provide data, theory, and approaches to teaching English pronunciation with a focus on comprehensibility and intelligibility of student speakers (Derwing, 2010). It argues against the Native English Speaker (NES) model and for an approach to embracing students' accents that are intelligible and comprehensible. Research findings will be presented such as the notion of functional load (Catford, 1987; Derwing & Munro, 2006) and frameworks for designing fun, communicative pronunciation lessons will be given (Celce-Murcia et al., 2010). Participants can expect to leave with the knowledge of what is most important to focus on and exciting activity ideas for improving their students' speaking skill based on state-of-the-art empirical research.



**Plagiarism – What It Is and How to Avoid It****Natela Doghonadze**

International Black Sea University, Georgia

The pathos of this workshop is not how not to be caught for plagiarism, but how important it is to be honest in one's study and research. MA and PhD students will be given recommendations – technical and content - in this direction. Unintended plagiarism is, unfortunately, often committed by students due to lack of awareness about authors' / researchers' rights and the need to develop as professionals instead of at any price getting a diploma.

**Plagiarism – Definition, Causes, Types, Prevention, Detection, and Punishment****Natela Doghonadze**

International Black Sea University, Georgia

At first sight the definition of plagiarism seems obvious, but there are some details that are to be clarified. We often simply blame people for committing plagiarism, but often they are not so much to blame. Detection of and punishment for plagiarism are not the major issues - prevention of plagiarism is one of university teachers' main responsibilities. Only if students were taught in a way which provides academic integrity can they be punished for plagiarism. Only if professors demonstrate academic honesty will students make a corresponding effort.

**Students in the 'Soapbox'****Ekaterine Pipia**

International Black Sea University, Georgia

Many educators around the world strive to have students' active and productive engagement in the classroom setting. The primary focus of teaching process lies on gaining real time insight into students' comprehension through their digital engagement and contribution to the class without a physical interruption. The presented plan for the workshop outlines the impact of interactive students' responsive platform on their engagement and motivation during the classes. GoSoapBox, which is a digital application enables the educators to create events and interact with the students through quizzes, discussions, polls and confusion barometers. The digital application helps educators keep the class on track and provide the students with the instant feedback. The online platform creates a learner-friendly environment and promotes students' agile involvement in the process.

## **PRESENTATIONS**

### **Pragmatic Analysis in the Series of Upin and Ipin Animation**

**Abdullah Yusof**

**Mohd Rashid Md Idris**

**Mohd Rain Shaari**

Sultan Idris Education University, Malaysia

The purpose of this research is to identify the types of maxims which benefit to Upin and Ipin animation series. They are selected based on six maxims according to Leech's Politeness Principles (1983). Besides, this research also aims to identify the statement that contradicts those maxims. This kind of descriptive qualitative research analyses data through visual material transcription from season one of Upin and Ipin animation series. The findings show that all six types of maxims were adapted in the animation series selected. Same goes with the contradictions of maxims' aspects. It was found that six maxims had maxim contradictions. The tact maxim is the most frequently used in this animation series, however, the statement that contradicts from the tact maxim shows the highest frequency. Nevertheless, the number of statement that contradicts from all six maxims is less than those that aggress to it. The Leech's Politeness Principles are succeeded in accentuating the language politeness aspect in this animation. In regard to that, however, if these types of western theories are combined with Islamic theories such as Rashid Theory's Language Perfect Principle would make this research more interesting, as the approach of such kind is more holistic in nature.

### **Classroom-Based Language Assessment: A New Open-Access Training Tool for Teachers**

**Adrienn Fekete**

University of Debrecen, Hungary

This talk presents the results of EFL teachers' and learners' needs analysis in the framework of the Erasmus+ project entitled "Teachers' Assessment Literacy Enhancement" (TALE) with a special focus on the Hungarian context. The aim of the five European countries participating in the TALE project (Cyprus, Germany, Greece, Hungary and UK) is to create an online training platform that helps EFL teachers to develop their language assessment literacy. The talk highlights some important results of the survey conducted in the first phase of the project, which explored the foreign language assessment needs of 829 teachers and 1788 students in Cyprus, Germany, Greece and Hungary. The results provide an insight into the beliefs and needs of language teachers and learners, and an opportunity to compare the views of teachers with those of the learners. The results show that most teachers believe that they need to learn more about alternative assessment methods (e.g. student portfolio, peer- and self-assessment), which is also reinforced by the learners' feedback. The second phase of the project focused on creating an online training platform, which has already been piloted. A total of 8 courses were designed, which include interactive and multimedia-based materials for self-study. Sample tasks as well as some feedback from about a hundred volunteers are shown. Overall, the courses have a very positive reception, but the technical implementation still needs to be more finely tuned.

**Medical Students' Change Readiness in Terms of Self-Assessment of Clinical Competency in Mashhad University of Medical Sciences****Ali Emadzadeh****Somayeh Alizadeh****Hossein Karimi Moonaghi****Lida Jarahi**

Mashhad University of Medical Sciences, Iran

The ability to perform a self-assessment as a critical competency of professionalism is considered essential for medical students at the Medical Education Accreditation Council. In this study, medical students' status of readiness to change was investigated in terms of self-assessment of clinical competency in Mashhad University of Medical Sciences using construct of the stages of change of trans-theoretical model. In this descriptive study 127 medical students were selected through Morgan table based on convenient sampling in Mashhad University of Medical Sciences. The data were collected through a researcher-made questionnaire consisting of three sections: demographic information, background information and questions about the construct of the stages of change. After verifying the validity and reliability, questionnaires were completed through self-administration method. One-way ANOVA, T-test, Kruskal-Wallis and Spearman correlation coefficient were used to analyze the data. More than half of the students (70.48%) were at the early stages of pre-contemplation and contemplation in the Trans-theoretical Model. About 4/9% of them had passed the pre-contemplation and contemplation and assessed their own clinical competency. Also 15.57% of the students were at the stage that self-assessment of clinical competency was part of their behavior. The results show that most medical students do not assess their clinical performance despite the fact that self-assessment and identification of educational needs are necessary for lifelong learning. It is recommended that self-assessment be used along with other assessment methods.

**Social Accountability of the Curriculum in Medical Education: A Review on the Available Models****Ali Emadzadeh****Mojtaba Mousavi Bazzaz****Mohamad Reza Noras****Sharareh Karimi**

Mashhad University of Medical Sciences, Iran

Social accountability in the schools of medicine is very important. It is essential to recognize the methods and models used and implemented in the world in order to make use of the results and experiences. Therefore, the purpose of the present study was to review some models of social accountability in the world. The key words, including social accountability, faculty of medicine, and curriculum were searched in the data banks Elsevier, PubMed, Eric, Google scholar ProQuest and also the Iranian data banks, including Magiran, and SID. Then, the extracted data were categorized. In total, 80 articles were found and after the analysis of the abstracts only, 30 articles in relation with the topic were selected. Finally, only 10 articles were chosen that were about social accountability models. Five models of social accountability are used in the faculties of medicine and medical curriculum in the world, including: CPU model, The NET model, AIDER model, ASPIRE model, and CARE model. These models adapt functional approaches in order to upgrade the ability of social accountability among learners and providers of health services. A conclusion was made that, in fact, social accountability should be established as a culture among students and teachers. Introducing the current approaches in the world and their results could be influential in the universities of Iran in order to establish the requirements and provide changes in educational curriculum. Among the five models, CARE model is recommended to be implemented and assessed in the schools of medicine of Iran, it should be noted that this model could be more consistent with the educational system of Iran.

**Effect of Personality Type and Academic Year of Study on Student Burnout****Ali Roohani****Yeganeh Esmaeili**

Shahrekord University, Iran

Burnout as an important social phenomenon has serious effects on individuals and society. Among different factors contributing to burnout, the role of personality type and academic year of study is unclear. Most studies have focused on job burnout and environmental factors and there is little research on student burnout, personality types, and academic year of study. Thus, the present study investigated the impact of EFL students' personality type and academic year of study on their burnout. To collect data on personality types and burnout, Myers-Briggs Type Indicator (MBTI) and Maslach Burnout Inventory-Student Survey (MBI-SS) were administered to a sample of 292 Iranian EFL students, including freshman, sophomore, junior, and senior from several universities. The results indicated that there were significant differences among extrovert-introvert, sensing-intuition, and judging-perceiving groups in burnout dimensions, but the difference was not significant in thinking-feeling group in three dimensions of burnout. The results also indicated that there was a significant difference between freshman and senior students in all burnout dimensions, but there was not a significant difference between sophomores and juniors in burnout dimensions. The findings provide implications for L2 researchers, teachers, students, and policy-makers and help them predict burnout and find its sources so as to prevent it in EFL context.

**On the Realization of Threat Speech Act among Iranian Families****Alireza Mirzaee****Alireza Soleimani**

Razi University of Kermanshah, Iran

This article is an investigation into the various realizations of threat speech act between parents and children in Iranian families. After devising and piloting a DCT, we administered it to 133 male and female university students living in dormitories. In formulating the DCT scenarios, we employed possible situations in families which could lead to the use of threat speech act on the part of parents. After constructing the DCT, we piloted it among the target population to get ready for the main study. In order to further illuminate the results of the main study, we conducted focus group discussions with about twenty participants to comment on the relevancy and appropriacy of the scenarios. Finally, the DCT was administered and all participants were required to complete the devised scenarios and specify the particular wordings of threat speech act encountered in their families or other situations between parents and children. The results indicated that *imaginary threat* was the dominant type of threat resorted to by parents against their children aged between 3 to 7 years old. Parents would try to resort to some real or imaginary creatures who could come and hurt the child. With regard to the other age ranges, namely, children between 8 to 12 and 13 to 17 years old, the threat types could be mainly placed on a continuum from more severe (e.g., physical threat, deprivation threat) to less strict strategies (e.g., rational threat), with fathers and mothers as the major actors voicing more direct and less direct threats, respectively. The results of the present study would have significant contributions to our understanding of the way threat speech act is manifested in societies wherein families are patriarchal in nature.

**Teacher as a Curriculum Developer and Mapper in a School Environment****Amir Toghiani Khorasgani**

Islamic Azad University, Isfahan (Khorasgan) Branch,, Iran

This paper studied viewpoints and experiences of instructors engaged in curriculum development and mapping regarding the activities and tasks that improve or prevent from efficient implementation of curriculum. For the aim of this study 6 instructors were elected from two schools. Classroom observations and semi-structured interviews were conducted to collect data and information. Results support previous studies and show a considerable relationship between available procedure and desired procedure for curriculum development and mapping. Moreover, results emphasize some new and significant aspects which were neglected or were not adequately discussed in previous studies. The following methods recognized for productive and prosperous curriculum development and mapping were applied: integrated leadership, proper training, access to required resources, continuous communication about the innovations, and increasing motivations.

**Maxwell Anderson's Contribution in Modern American Verse Drama****Ammar Shamil Al Khafaji**

University of Baghdad, Iraq

Maxwell Anderson (1888 –1959) was one of the group of playwrights who participated in promoting and elevating the reputation of American drama. He is well-known for his bringing verse drama to the American stage, in addition to his use of historical settings to deal with contemporary themes. Anderson looked at the theater as a "religious institution" and a kind of worship not as a danger, as evangelical ministers used to think about it as of a gateway to hell. Anderson began searching for a guide of principles to govern his writing. He examined the successful plays of the past and discovered a group of rules that governed serious drama (especially tragedy). Anderson was fully aware that theorists had been trying to find out the essence of tragedy since Aristotle without real success, yet, he suggested his own definition of tragedy. In 1939 Anderson published *The Essence of Tragedy*, the first systematic theory of tragedy by an American playwright, written originally as a paper to be read at a session of the Modern Language Association meeting in New York in January, 1938, and included in *Off Broadway*, a collection of essays about theater. Anderson in *The Essence of Tragedy* affirms that "The theme of tragedy has always been 'victory in defeat', a man's conquest of himself in the face of annihilation. . . The message of tragedy is that men are better than they think they are. This message needs to be said over and over, lest the race lose faith in itself entirely. In his illuminating essay "The Essence of Tragedy", Anderson discusses the most important elements of tragedy and evolves his own formula of poetic tragedy consisting of three steps–'victory in defeat', 'recognition of his fault' by the tragic hero, and finally 'affirmation' of the moral values underlying existence.

**Bilingualism: L2 influence on L1 Literacy (Reading) Skills****Ana Gadakhabadze**

International Black Sea University, Georgia

Learning and using another language have been linked to all kinds of benefits for children and adults. This is particularly true for young children's expanding cognitive abilities. According to Dr. Laura-Ann Petitto of Dartmouth College, children who have been exposed early to a second language possess an overall "cognitive edge." Numerous studies have also linked language education to higher scores on many standardized tests. A study from Canada's York University suggests that bilingualism may in fact impact the development of literacy in a number of significant ways. Dr. Ellen Bialystok, one of the world's foremost experts on bilingualism among children, led a group of researchers from York University in analyzing the effects of bilingualism on a group of over 100 children learning to read. Summarizing the results, Bialystok commented, "Our research has shown that reading progress amongst

all bilingual children is improved" over monolingual children. In a separate statement, she said, "I think there's a lot of worry out there about other languages conflicting with a child's ability to learn to read in English, but that's absolutely not the case. Parents should not hesitate to share their native tongue with their children—it's a gift." More particularly, Dr. Bialystok and her team found the advantage in literacy bilingual children possessed was due to two specific effects of bilingualism, effects—a greater "metalinguistic awareness" and an ability to transfer reading skills and principles from one language to another.

### **Lectures: Power Point Presentations versus Chalk and Talk – a Medical Professional View**

**Anil Kumar**

Oman Medical College, Oman,

Affiliated with West Virginia University, Morgantown, USA

Learning style preferences are the manner and conditions under which learners most efficiently and effectively perceive, process, store, and recall what they are attempting to learn. Lectures have been the most common form of teaching and learning since olden times. The most common ways of lecture delivery include the lectures using PowerPoint (PPT) presentations, lectures utilizing the transparency and overhead projector (TOHP) besides the traditional 'chalk and talk' method. Didactic lectures are still the most commonly used methodology of teaching. The use of PPT presentation along with advanced multimedia technologies has seen tremendous increase in medical education teaching in the recent era. The objective of the paper is to compare Power Point Presentations versus chalk and talk (blackboard) in material understanding, effectiveness and attitude among the medical students. A cross sectional questionnaire-based study was conducted with 3<sup>rd</sup> year medical students of Oman Medical College. The study participants were divided into two groups. The first groups of students were taught with the blackboard (chalk and talk) and the second groups of students were taught with PPT presentation. A questionnaire was designed to assess the opinion of students regarding blackboard and PPT presentation application. The same faculty taught the same topic to both groups of students. A predesigned and pretested questionnaire containing 12 questions was given to the students at the end of the lecture. The participation in the present study was on voluntary basis. The results showed that PPT application was the most preferred teaching aid (60.23%), compared to teaching with a blackboard (46.38%). Also more subject coverage (69.3%) and demonstrations of clinical conditions (69.3%) were better in PPT teaching when compared to blackboard teaching method. The majority of the students found that PPT lectures were well prepared, organized and interesting, however, recalling the lecture and the summing up of the topic was best with teaching with blackboard.

### **"Trendy Talk": Newly Emerging Vocabulary among Youth and Their Implications for Identity**

**Ashraf Riadh Abdullah, Aws Abbas Al-Bayati**

University of Mosul, Iraq

Our youth are regularly coming up with novel words in their social endeavours and it seems difficult for elders to keep up. Newly emerging vocabulary items are taking unexpected directions in their semantic connotations and pragmatic implications for social interaction. The present study takes an ethnographic corpus linguistic approach to investigating such words as *za7ef* in Arabic and *reem* in English, tracing back their etymological origins and investigating their social use and implications they have for reflecting youth identity. A corpus of ethnographic data was collected from 200 university students of both genders aged 18-22 over a two-week period during the term time. The students came from the Colleges of Arts and Education at the University of Mosul, Iraq and compared with the publicly available British National Corpus using *Wordsmith Tools* (Scott, 2011) and *CFL Lexical Feature Marker* (Woolls, 2009). The aim here was to investigate whether the latest items of vocabulary in Arabic have English counterparts and vice versa. This provides valuable insight into the linguistic construction of youth community identity. Quantitative methods of analysis reveal frequency counts and the most relevant words in both languages, while a qualitative approach of analyzing these words in social context in a university setting reveal how the language of our youth is evolving today. Results show that there are

similarities in youth communities between British and Arab university students in the themes and social use of such words, however, the words themselves do not often have direct counterparts but are rather distinct from each other.

### **Peer-Review as a Means to Improve Students' Translation Skills**

**Bahia Braktia**

**Ahlem Ghamri**

Sam Houston State University, USA

Years ago, faculties and administrators realized that students entering college were not prepared for the academic sphere; however, as a type of collaborative learning, peer-review gave students a social context in which they could learn more efficiently. Peer-review has proven its effectiveness in higher education). Numerous studies have been conducted on peer review and its effects on the quality of students' writing (Althausser & Darnall, 2001; Liu & Carless, 2006), and several publications recommended peer-review as part of the feedback process (Bostock, 2000; Herrington & Cadman, 1991; Jensen & Fischer, 2005; Raaheim, 2006; Topping, 1998). Student writers showed a tendency towards making significant meaning-level revisions (Baker, 2016), and surface-level revisions (Coit, 2004; Flower et al., 1986; Hyland, 2003; McGarrell & Verbeem, 2007; Paulus 1999; Pope, 2001). Also studies reported that peer-review helps students develop their self-assessment skills as well as critical thinking (Backer, Keer & Valcke 2012). The use of peer review has become well known and widely adapted in the L2 classroom environment. However, little is known about peer review on translation students. The purpose of this study was to investigate the students' perspective on online peer review, and whether this method affected the quality of their translation. A mixed method design was adapted. Students were requested to translate two texts from Arabic into English, and they gave and received structured feedback to their classmates' translations. A survey was administered, followed by semi-structured interviews, to examine the students' attitudes toward peer-review. The results of the study showed that peer-review was considered a good proofreading method for most students. The students also showed a positive attitude toward it, and they reported that they benefited from the interaction with their peers. The findings implied that the inclusion of peer-review can be an effective pedagogical practice for teaching translation and writing to foreign language learners.

### **Offering Bribes: A Legi-Pragmatic Perspective**

**Basim Yahya Jasim Al-Gburi,**

University of Mosul, Iraq.

Offering a bribe is generally thought of as giving something of value with corrupt intent to influence an action of a civil servant in his official capacity. This act can be accomplished physically or verbally - hiding behind elaborate code words built in socio-pragmatic norms specific to a given community, so that they can easily mislead those outside the transaction. The present paper approaches this offence from two perspectives: legal and pragmatic. It shows how it has been perceived in criminal laws and how it is realized through socio-linguistic expressions which can potentially be understood by the interactants as signs of offering bribes. The study is guided by two research questions: Are there linguistic expressions from which the speakers of Iraqi Arabic can typically infer that the speaker is offering a bribe? And what insights can the pragmatic analysis offer the judge or trier of facts in evaluating the evidence on this offence? The major argument in the present paper is that the linguistic evidence can have no less evidentiary value in detecting the corrupt intent of bribery than the circumstantial evidence.

**Analysis of Harold Pinter's Political Beliefs on The Basis of His Nobel Prize Acceptance Speech****Darina Mskhaladze**

Batumi Shota Rustaveli State University, Georgia

The famous English playwright Harold Pinter delivered his Nobel Prize acceptance speech in 2005, which lasted 47 minutes and is largely based on his political views and beliefs. Despite of the fact that Harold Pinter is not known as a political writer in English literature, the given speech confirms that politics has always been implicitly present in his oeuvre. This speech can be considered as a work of art and can be called a creative essay of a dramatist, since it clearly illustrates how art should challenge politics. This speech is a source of better understanding Harold Pinter's political plays, as these political outlooks shed a light on the period of playwright's dramatic work that can be called the period of political plays.

**Overcoming the Grammar Barrier in Foreign Language Learning: The Role of Television Series****Deborah Azaryad Shechter**

Tel Aviv University, Israel

Mastering the grammar of a foreign language requires learning the rules and the contexts within which the grammatical structures are used. Receptive skills are not enough in order to function in a foreign language. Formal grammar instruction must be augmented by exposing learners to authentic language for a deeper understanding of the structures. According to previous research, watching television series contributes to cultural awareness and brings about incidental language learning. Studies show that extensive viewing outside the classroom improves listening comprehension and enriches vocabulary knowledge in the target language. However, no study to date has investigated the effectiveness of the recursive use of one television series, in the classroom and over an entire course, to explicitly teach grammar. The aim of this paper is to show that a television series appropriately chosen for the student population and duly integrated into classroom instruction can be an invaluable source of authentic language and an excellent means to teach and illustrate verb forms, tenses, word order, etc., especially when these structures are very different from or do not exist in the learner's mother tongue. Drawing upon the literature on grammar pedagogy as well as the high performance and positive attitude of a second-year Turkish class (equivalent to A2/B1 of CEFR) at Tel Aviv University, the paper presents sound arguments supporting the effectiveness of television series for grammar instruction. Scenes rich in suspense, arising curiosity or inducing laughter provide an entertaining and authentic communicative context to teaching grammatical structures, as they come up in the dialogues. They help to reinforce the structures, if they have been previously introduced. Students are fascinated by the plot and the characters, and look forward to these lessons. Consistent with recent studies indicating a strong connection between emotion and cognition, this method reduces students' apprehension of learning grammar and increases their feelings of self-efficacy. This, in turn, raises the students' motivation and creates a positive learning atmosphere in the classroom. Ideally, students should be given pertinent writing tasks to put into practice these grammatical forms, and receive adequate corrective feedback. Future research should try to elucidate the ways to bridge the gap between grammatical knowledge and grammatical ability, on the path that eventually leads learners to communicative competence.

**An Exploratory Study of Aegean Turkish Students' Attitudes towards and Motivation Levels of Learning English****Deniz Özel**

University of Eastern Finland

The role of learners' attitudes and motivation toward learning a language is recognized as a key factor that influences the language learning process. Hence this paper explores different dimensions of the Aegean Turkish students' attitudes towards and motivation levels of learning English. A specially designed questionnaire that included closed and open-ended items was administered to



1224 Turkish high school students from the Aegean region. In the closed-ended part, Likert type questionnaire consisting of 48 statements on a scale of 6 options from Strongly Agree to Strongly Disagree was employed; while several general questions related to the English teachers, the Turkish education system, course materials, and the English language itself were used in the open-ended part. The results of this study reveal that the students displayed slightly moderate attitudes towards and motivation levels of learning English. Several statistically significant background variables, for example, the students' age, gender, multi-lingualism, high school types, duration of English studies, parents' education, English proficiency, and income levels, were found to influence the students' attitudes and motivation levels.

### **Mohammad Bahmanbeigi and Pastor Education in Iran**

**Ehsan Shahghasemi**  
University of Tehran, Iran

In the history of education in the third world, no one can claim success as Mohammad Bahmanbeigi did. During the 1950s he established *Talimat-e Ashayer* (meaning 'nomad education') in Iran. Bahmanbeigi who was from a noble pastor family, came to the conclusion that the only solution to nomads' plight was education. His approach was that nomads' life was so hard that teachers from cities were unable to endure it, and, therefore, teachers of these nomads had to be from nomads themselves. During two or three decades of hard work, he could train 9000 teachers from children of nomads; the number of teachers increased so much that they could go to other parts of Iran and educate people. Bahmanbeigi also had concerns about women, so hundreds of girls became teachers in his *Daneshsara*. After the 1979 Islamic revolution, his *Talimat-e-Ashayer* was shut down, but even now that he has been passed away for eight years, his work still continues affecting the Iranian society.

### **General, Branch and Original Competences of 'Cultural Dialogue' in Multi-National Language Classes**

**Ekaterine Topuria**  
**Nana Natenadze**  
Georgian National University, Georgia

The aim of the presented article is to show that the development of competences imposes building of common European teaching educational values in modern Georgian educational sphere. It also enhances forming of a common labor market and needed educational paradigm in teaching, guaranteeing a higher quality level, employment and mobility inside as well as outside the country. The focus on competences will encourage the development of academic qualities and partnership within the educational institutions. A competence is a cognitive-methodological phenomenon, which builds knowledge and acknowledgment, interpersonal, intellectual and practical skills and ethnic values in dynamics. As a rule, the list of competences modifies student's aims, the content of tasks and possible outcomes. If we look through the existing curriculums, we will identify that in most of them there is the lack of corresponding qualifications connected to the "Cultural Dialogue". Thus, the presented research can be acknowledged as a novelty for defining the needed competences characteristic to the "Cultural Dialogue" in the second language classes to show the student's level of assumption and the need of achievable goals and competences. Correspondingly, the article describes the experiment delivered in the English Language class involving Georgian and Turkish students. The presented bias demonstrates the level of competences the student achieves by the end of the course. The research methodology was based on descriptive, observational and statistical analysis. The types of tasks were based on qualitative and quantitative maxims. The reached outcomes were presented in special drills demonstrating the existing reality and needed skills for the second language acquisition in Georgian classes, enabling us to fix the competences for individual, pair and group work activities in multi-national classes.

**Driving Forces of Tuition Fees and Subsidies Regime in Higher Education Institutions (International Background and Case of Georgia)****Eter Ozbetelashvili**

International Black Sea University, Georgia

The paper provides the international background of higher education tuition fees and subsidies policy and discusses the factors and driving forces for their implementation. It explores different kinds of forces that shape the subsidy and tuition fee regimes and the effects of economic and political climate on the higher education funding. The article reviews several cases of tuition-subsidy regimes around the world and the historical background of their development. Furthermore, it studies the case of Georgian tuition-subsidy regime and its imperatives.

**The Successful and Less Successful Iranian EFL Learners' Differences in Cognitive Speed and Metacognitive Abilities****Farnaz Avarzamani****Majid Farahian**

Kermanshah Branch, Islamic Azad University, Iran

This paper reports a part of a bigger project aimed to examine and compare English as a Foreign Language (EFL) learners' cognitive and metacognitive abilities through a new pathway and by introducing new constructs in the domain of individual differences. The speed was separated from the power of information processing by the means of an innovative cognitive assessment test. The sixty-member sample was divided symmetrically into adult Successful and Less-Successful (both males and females) IELTS (International English Language Testing System) trainees whose age of onset, motivation, and socio-economic status were homogeneous. In the realm of speed, the results indicated that successful learners managed the problem-solving pace more effectively than their less successful counterparts. Moreover, concerning their metacognitive abilities, they showed higher abilities in the domains of judgmental and quick learning, but they were not superior to less successful learners regarding the gradual improvement and learning.

**The Role of Recasts in Iranian Undergraduate EFL Learners' Paragraph Writing Improvement****Fatemeh Behjat****Islamic Azad University, Abadeh, Iran**

In any language classroom the correction of learners' errors is an inseparable part, as learners consider correction as a source of improvement, yet the most proper time for correction and the best type of it is still a controversial issue. The present study aimed at finding out whether declarative and interrogative feedback could help Iranian undergraduate students improve in their academic writing. For this purpose, 57 BA students of English were selected as the participants and were divided into two groups. Both groups received a paragraph writing test before the treatment. While one group received interrogative feedback on their writings, in the other group, the teacher provided the students with declarative recast. At the end of the instruction, both groups took part in a posttest of paragraph writing. The results indicated that interrogative feedback could help involved learners outperform in their writings. The results also revealed that there was not any significant difference in the writing performance of male and female students who received interrogative feedback.

**The Factors Affecting Classroom Management in Language Courses****Filiz KAYALAR**

Namik Kemal University, Turkey

**Fethi KAYALAR**

Erzincan University, Turkey

An effective classroom management covers a wide range of knowledge and skills, such as the determination and development of rules, teacher leadership, learning styles and characteristics of students, communication in class, motivation management, effective use of time in the classroom, organizing the classroom and setting up the learning environment. The most important function of the language teacher in the classroom is to provide a suitable learning environment and classroom organization. As an effective classroom manager, a language teacher is expected to prepare for the class, to determine the classroom rules with the students and make them adopt these rules as well as to enable the students to develop appropriate behaviours to learning a foreign language. The aim of this study is to determine and evaluate the views of language instructors in Higher Education on the factors affecting classroom management in language courses. Three open-ended questions were asked to the participant instructors to obtain the data: "What are the most important factors to impact your effectiveness in the classroom?", "What are the rules of effective communication that you apply in the class?" and "What should you do to be successful in classroom management?" The universe of the study is made up of nine language instructors teaching English, French and German languages in Erzincan University and Namik Kemal University. The views of the language instructors obtained through face-to-face interviews show that they have some difficulties in teaching language, which result from the attitudes of the students and their lack of interest in learning such languages as German and French. We concluded from the study that proficiency of the instructors, the interest of the students in the language, the physical facilities of the classrooms, behaviours of the instructors towards the students, the interest of the instructors in teaching the language are of great importance to achieve effective classroom management in language classes in higher education.

**Using Simulation of Arts Auction as a Way of Alternative Teaching English to Students Majoring in Arts****Gulnara Gorgiladze**

Batumi Art Teaching University, Georgia

Arts students are often introvert or simply not too talkative as verbal communication is definitely not their dominant intelligence type. They are normally good at drawing, painting, making sculptures and installations, shooting videos, etc., but few of them are good speakers. They are not very motivated to speak about art, as they believe that a piece of art should speak for itself. However, the desire to sell their piece of art may make them more talkative. Simulation of arts auction (or a real small-scale auction organized for charity purposes) may be a good way to motivate arts students to speak English. A small-scale research was held at Batumi Art Teaching University. The results revealed that students found this activity motivating, creative, authentic and professionally beneficial.

**Project-Based Learning in the Classroom****Gulnara Janova, Maka Murvanidze,**

Samtskhe-Javakheti State University, Georgia

Today there are lots of approaches / methods that support teaching and learning. One of them is Project-Based Learning (PBL). It makes the process of learning much easier and more productive. Exploring real-world challenges and problems, students acquire a deeper knowledge and different skills that help them to solve authentic problems and produce results. For this students do

everything themselves: they gather information, synthesize, analyze, and derive knowledge from it. Their learning is very valuable because it is connected to something real and involves adult skills such as collaboration and reflection. At the end, students demonstrate their newly acquired knowledge and are judged by how much they have learned and how well they communicate it. Though a project is a student-centered activity, teacher's role is also important in it. He/she presents a problem to the students, gives advice what to do and how to do it, guides their work and involves all the students.

### **Employability Skills Development: Are Higher Education Institutions (HEIs) Responsible?**

**Guranda Khabeishvili**

University of Latvia, Latvia

Today's challenging world means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; more and more it is crucial for the 21<sup>st</sup> century learners to gain the skills which could be developed within one situation (in our case in higher education institutions) and then transformed in other situations, like employment or future life. Charles, Bernie and Maya (2015) indicate that the system of education does not adequately prepare learners to succeed in today's or tomorrow's world. One of the reasons is that the world continues to transform dramatically, while education is not adapting quickly to meet all the demands these transformations are bringing. Hence, nowadays, we are expecting HEIs to include employability skills more fully into the curriculum and provide various teaching and learning opportunities for the learners to acquire the skills. Since employability skills (transferable skills, generic skills, core skills, life skills, the 21<sup>st</sup> century skills or key skills, as they are labelled in various ways by different authors) are essential for effective performance not only in the workplace, but also in life, HEIs should promote the development of these general skills that are relevant to a broad range of disciplines. Consequently, this paper sheds light on the perception of educators in European context regarding the role of HEIs in promoting the development of the essential skills, as well as it describes how this process could be encouraged in HEIs.

### **History and the Postcolonial Novel: A Comparative Study in Salman Rushdie's "Shame" and Ali Bader's "The Tobacco Keeper"**

**Haydar Jabr Koban**

Al-Ma'moon University College, Iraq

The study explores the importance of postcolonial literature as a resource for examining histories that lie outside, or thwart, the Eurocentric mainstream. In this context, postcolonial studies offer a way to combine social critique with a sense of ethical engagement, while affirming the intellectual necessity of reading novels. This study basically examines two postcolonial novels, Salman Rushdie's *Shame* (1983) and Ali Bader's *The Tobacco Keeper* (2008). The central concern of the study is to emphasize the role of history in the postcolonial novel. Both novels are a mixture of politics, history, satire, fantasy and allegory. They offer a fanciful jumbling of historical items. Politics, religious and cultural events contribute to the entirety of historical events form the backdrop of the novel. Rushdie's *Shame* covers the history of Pakistan over a period of thirty six years - from 1947 to 1983, from the creation of Pakistan as a country to the present, the year of the publication of the novel, while Bader's *The Tobacco Keeper* sheds light on the ethnic and political history of the Middle East from 1926 – 2006. Both Rushdie and Bader fictionalize the factual events collected from history. The study also offers an account of the narrative strategies that both writers have used in this novel such as metafiction, intertextuality and fantasy.

**A Survey on the Status of Factors Related to Knowledge-Sharing among High School Vice Deans in Mashhad, Iran****Hossein Karimi Moonaghi**

Mashhad University of Medical Sciences, Mashhad, Iran

**Masuomh Shaban**

High schools in region 5, Mashhad, Iran

In traditional patterns, organizations and people are often reluctant to knowledge sharing. They accumulate knowledge as a source of power. This challenge still can be seen in current societies and also in educational organizations. Certainly, schools advocate knowledge sharing in their own members to have a better performance. Vice deans are executives and any kind of design and/or program among them is distributed to other staff members. This study aims to discover individual and organizational factors affecting knowledge-sharing among high school vice deans. In this study 115 vice deans participated from 5 regions of Mashhad High Schools. They were selected through simple random sampling. The data were obtained using a valid and reliable questionnaire. The questionnaire included 31 items; 8 items about individual factors and 23 items about organizational factors. The validity was estimated through specialist advice and in order to calculate its reliability the Cronbach Alpha coefficient was measured of the collected questionnaires. 108 questionnaires were complete and used in analysis. The key components for individual factor included confidence in the usefulness of knowledge, commitment to share knowledge, interpersonal trust, and for organizational factor - managing style, organizational atmosphere, organizational confidence and rewarding system.

**The Impact of Education Based on BASNEF Model in Abuse toward Elders in the Family****Hossein Karimi Moonaghi****Mortazavi Nezhad R,****Zendehtalab HR****Emadzadeh A**

Mashhad University of Medical Sciences, Mashhad, Iran

In Iran, limited studies on elder abuse have been conducted based on educational models. The purpose of this study was to determine the effect of education based on the BASNEF model on abusive behavior towards the elderly. A quasi-experimental study was carried out in 2017 before and after in a target-based sampling exercise: a 90-year-old sample referring to two comprehensive health service centers in Mashhad and a person abusive towards them. The research units were randomly allocated into two groups of 45: intervention and control groups. After confirming the lack of cognitive problems, through face-to-face interviews with the elderly and completing the questionnaire "Abuse with the elderly", the information was collected and the educational program was conducted according to the results of the based on the BASNEF model questionnaire for the abusive person for 4 to 5 sessions. One month after the last session, abusive status was re-evaluated in both groups and the BASNEF model questionnaire was re-completed. Data were analyzed by SPSS software version 16 and paired t-test. The results showed that in the post-intervention phase, all aspects of Abuse toward Elders in the Family (e.g., neglected care from  $63/6 \pm 19/9$  to  $41/3 \pm 12/2$ ) were significantly decreased and also all the structures of the BASNEF model significantly increased. A conclusion was made that developing an education program based on the BASNEF model is beneficial and effective in reducing the Abuse toward Elders.

**'Facebook on the Net – Teacher's Face in the Class': Can Teacher's Non-verbal Communication in Class Oral Discourse Make a Difference in Iraqi University Students' Scores?****Huda Halawachy**

University of Mosul, Iraq

Wordless messages play a powerful daily role as we think of the thousands of non-verbal messages in our personal and professional lives. Terms like *body language, gestures, proxemics, eye-contact, paralinguistics, haptics, and silence* are important in the study of communication. The present study suggests that teacher's nonverbal behaviours have effects on students' test performance in some Iraqi university classes. Eight teachers of 4th-year college students, including males and females, at the Dept. of English, Faculty of Arts, University of Mosul, Iraq were chosen in the 2017-2018 academic year and observed in eight hour-long classes (both Linguistics and Literature Classes). In order to test the teachers' productive use of non-verbal communication, an observation checklist was developed and used to capture the movements and signs used by the teachers and their effective roles in the class, achieving a variety of pedagogical scenarios.

**Basic Standpoints for Establishing Success****Ia Ioseliani**

Guram Tavartkiladze Tbilisi Teaching University, Georgia

Learning English as a foreign language is difficult, because it cannot be learned naturally like learners' mother tongue. Although learning a foreign language means developing all language skills in the target language, usually nowadays developing the ability of authentic communication in English is the main goal of English language courses. Teachers need to be able to solve a variety of problems, often under a tight deadline. They need to answer difficult questions from students on the spot, solve conflicts among students, revise lesson plans, and deal with issues among colleagues. Creating an effective classroom environment is one of the main aspects for the atmosphere of teaching languages. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. Besides classroom environment an effective warm up serves as a spring-board into the topic or target language of the lesson. Those first few struggling minutes are often the result of class material being inappropriate for warming-up. Motivated learners are every teacher's dream - they are willing to work hard, add their own goals to those of the classroom, focus their attention on the task at hand, preserve thought challenges, continue encouragement, and many even stimulate others in the classroom, promoting collaboration learning.

**Curriculum Development Characteristics and Planning Steps for Aviation English****Inga Tephnadze**

International Black Sea University, Georgia

English Language gained its strength all around the world as a main tool of communication. To meet the needs of learners, to construct and achieve goals requires a streamlined curriculum. Curriculum development represents a dynamic process, especially with regard to English for Specific Purposes (ESP). Designing ESP curriculum across its branches became an issue amongst educators that requires an individual approach. Some of these fields, involving Business English, English for Legal Professionals, etc., are well enough studied, however, some still are under flourishing needs analysis in depth in order to increase awareness and appropriate application. Aviation English is a very specific field amongst specifics, and on day after day basis the international specialist interests is growing within its different context. Though aviation English is integrated with general English, the ways of designing an aviation English curriculum and applying it in practice has not been explored that much. The aim of this paper is to investigate and juxtapose characteristic features and planning steps needed for developing the aviation English curriculum.

**English and French Proverbial Language as a Reflection of Cultural Aspects****Inga Tkemaladze****Manana Garibashvili**

Jakob Gogebashvili Telavi State University, Georgia

Proverbs have many linguistic peculiarities. They also express social and cultural aspects of our life and represent a reflection of cultural aspects; thus, language and culture are closely related to each other. One of the difficulties that a learner may face when studying proverbs is the fact that some words, phenomena and even content of proverbs are deeply rooted in their original culture; they are very specific and unique and do not have equivalents in the target language. Even though English and French are related languages, cultural differences exist between the two languages and, therefore, sometimes it is very difficult to achieve a successful transfer. Native speakers use proverbs to share certain subtleties of expression, e.g. humor, irony, erudition and others. Thus, while not completely understanding the underlying figurative meaning and cultural connotations of these expressive components of speech, learners may experience certain linguistic and cultural misunderstandings that would hinder their interaction with the English and French languages. The article deals with the problems of translating proverbial language with reference to cultural aspects, gives examples of proverbs showing a lack of equivalence between these two languages and cultures. The study identifies the similarities and differences between the above-mentioned target languages.

**The Coincidence of Absurdity and Problem of Alienation in Absurd Drama and Existentialist Philosophy****Inga Zhghenti**

East European University, Georgia

As formation of absurd drama and its problems echo the issues and conceptual focuses of existentialist philosophy, the following article accentuates the interaction of concept of alienation in existentialism and absurd drama. Basic absurdist drama highlights that issues such as boredom, alienation, feeling of nothingness and guilt are depicted in existentialist philosophical perceptions. Alienation in existentialism is defined as a kind of consequence / conditioner of the above-mentioned problems. Absurd drama in different forms and from various angles displays alienated nature of a man left alone, facing the cruelty of the world. This implies feelings connected with the loss of life's essence. The article states that in existentialist philosophical reasoning the absurdity of life in many cases is conditioned by unavoidability of human alienation since birth. This interconnection is discussed on the example of the concepts of Jan Paul Sartre, Soren Kierkegaard, Hegel, Albert Camus and absurd drama.

**Using Thematic Song to Enhance Concepts' Understanding among Pupils: A Discussion****Intan Azlina Binti Abdullah**

Sultan Abdul Halim Teacher Training Institute, Malaysia

Pre-school education is a phenomenon that has become the country's agenda since 2010 when the National Pre-School Curriculum underwent drastic changes according to the National Pre-School Standard Curriculum and it has become compulsory for not only all pre-schools organized by the Ministry of Education, but also all pre-school institutions. However, whatever changes that are taking place in the curriculum, the method that will be the most appropriate to suit the development appropriate practices (DAP) of the pupils is singing activity. The application of teaching and learning (T&L) by pre-school teachers will achieve satisfaction and yield a maximum effect. Realizing the fact that children love music and singing, the effectiveness of singing in improving pupils' memories, the use of singing in T & L, it will enhance the students' interest in learning and create a fun learning environment. Discussions are based on personal views of engagement and observation over 20 years in pre-school and early childhood education, as well as support from other individual studies. The views expressed also touch on the role of songs as well as their

relevance to thematic approaches in teaching and learning. Examples of using songs by teachers will support the idea that through songs children also effectively gain knowledge and information.

### **Importance of Verbal and Non-Verbal Communication Strategies in Student Enrollment Management**

**Ioseb Gabelaia,**

International Black Sea University, Georgia,

In higher education student enrollment management is described as a process which increases institution's overall performance. Enrollment management concept is a trend that many institutions (must) take into the consideration. Demographics of the student population is changing, which has become a base for many institutions that are now working on creating strong and connected enrollment management teams. The purpose of this study is to identify relationships between higher education institutions, such as community colleges, private or public universities, and its stakeholders, such as high school students and their parents, high school teachers, coaches and administration, government, etc. The study underlines the connection between these major respects of enrollment and its effect on student enrollment strategies. It is very important for the institutions to have straight communication components that help institutions work as a whole system. Institutions need to act as one entity and communicate one message. It builds the value and market share. The results of this study will guide universities to manage financial aid policies, student life, retention policies, etc. In total it will give institutions an edge to develop strong student enrollment strategies.

### **Approaches to Active Listening For EFL Learners**

**Irma Rusadze**

**Mariam Chikovani**

Akaki Tsereteli State University, Georgia

Listening is one of the most important skills a person can have. How well a learner listens has a major impact on him/her and on the quality of his/her relationships with others. The most difficult skills to acquire is listening. Learners should be taught how to listen and how to become active listeners. We listen to obtain information and to understand, to learn or just for enjoyment. While listening, a learner should be sure that s/he is good at it, but in fact, most of them are not. Foreign language listening skills are not automatically acquired. The way to improve foreign language listening skills is to practice 'active listening'. Active listening is a way of responding to spoken English in an interactive dialogue situation. It is a skill that can be developed with practice. It means a learner should be fully concentrated on what is being said and, most importantly, a learner should try to understand the complete message being sent. In order to do this a learner must pay attention to the other person very carefully. Active listening involves listening with all senses involved. By becoming an active listener a learner will improve not only his/her productivity, but also his/her ability to communicate. Teachers should do their best to teach learners how to listen efficiently and help them become active listeners. There are some key active listening techniques that help learners hear the other person and to show to the interlocutor that a listener is hearing what s/he says. They are the following: to pay attention, to show that you are listening, to provide feedback, to defer judgment, and to respond appropriately.



**Development of Collaborative Skills with Information Technology****Iryna Piniuta****Jessica Meyerzon**

Baranovich State University, Fulbright Program, Republic of Belarus, USA

Collaboration is a necessary skill that can be used to promote efficiency and productivity, as well as develop the understanding of alternate perspectives, which is vital for the progression of society. Successful collaboration is most productive when paired with information technology, especially when it is used to achieve an educational goal. This article examines the merits of using information technology in the development of collaborative skills in foreign language education. More specifically, this research aims to demonstrate how information technology-based activities can be structured in a way that makes students work collaboratively when given the assignment of teaching a topic on "cross-cultural education." The research methods include literature reviews, surveys, and a model of a set of exercises. Students in the department of foreign languages at Baranovich State University were asked to work in groups and use a variety of web applications, including Google Docs, Meeting Words, and Onenote, along with the PPP approach (Presentation, Practice, Production), in order to teach certain aspects of a target culture in English. Information technology activities were designed to make students work collaboratively when choosing specific aspects of the target culture to teach, understanding possible ways to structure the activities that are aimed to teach culture, and creating a set of their own exercises. After the groups completed their work, students were asked to give peer reviews, report the benefits of the web applications that they used, and give feedback on the overall assignment. The findings suggest that the use of information technology in the development of collaborative skills is a powerful tool. Students can gain vital cognitive and social skills that allow them to produce meaningful work, such as cross-cultural education, which is necessary for improving mutual understanding between nations and cultures in the 21<sup>st</sup> century.

**Music and Design: Creativity in Design Depending on Music in Educational Environment****Islam Obeidat**

Philadelphia Univeristy, USA

**Saif Obeidat**

Yarmouk University, Jordan

The attitudes and behavior within educational environments for design' students may shape the way students understand and interact with music (e.g., some students may choose more creative design with the use of music). Previous research on music in the holistic perception of educational environments has not compared conditions designing with music to conditions with no music or applied psychological theory to explain the results. Music may support positive attitude and behavior among design' students. Both Gestalt theory and Gibson's theory of affordances can be applied to explain how music is psychologically perceived and to investigate how music influences in educational environment and design outcomes. The purpose of this study is to assess the role of music on design outcomes and students' attitude and behavior during drawing in educational environment. How traditional music psychologically influences students' attitudes and behaviors, and indirectly, on design creativity. This study was conducted to evaluate the interaction and behavioral responses of students to the educational environment along with the creativity in design' outcomes, based on the relationship between music and design. In this study, subjects (60 senior students, 30 female and 30 male) from department of design at Yarmouk University divided into three groups were asked to participate in this study. Observations took place with written notes about behavior and attitude of students' three groups during drawing classes for three different sessions. Transactions and evaluations took place on design outcomes from the three groups with comparing students' attitude and behavior through creativity and innovation of quality of design. The findings revealed that drawing accompanied by music experiences can create either a positive or a negative effect on a student's interaction and behavior which can be reflected in creativity and innovation in design. Increasing the ambience of the educational environment using music can improve the evaluations of the design and create higher creativity levels. Music in educational environments may prompt students

to focus on the design principles, allowing the design to influence more on the creativity outcome than in a non-music environment. Moreover, music directly influences students' attitude and behavior towards the design, but indirectly influences their attitudes and behaviors towards creativity in design. Benefits of music application on design students included the feelings of well-being (e.g., students felt happier and less bored), participation in drawing (e.g., collaboration, interaction with music), social interaction (e.g., dancing with music, verbal communication), empowerment and self-control (e.g., taking the lead while singing).

### **The Relationships between Iranian Male Dentistry Students' Metacognitive Awareness and Listening Performance in English for General Purposes (EGP)**

**Ismail Baniadam**

**Javid Fereidoni**

**Ali Baniadam**

Urmia University of Medical Sciences, Iran

Metacognition is considered as the knowledge and ability to monitor and control of cognitive conditions in the learning process. Listening is the most important skill of the four language skills in both learning and teaching. It plays an important role in learners' daily life. Although there is a deeper perception of listening, it needs more attention and research. The present study investigates the relationship between the metacognitive awareness and listening performance of dentistry students as English language learners. The participants were 50 Iranian male Dentistry students of Urmia University of Medical Sciences. They completed metacognitive awareness listing questionnaire and listening section of the final exam. First the listening section were of the final exam was applied to the participants at classrooms by the teacher. Immediately after the administration of the examination, the MALQ (metacognitive awareness listening questionnaires) were conducted. The analysis exposed a weak positive relationship between learners' metacognitive awareness scores and listening performance. Although correlation was not high, still there is more correlation in problem solving, directed attention, and planning evaluation than others.

### **Inferring a Message through Capitalization**

**Ivdit Diasamidze**

Batumi Shota Rustaveli State University, Georgia

The English language is unique in the sense that the writing rules are stringent and unbending. The rules generally and the rules of capitalization particularly have practically been set in stone for centuries. Capital letters help us understand what we read and others understand what we have written. It is also about giving elegance to a text. To clarify the meaning in one's writing one has to consider the capitalization rules. However, in the world of imagery the accepted rules are not always taken into account. Capital letters become graphic stylistic devices containing a diverse semantic meaning when the rules are disregarded. This case may make a big difference in the interpretation of a sentence, since capitalization helps to convey information. What happens when complete words are capitalized? Completely capitalized words become great tools for transmitting the right message to a reader. Particularly only modern writes have taken the advantage of manipulating and exploiting capital letters as graphic devices and by doing that helping readers to infer the author's message.

**Skype-Based Blended Model to Progress in English Scientific Composition in a Mobile****Jafar Asgari Arani**

Kashan University of Medical Sciences, Iran

There are three areas addressed to direct the plan and implementation of this survey as main objectives: the faculty members' feelings and impressions on applying Skype as a media to teaching and learning academic writing process, the advantages and the disadvantages of Skype application while teaching and learning academic writing, and the faculty members' perceptions toward using Skype as a supporting tool for course delivery based on selected variables. The study was a descriptive quantitative-qualitative research in which a general survey model was used. The survey questionnaires consisted of 30 statements, devised in five categories, based on Premise Base and Conducive Assumptions to clarify the Skype-based educational utilities and applications. The interview item was also applied to explore if the participants affirmed that the media-based approach augments their learning of academic English writing process. The results related faculty members' perceptions toward using Skype as a supporting tool for course delivery based on selected variables: their specialization, year of teaching, and past experience with Skype. It found that there were no statistically significant differences at ( $\alpha = 0.05$ ) in the use of Skype units due to faculty members' majors. There are statistically significant differences at ( $\alpha < 0.05$ ) in the use of Skype units due to the year of teaching variable, in favors of the third and fourth year faculty members. The results also revealed that there are statistically significant differences at ( $\alpha < 0.05$ ) in the use of Skype units due to the past experience with Skype variable, in favor of faculty members with no Skype use experience. Also, the calculated mean and standard deviations in six areas, each having five statements arranged from the highest to the lowest ranking, indicate the participants' impressions to Skype-based blended model in teaching academic writing. Skype as an educational media is beneficial to be applied in order to deliver academic writing materials and support learning. Faculty members not having enough time to participate in classes feel comfortable with the use of the Skype-based methodology in academic writing. They participate in the course and express their acceptance of this media in learning academic writing. Skype-based teaching could become a very effective educational medium for learning academic English writing.

**Propagation of English through Music in Korea****Ji Won Kim,**

Korea International School, North Korea

**Daniel Jin Won Kim**

Yongsan International School of Seoul, North Korea

Songs in English (with some phrases in English) have always been present in music listened to in Korea. This paper quantifies exactly how much English there is in proportion to Korean in the lyrics and tries to analyze the factors that affect this ratio. Hip-hop's emerging presence in Korea is the primary factor that is looked into here. While some literature points to the sources for authenticity in hip hop songs around the world coming from the creative use of lyrics and an anti-establishment tone, other literature points to the tendency for hip hop songs having to pay homage to previous hip hop songs and history. Hip-hop songs in Korea should thus have more English content and the quantitative analysis of the lyrics shows as much. Other popular literature that analyzes the content of Korean hip hop lyrics specifically also seems to confirm the other literature that talks about hip hop as a global phenomenon gaining authenticity by confronting social factors of its local "scenes." Finally, one other finding that emerged from the quantitative analysis of the lyrics by accident has been the correlation between English content and the average temperature at the time. It is a factor that was not under scrutiny at first, but seems to hold some implications about the use of English being connected to seasonal factors.

**Teaching Pronunciation to Kurdish Students Learning English as a Foreign Language****Kafi Razzaq Ahmed**

Salahaddin University, Kurdistan Region, Iraq

While learning the English language is recognized as beneficial for Kurdish students for career advancement, there are a number of problems associated with effectively teaching its specific aspects such as pronunciation. In addition to accepted ways to say words and phrases, the introduction of slang words and various dialects confuse individuals attempting to become fluent in a foreign language. Compounded by a shortage of materials, inadequate training of teachers, instructor shortages, and oversized classrooms, teaching pronunciation of English is a challenge. This paper presents the reasons why Kurdish students want to effectively learn the English language, the problems associated with public school instruction, challenges in teaching English pronunciation, and possible solutions. It is outside the goals of this paper to discuss political and social influences in an in-depth manner, although primary influences are discussed. However, the published information on contrasting and comparing Kurdish and English consonant systems, vowels, word stress, and intonation is included. In conclusion, pronunciation is vital to communication during spoken language. The issues with teaching Kurdish students effective communication have possible solutions and research continues to discover how to bridge the gap between people being fluent in reading and writing English as a second language and vocalizing it with correct pronunciation.

**Context and Deictic Ambiguity****Lali Tavadze**

Batumi Shota Rustaveli State University, Georgia

The article deals with the problem of deixis and discusses the usage of deictic verbs. Deictic words 'point' to entities, places or moments in time, but, notably, in doing so signal the subjective position of the speaker in the instance of pointing. The purpose of the paper is to show the means of the deictic centre, to identify the ways indicating proximity and distance that depend on the context of the utterance. The importance of locational specifications in general can be shown from the fact that there seem to be two basic ways to refer to objects – by describing or naming them, on the one hand, and by locating them, on the other. Another problem that is worth mentioning is the lack of deixis, which makes it difficult to set the concrete time and space links, makes the narrative ambiguous, and creates the sense of disorientation. The paper will discuss how the recognition of one group of related linguistic features can provide the "point of entry" for literary interpretation. The main focus is on deixis: formal devices in language for indicating how the speaker is related to what s/he refers to, how seemingly insignificant details of language can, when analysed systematically, be shown to be organized in such a way that whole patterns of meaning depend on them.

**Blended Learning in Higher Education - Challenge or Development****Lela Abdushelishvili**

International Black Sea University, Georgia

Blended learning as a term comes from the business and corporate world and it then got extended to higher education, language teaching and learning. Blended learning gives educators a great variety of methods and forms of teaching. By understanding blended learning as the model of delivering instruction educators will give students the opportunity to control their learning with the view of becoming better specialists and address the challenges and opportunities.

**Idioms as Image-Bearing Expressions and Their Interpretation****Lela Ebralidze**

Ivane Javakhishvili Tbilisi State University, Georgia

The present work deals with idioms as image-bearing expressions, whose figurative meaning is very different from their literal meaning and the meanings of their constituent parts. While studying the etymology of idioms it becomes clear that most of them started as non-figurative statements used in their literary sense. With time some of them seem to have drifted so far from their initial meaning, that the latter can only be traced back through the history. The non-compositional nature of idioms implies that their meaning cannot be a predictable sum of their parts, and the metaphors contained in them do not contribute to the meaning of the whole statement. Hence, the opinion about idioms being arbitrary expressions is quite widespread. However, the conceptual metaphors involved in idioms have remained active and the mental images invoked by them conjure up the same associations as they did when used literally. To test whether the images played a significant role in interpreting idioms' meaning, an experiment was made with participation of 100 students, whose level of English ranged between B1 and B2. The students had to guess the meanings of rather opaque idioms given without a context. So, in case of unknown expressions, they would have to rely on the associations called up by the images. As a result, 14 out of the 20 idioms were correctly interpreted by the students. It cannot be claimed that all the idioms can be understood with the help of the images contained in them, but the mentioned factor can be useful when teaching idioms, since learning can become easier or more difficult depending on whether it happens through reasoning or as a mechanical process of memorizing arbitrary expressions.

**Interpretation of Good and Evil in English and Georgian Proverbs****Lela Kamadadze**

Batumi Shota Rustaveli State University

Mutual confrontation of "good" and "evil" is one of the most important issues in English and Georgian proverbs. Particularly, the two categories are evaluated in the following way: the proverbs of both peoples characterize "good" as something positive (action, behavior, etc.) and morally acceptable to society. Linguoculturology of both ethnic groups considers "evil" as something bad, harmful, sinful, unpleasant, and unhappy. The general content of the above categories in English and Georgian proverbs is similar, but the methods of reflection are different, as the structure of the English and Georgian languages differs. Consequently, the phenomena in them are reflected in different ways as well.

**Applying Speech Act and Politeness Theories in Drama Analysis for Eliciting Patterns of Human Communication****Lia Todua**

International Black Sea University, Georgia

Speech act and politeness theories have been extensively used for discerning pragmatic specificities of interaction between individuals, for uncovering meaning explicit or implicit in any medium of human expression. Since literary texts, except for some genres, reflect reality, they represent a vast source of analysis for better understanding nuances and subtleties of human communication and have the potential to serve the above purpose more efficiently than non-literary texts. The conference paper presents an attempt to prove the above proposition.

**Imposition or Empowerment: Second and Third Language Learning for Indigenous Children in Multilingual Society****Lienjang Zeite**

Rajiv Gandhi University, India

Language is power. Language is also the means to achieve status and economic validation as well. But above everything, knowing how to speak your native language is a matter of possessing a unique cultural worldview about the community you belong to. These worldviews directly contribute to the diverse mosaic of human civilization. Language is more than a medium of communication to exchange information and ideas between humans. In the course of history, humans have employed languages to negotiate, build bridges between nations, create work force, promote certain cultures etc. It would be fair to say that language has also been used as the tool to dominate and control within community groups. Many times language has also played an essential role in liberating minority language groups from the domination of major groups. The existence of human knowledge is embedded in languages. If a language is endangered, it means losing one's worldview and identity. It is not uncommon for a child to grow up speaking more than one or two languages in a multilingual society. The perception of language status and power are also introduced eventually to the child. When language planning is not propagated in a fair manner, the rift between major and minor language issue cannot be dispelled. The issues can be solved with a few discussions and sometime it flares up and ignites civil fights. India and Africa as nations with the largest number of indigenous communities have had these issues concerning linguistic rights often. The paper will emphasize on the challenges and issues faced by indigenous children learning second and third languages (in the Indian context). The paper will also discuss the methods of language implementation in schools with multilingual children. The effects of neglecting linguistic rights and non-recognition of indigenous languages will be highlighted as well.

**Impact of Content and Language Integrated Learning (CLIL) on Young Learners' Motivation in English as a Foreign Language (EFL) Classroom****Lubov Grigoryan**

International Black Sea University, Georgia

Student motivation has been shown to contribute greatly towards their gains when studying a second language (Gardner, 1979). Considering that the nature of motivation is multidimensional, it is challenging to study, but it can be managed if we focus on what causes people to complete a task (Beck & Jessup, 2004). Teachers in Georgia are increasingly implementing Content and Language Integrated Learning (CLIL) in English as a Foreign Language (EFL) classrooms, however, few studies have investigated the impact of CLIL on student motivation. This study aims to explore the relationships between CLIL and students' motivation, more specifically, that of young learners. It is expected that implementing CLIL affects students' motivation positively and leads to a high level of student involvement in the learning process. Implications for teachers using or intending to use CLIL are to reflect on the students' involvement in the learning process and modify their teaching strategies in order to increase their students' motivation.

**The Features of English and Georgian Political Euphemisms****Maka Baladze**

Batumi Shota Rustaveli State University

This article is an attempt to find out how euphemisms are employed in speeches of politicians. The language for politicians is the tool that helps them to smother up a scandal, to hide the truth, to make a positive impression on society. Politics is one of the most fruitful areas from the view of the euphemism usage. To find the right choice of words, politicians often use euphemisms, as

they have a great pragmatic potential that allows politicians to criticize their opponents, manipulate and disguise the aspects that are unpleasant, as well as to control information transfer without giving a negative impression to their audiences. The main goal of the article represents the identification of features of English and Georgian political euphemisms in political discourse.

### **Gender Strategies in Georgian Political Discourse**

**Manana Rusieshvili-Cartledge**

**Sopio Totibadze**

Ivane Javakhishvili Tbilisi State University, Georgia

As is known, people frequently maintain their face while attacking or saving others' image, depending on their specific intentions and the context of the situation. Brown and Levinson (1978) call this phenomenon "a face-threatening act". Tracy (2008) prefers the term "face-attack" to describe serious face-threats, whereas Blitvich (2009) claims that linguistic impoliteness may be one of the linguistic indexes of constructing identities. From this point of view, it can be claimed that politicians may use impoliteness as a strategy to damage their opponents' faces while presenting their own ideas. By doing so, they make their advantages visible to the possible voters. The Georgian political platform, in this sense, is no exception. Rusieshvili (2017) describes the linguistic and extra-linguistic strategies applied by female politicians while defending their political stance during the pre-parliamentary election period. This paper continues the same line of thought and aims to discuss whether Georgian female politicians are consistent in using masculine speech strategies more than feminine in their day-to-day activities and the possible reasons behind their face-attack and their connection with gender, power and identity construction. This study is based on the analysis of empirical data made up from transcriptions of extracts from parliamentary debates broadcast on Georgian TV channels in 2015-2017.

### **Some Problems of Modality in Legal English and Georgian Texts**

**Mariam Babukhadia**

**Nunu Charkviani**

**Sopio Kipiani**

Akaki Tsereteli State University, Georgia

The article deals with the issue of modal verbs in Legal English. Legal English is a type of English used mainly in legal writing (contracts, licenses, judgments, parliamentary acts, legal correspondence, etc.). In general, legal language is a formalized language based on logic rules which differs from the ordinary natural language in vocabulary, morphology, syntax, and semantics, as well as other linguistic features, aimed to achieve consistency, validity, and completeness. However, due to the spread of Legal English as the predominant language of international business, as well as its role as a legal language within the European Union, Legal English is now a global phenomenon. A specialized use of certain terms and linguistic patterns governs the teaching of legal language. Language for Specific Purposes is a widely applied approach to second or foreign language teaching and training that addresses immediate and very specific needs of learners who need that language as a tool in their education, training or job. Teachers' aim is to interpret the functions of modal verbs in Legal English in comparison to Georgian. The authors have conducted the research applying legal English documents and analyzed the use of modal verbs in context, the frequency of their use, finding equivalents of English modal verbs in Georgian language, revealing similarities and differences of modal verb functions and discuss their semantics. Their knowledge and skill of using them correctly in the legislative field are vital. The results of analysis of individual modal verb and their role in Legal English will be presented in tables and charts.

**Syllabus as a Viable Communication Tool****Mariam Bandzeladze**

International Black Sea University, Georgia

In the modern, learner-centered teaching environment, establishing viable communication with the students is crucial from the very beginning of the educational process. Ensuring students' comprehension of the study process, enabling them to see the coherence between the course components, applied teaching methods, assessment, teaching and learning outcomes, etc. is vital for ensuring students' academic performance throughout the course. Educators increasingly agree that a learner-centered syllabus is associated with a better rapport between students and teachers and increased student motivation, achievement, and empowerment. The present paper explores the communicative strategies that teachers need to employ when constructing and presenting course syllabi to overcome various challenges of the study process. This craze becomes even more desired if we consider the multiple purposes the syllabus must fulfill in the educational process, content, and format, function wise. The paper will assist lecturers to establish rapport with the students from the beginning of the study process and support them in their academic performance.

**Characterization in "Araby" by James Joyce****Mariam Chikhladze****Nino Khobua****Rusudan Mskhvildze**

Akaki Tsereteli State University, Georgia

The paper provides the analysis of characterization method in *Araby*, a story from *Dubliners*. It is a concluding story of the childhood cycle which bears certain features of the next cycle as well. Protagonist is not merely a child, but a young boy in love, whose coy, platonic first romance closely reminds us of the traditions of chivalrous courtship, characteristic for medieval stories of knights. The characterization methods employed by Joyce in this story are discussed, comparing *Araby* with the traditional samples of the quest novels and looking for the symbolic details in the portrayal of the characters. The main characters are viewed as "real kids from Dublin" and simultaneously as cliché figures of chivalrous literature - a knight and his fair lady. Special attention is paid to the secondary characters of the story, including the unnamed narrator's uncle, who plays the important role in the conflict, unfolded in *Araby*.

**Using L1 in EFL Classes (The Georgian Experience)****Mariam Kilanava**

European University, Georgia

The study deals with one of the most interesting aspect in Teaching English as a Foreign Language (TEFL) – using native language (L1) in EFL class and its Georgian experience. The study investigates Georgian EFL students' attitude towards using L1 in EFL classes. The study was carried out at European University, Georgia and English Language centre – *Seven Steps to Success* with the participation of 20 elementary, 30 intermediate and 25 upper intermediate students. However, the fact of using L1 in EFL classes was not fully supported by the students it is also worth mentioning that it is acceptable and sometimes even obligatory to use in special situations, depending on special aspects or occasions.



**Typological Patterns of Nominal Address Forms in English and Georgian****Mariam Kurtanidze**

International Black Sea University, Georgia

Terms of address can be considered as the cornerstone of different linguistic fields, including literature, sociolinguistics, and anthropology. Sociolinguistics came into being in the 1960s, and research on address forms has been on its agenda from the very beginning. However, addressing forms can be defined variously, in different languages, specifically their availability or unavailability, symmetry or asymmetry, reciprocity or its absence. The following study aims to analyze and compare nominal address forms in English and Georgian languages, thus, the objective of the research is to identify and present the most typical English address forms that are similarly used in Georgian and vice versa. To accomplish this purpose, the researcher used a quantitative method - questionnaires as a measurement tool. The participants consisted of two groups: Georgian native speakers and English native speakers were asked to use nominal address terms towards concrete collocutor in particular situations. The results received after analyzing the data highlighted the similarities and differences between the above-mentioned languages. The presented research creates the foundation for further study in this field, moreover, it will be valuable for other researchers and scholars.

**A Brief History of EFL Pronunciation Teaching in Georgia****Mariam Mardaleishvili**

Ilia State University, Georgia

Although "the pendulum has swung back again" (Fraser, 1999) and "after a period of relative neglect, second language (L2) pronunciation has experienced a resurgence of interest among applied linguistics researchers and L2 practitioners" (Isaacs et al. 2017), pronunciation continues to be one of the most neglected areas of EFL teaching in Georgia. For the most part of EFL teaching and learning history, Georgia had been a part of the Soviet Union, isolated from any contact with English-speaking countries. In this isolation, where "foreign language learning was entirely a homegrown affair: made in the USSR" (McCaughy, 2005: 456), it must have been very difficult for EFL teachers to teach English pronunciation properly. However, in this isolation EFL pronunciation teaching received most attention. Georgia has now been an independent country for 27 years. Since 2010 English has become a mandatory first foreign language to be taught in schools. If Georgia were to become a member of the global world, it would be a good idea to draw Georgian educators' attention to teaching EFL pronunciation. The paper looks at teaching EFL pronunciation from a historical perspective and attempts to provide an overview of the history of EFL pronunciation teaching in Georgia.

**Peer Feedback or Peer Grading? Reexamining the Higher Education EFL Learners' Preference for Assessment Practices in an EFL Writing Class (Case of Universities in Georgia)****Mariam Merkviladze**

International Black Sea University, Georgia

In rapidly developing communicative era the primary objective of higher education is to create the sociocultural context for students, within which the latter will construct knowledge through cooperation with each other. Ability to write well and effectively communicate ideas to the reader in a foreign language is of vital importance for being competitive on the job market and in academic setting. Therefore, there has been growing interest to develop writing skills among EFL learners. Peer assessment is echoed to be one of the most innovative and productive assessment practices in the recent years. It is believed to be able to increase the learners' autonomy and develop their metacognitive abilities through involving them in the assessment process. Both peer feedback and peer grading are reported to be effective peer assessment practices for developing EFL learners' writing abilities, though there is lack of literature on EFL learners' attitudes towards peer feedback without grading or peer grading of writing in

higher education in Georgia. The primary objective of the present paper is to shed the light on the learners' preference for peer feedback without grading or peer grading. The present paper will analyze the literature in the field and will contribute to raising the educators' and writing tutors' awareness of the students' perceptions about peer feedback without grading and peer grading. Therefore, the current paper will contribute to the effective incorporation of peer assessment practices at EFL writing classes.

### **The Impact of Enhancing Role-Play in Teaching English as a Foreign Language (EFL) to Bodily-Kinesthetic High School Students**

**Mariam Sevakian**

International Black Sea University, Georgia

Teaching EFL learners is a process that requires from teachers to identify various types of learning styles. Larsen-Freeman (2000) stated that students have different learning styles and individual strengths which frequently are not taken into account by educators. Gardner (1999) stated that these individual differences include mathematical, visual, musical, interpersonal, intrapersonal, kinesthetic and linguistic intelligences. Students whose learning style is kinesthetic need different learning strategies, including such activities as role-play and drama. As it was posited by Fleming and Mills (1992) in the VAK model, kinesthetic learners prefer to learn through their own experiences and exploration, rather than from experiences of others. The proposed study aims to investigate the impact of role-plays on bodily-kinesthetic students and their progress in English language learning.

### **Multicultural Awareness of Curriculum Development**

**Mariami Akopian**

International Black Sea University, Georgia

The current paper deals with pronominal aspects of culturally responsive teaching and educators' awareness of multiculturalism and multicultural curriculum development. The purpose of this paper is to discuss topical and pedagogical perspectives on ethnic diversity, cultural sustainability, national unity education and multicultural education respectively in an EFL classroom. The various ways of dealing with the issue and further recommendations of the question in point are discussed and analyzed in the paper. Based on the scholarly literature, multicultural education is the purposeful development process of citizens for a more democratic society through the provision of more accurate and comprehensive disciplinary knowledge and through the enhancement of learners' academic achievement. The paper involves information concerning cultural identities in educational settings, the necessity of multicultural awareness, its role and its approaches in teaching, as well as parental and educators' attitudes and involvement in educational environment. The paper highlights the importance of multicultural curriculum, which leads to preparation of individuals and groups to living peacefully in a multicultural society. Further recommendations for multicultural curriculum development are summarized in the article.

### **Visions of the Future in Dystopian Novels by George Orwell and Aldous Huxley**

**Mariami Khazhomia**

International Black Sea University, Georgia

This paper is a part of a larger research, aimed at comparing and contrasting dystopian visions of future in the novels by George Orwell and Aldous Huxley. These authors send us a powerful message from the 20<sup>th</sup> century, focus on the human values that are bound to fade away, emphasize the problems of diminishing personal identity and establishing community afraid of "Big brother" or intoxicated by "soma". These problems seem to be even more acute in our epoch and there is a deluge of critical materials on two major novels by these authors "1984" (by Orwell) and "Brave New World" (by Huxley). The research material was classified into

the following groups: criticism, defining dystopia as a literary genre; works studying various aspects of Orwell's and Huxley's novels separately, or in comparison, and scientific articles or books by sociologists and political scientists, envisaging Orwellian or Huxleyan elements in modern society, agreeing or disagreeing with these authors. The paper provides the definition of dystopia and then discusses several leading topics of the two novels, like human ethics and technological progress, achievements of modern medicine, plight of totalitarian control, relationship between sexes, and education in a dystopian society.

### **The Triumph of Metaphor in Sylvia Plath's Poem "Metaphors"**

**Marina Zoranyan**

Georgian Technical University, Georgia

The paper deals with the concept of metaphor and its triumph in Sylvia Plath's poem "Metaphors". The word metaphor comes from the Greek word μεταφορά (*metaphorá*) which means "transfer". Metaphor is defined as the practice of talking about one thing as if it were another, on the grounds that there are some notional similarities between the two entities. Metaphor is not merely a property of language (i.e., a linguistic phenomenon), but rather a property of thought (i.e., a cognitive phenomenon). Metaphor is a powerful manifestation of creative thinking that offers new ways of perceiving and understanding the old and the new. The American poet Sylvia Plath is well-known for her abundant use of metaphors in her autobiographical poetry. By employing this stylistic device, she tries to arouse thoughts and feelings in a reader's mind to allow him/her to understand the depth of the image she is trying to convey. The object of particular interest, from the view point of metaphoric use, is Plath's eponymous poem "Metaphors". It is created in the poetic form of blank verse without any regular rhyming pattern. Here Plath, being the narrator herself, explains the mixed feelings of a pregnant woman, describing her pregnancy in metaphorical language and focusing mostly on how large she has become while being pregnant. The poem represents a single stanza structure consisting of nine lines, each containing nine syllables. The overall tone of "Metaphors" is pessimistic. It highlights the extent of the poet's self-hatred and depression. The author's distorted self-image combined with the love she feels for her unborn child and uncertainty about the future, all these together create a beautiful and highly emotional poem. Plath successfully employs striking yet shocking imagery which produces an emotional response in readers and makes them sympathize with her situation.

### **Grace under Pressure" As the Moral Code of Hemingway's Code Hero**

**Marina Zoranyan**

**Manana Aslanishvili**

Georgian Technical University, Georgia

Ernest Hemingway is one of the well-known and most influential American writers of the 20<sup>th</sup> century. He is the representatives of "the Lost Generation". Hemingway is famous and recognized for his "distinctively crisp, unadorned style". The most significant place in Hemingway's novels and short stories occupies the concept of the "code hero". The "code hero" was perceived by readers in the 1920s as a kind of literary antidote to the increasingly sensitive, emasculated American male. Young was one of the first scholars who put forward the theory of two heroes "the Hemingway's hero", and "the code hero". The Hemingway's hero is a stereotypical fictional character created by Hemingway. He possesses a static set of characteristics that remains essentially the same throughout all of Hemingway's works, being always courageous, confident, and introspective. He struggles to follow his code in order to be able to maintain his sense of moral integrity. "Code" means a set of rules or guidelines for conduct which the hero has to follow. The *code hero* is masculine, brave, honest and never shows his emotions. He demonstrates stoicism in his acceptance of the hardships of life. He permanently faces the disadvantages that complicate his duty, but these difficulties only enhance his determination. The code hero presents *Hemingway's* image of an ideal man, his concept of honor and courage. Hemingway characterizes the conduct of his 'code hero' as "grace under pressure". "Grace under pressure" is the moral code according to which the "code hero" must always act in case he faces the fact of death. "Grace under pressure" *is made of the*

*controls of honour and courage which in a life of tension and pain make a man a man and distinguish him from the people who follow random impulses* (Young, 1966: 63).

### **Analyzing Tertiary Students' Attitude toward Robot-Assisted Language Learning (RALL)**

**Maryam Raeisi, Hadi Salehi, Mina Raeisi**

**Mehran Ghoratolhamid**

Najafabad Branch, Islamic Azad University, Najafabad, Iran

Today technology plays a substantial role in the development of teaching methods in a way that after the appearance of mobile-assisted language learning (MALL), the appearance and the stability of computer-assisted language learning (CALL) methods, a new horizon is opened toward robot-assisted language learning (RALL). This research is of analytic type that its goal is to analyze tertiary students' attitude toward RALL. The participants of this study were selected randomly based on the simple random sampling method from Islamic Azad University of Khorasgan, Iran. They include 30 EFL students whose age range was between 19-25 years old. After administering the questionnaire to the participants, its data was collated and analyzed and then in the next step it was interpreted. According to the result of this study, it is proved that there is a positive relationship between students' positive attitude toward using robot at EFL class.

### **Linguistic Analysis of Personal Pronouns in Inaugural Speech of the President of Georgia**

**Medea Nikabadze**

Akaki Tsereteli State University, Georgia

The paper aims to provide an overview of the use of personal pronouns in political discourse. The study focuses on the President of Georgia Giorgi Margvelashvili and his usage of the personal pronouns *I* and *we*. The study will provide the analyses of inaugural address speech by G. Margvelashvili which will show examples that suggest how he prefers the personal pronoun *we* in situations where he wants to decrease his personal involvement and responsibility and instead act as a spokesman for Georgian people. The study will also provide suggestions of intentions and strategies behind his use of these particular pronouns, for example, how, at big events, watched by a global audience as in his inaugural address speech, he chose to be more formal and to decrease the use of the pronoun *I*, and instead put the focus on what the Georgian citizens have to do, by using *we*.

### **Appropriateness of Ability Grouping in English as a Foreign Language in Georgia**

**Meri Iobidze**

International Black Sea University, Georgia

The paper deals with analyzing whether ability grouping in EFL is an efficient way to improve students' knowledge or is it the way of labelling students. The paper presents findings and conclusions based on literature review concerning the issue. The aim of the study is to inquire about the existing problems concerning ability grouping in EFL classroom and find out how it can help learners become proficient in English language. Based on the research done, recommendations and conclusions will be drawn which can be helpful for teachers and students as well as school administration in order to make language learning process more productive.

**The “Real” World: Working towards a Workplace Relevant Technical Writing Class Model****Michael A. Telafici**

Texas A&amp;M University at Qatar, Qatar

Recent research has noted the role that “soft skills” play in the future workplace. However, according to the Association of American Colleges and Universities (AACU), employers find recent college graduates less well prepared than the graduates themselves feel. In terms of both writing and workplace skills, if there is a gap between student perception and employer experience, the university curriculum may need to look at recalibrating the writing and classroom experience in order to better prepare students. The question is how to balance the desire for accountability in academic terms (letter and numerical grades, rubrics, etc.) with the more ad hoc and personal nature of everyday workplace processes. It has been noted that students write for instructor needs, not authentic workplace needs (Kain and Wardle, 2005), and that the classroom fails to recreate the dynamic complexity of the workplace (Kohn, 2105). In this paper, the author provides a theoretical instructor-student-vendor project model and initial case study for involving technical writing students at an International Branch Campus in Qatar with professionals for project-based learning that leaves the classroom, and some traditional classroom methods, behind. The author’s previous career as a technical writer in the software industry informed his method of classroom instruction to develop ‘soft’ workplace skills in engineering graduates, providing a more broadly applicable skill set needed for the 21<sup>st</sup> century workplace. Having never been ‘tested’ in the academic sense of the word, and having worked with a variety of stakeholders on collaborative projects, the author sees process and negotiation/collaboration as central to effective technical communication and indeed general workplace skills. The author presents a case study of a bi-lingual oral history website project created by a technical writing classroom in conjunction with a professional web designer, which creates both the knowledge gap necessary for learning and academic, technical, and professional skills. This set of experiences is also theorized and visually presented as a possible repeatable model, and challenges and adaptations in using a more “real world” approach in the classroom are discussed, as are student-vendor communications documents, assignments, assessments, and student and vendor interviews.

**New Curriculum Development of Bachelor Degree of Malay Language for Foreign Speaker****Mohd Rashid Md Idris****Abdullah Yusof****Mohd Rain Shaari**

Sultan Idris Education University, Malaysia

The purpose of this research was to develop a new program of curriculum which is a Bachelor Degree in the Malay Language for Foreign Speakers. This research was carried out at Beijing Foreign Studies University for 9 months. The objectives of this study were to develop a relevant curriculum for the new program, and implement this new program marketability according to the current interest and needs of foreign speaker especially at BFSU, China. The methodology involves library method and survey method (questionnaire and interview). The respondents are BFSU lecturers and students that enroll in Malay Language program. The result showed that the new curriculum for these foreign students should be in line with the student interest and meet the current needs of the country’s origin of foreign student in Malay language through multipurpose approaches. This is meant to help the foreign student to identify the element of similar and non-similar in comparison of language and culture knowledge. The marketability proves that 85.5 percent of respondents agree and are interested in learning the Malay language for knowledge, work, economy and social factors. In summary, this study is significant for expanding the language and Malay culture in global ranking as well as for establishing a two-way smart connection between countries, especially Malaysia and China.

**Students' Perceptions Regarding E-Learning: A Study Case of EFL****Mourad Ben Bennani**

Sultan Qaboos University, Oman

The evolution of e-learning has exceeded all expectations in recent years. As a result of development of IT & C technologies and the support of decision makers at Sultan Qaboos University (SQU), the assimilation of virtual learning platform has become a normal phenomenon. The e-learning concept seeks to revolutionize traditional learning methods and requires major changes in the perception of educational process of teaching and learning. However, few research has been carried out at the Centre of Preparatory Studies (CPS) at Sultan SQU to find out how foundation program students perceive e-learning. To better understand the learners' perception of e-learning, data were collected in the form of interviews. The present research study aims to investigate the perception of SQU students at CPS towards e-learning, including their perception of the quality and effectiveness of e-learning and its advantages and disadvantages. To accomplish this goal, the presenter will provide a short literature review on e-learning, followed by a discussion of the perception held by EFL learners regarding the effectiveness of this tool. Finally it will provide a general discussion of the findings followed by a summary and then the implication.

**Towards a Theory of Politeness in Arabic: Convergence and Divergence from English****Muhammad B. A. Al-Samarra'i**

College of Education for Humanities, Tikrit University. Iraq

Understanding politeness is a crucial issue in understanding how language works in its social context. Since the 1970s and 1980s an increasing interest in studying politeness is witnessed in different cultures. This interest has taken up different views and approaches to the study of this phenomenon as stated by Fraser (1990), who distinguishes four different views of politeness (the "social norm view", the "conversational maxim", the "face saving view" and the "conversational contract view"), Kasper (1990) and Eelen (2001) among others. The present study explores the nature of politeness theory in Arabic with an attempt to systematize the main tenets of this theory. Politeness in Arabic, unlike in English, operates with a lot of emphasis on a major principle of keeping good in-group relations among the members of the society embodied in maintaining amiability and "speak fair" in such a way as to maximize social harmony through maintaining all possible linguistic and non-linguistic means, and avoiding any chances which might lead to social disruption. Arabic politeness has its deep roots in religious teachings. The variables of age, gender and social status have a paramount importance within Arabic politeness where each of these principles is given its due importance. Politeness is manifested in a variety of ways such as greetings, which are assigned additional functions to starting a conversation, address forms and a huge number of politeness formulas covering almost all aspects of social life.

**Student-Centered Teacher as a Facilitator to Enhance the Learners' Self-Actualization****Nana Aleksidze**

International Black Sea University, Georgia

Contemporary challenges of the world drive educational institutions to shift their concentration more on learning and the learning process than the mere teacher-centered teaching. Educators face many challenges to be learner-oriented. One of those challenges is making students to be convinced to learn more and better. The paradox of the contemporary education is that, despite the high-ordered desire to be learner-centered, they face difficulties when the matter is about the students' involvement in the process. The learner-centered approach is oriented on the learners and on their cognitive learning abilities. Creating the learner-centered environment is one of the most important means for optimizing students' learning. The learner-oriented approach and environment requires full and active participation of all the classroom members, including teachers, students for creating effective learner-centered climate. The whole process of learner-centered teaching is considered to be the automatic and immutable

outcome of relevant and good teaching, where the main focus goes on developing the pedagogical skills. It is the teacher who motivates, empowers, drives and encourages the learners, guides them to the learner-centered direction, to become active participants in the ongoing processes in the classroom life, to think logically and be problem solvers, be real and life-long learners. The effectiveness of the learner-centered approach largely depends on the teacher's choice and paradigms on the learning and learners, on the methods he/she chooses, on shifting style from the teacher-centered approach to the learner-centered one.

### **Discriminatory and Racist Discourse in American TV Channels: The Image of Arab Immigrants**

**Nassier A. G. Al-Zubaidi**

University of Baghdad, Iraq

The present study examines critically the discursive representation of Arab immigrants in selected American news channels. To achieve the objectives of this study, twenty news subtitles were exacted from ABC and NBC channels. The selected news subtitles were analyzed within van Dijk's (2000) critical discourse analysis framework. Ten discourse categories were examined to uncover the image of Arab immigrants in the American news channels. The image of Arab immigrants is examined in terms of five ideological assumptions including "*us vs. them*", "*ingroup vs. outgroup*", "*victims vs. agents*", "*positive self-presentation vs. negative other-presentation*", and "*threat vs. non-threat*". The analysis of data reveals that Arab immigrants are portrayed negatively in the American channels under investigation and the televised discourse is loaded with racist ideologies and perceptions towards Arab immigrants reflecting the standpoint of their owners. Finally, a number of conclusions and implications are presented.

### **Teaching Discourse Markers with TED Talks: A Corpus-Based Approach**

**Natalya Morgoun**

Lomonosov Moscow State University, Russia

The author discusses the category of coherence and the variety of linguistic resources available for its manifestation and presents a research that aimed at analyzing the expression of coherence through the use of connectives in TED talks. Connectives like 'so', 'also', and some other performing the function of structuring texts are a common type of discourse markers in the English language. While DM in general have been widely explored in earlier studies, few have dealt with connectives particularly in a specific genre on the basis of corpus data. The use of corpus linguistics for language description comprises the majority of its use for language learning (McEnery & Xiao, 2011). A number of smaller and often genre-specific corpora has emerged but, these smaller 'in-house' corpora do not usually spread beyond the institution where they have been created (Aston 2004). In this work the author describes an in-house corpus of TED talks designed specifically for biological students' needs and investigates how the application of corpus linguistics to pedagogy, ESP and AEP in particular, enhances undergraduate science students' ability to discuss their theses. The three aspects in which corpus linguistics is applied to teaching are syllabus design, materials development, and classroom activities (Barlow 2002). Concordancing tasks were integrated into classroom teaching and made use of in-house corpus of TED talks. Concordancing tasks were designed to focus on DM usage identified in students' ability to discuss their own and related research.

### **Interview Transcript: Photoshopped Data?**

**Natia Sopromadze**

Early Career Fellow, Institute of Advanced Study, University of Warwick, UK

The paper addresses the challenges of transcribing audio data in qualitative research. It presents transcription as part of an analytical process rather than a technical one. The researcher's choice of what to transcribe and how to translate spoken words

into written text depends on the purpose transcription serves to achieve. Yet, no matter how detailed a transcript is, one cannot claim its complete accuracy. Using the metaphor of an interview transcript as a photograph, the paper argues that transcription only partially reproduces reality and is as much devoid of contextual and emotional dynamics as an edited image.

### **Integration of the Educational Space in Europe on the example of the Bologna Process**

**Nika Chitadze**

International Black Sea University, Georgia

In the modern Europe the processes which are connected with the unification concern different problems, which are going beyond the European Union. Even more, the new spheres, which start to be developed by the unified rule have appeared. To such new fields belongs higher education. At the same time, if today Europe includes 28-member states (including UK) and 60-years' history, the integration processes in the field of higher education, which gained the name of Bologna process and which started at the end of the 1990s, in the current period covers 40 European states. In other words, the integration in the field of higher education has become a sphere which is developing extremely intensively, despite the language barriers, existence of national traditions in the field of education, which were formed during centuries, etc.

### **First Wave or Third Wave? – Reflection on Educational Megatrends in the Georgian Context**

**Nikoloz Parjanadze**

International Black Sea University, Georgia

International education has witnessed three major trends in recent decades: students' international outbound travel to higher education institutions (HEI), 'forward integration' (Mazzarol, Soutar and Seng, 2003, p. 90), when HEIs started to be involved in international twinings and partnerships with foreign HEIs allowing students to obtain foreign degrees in their home country, and branch campuses in foreign markets to provide on-line education. All these trends are in line with global developments defined and determined through world events and changes in political, economic, social and cultural fields. The article analyses these megatrends and views the Georgian context through their prism looking at internationalisation of education, international student and staff mobility, marketization of education and the demands knowledge-based economy poses on the Georgian system of education.

### **Development of Contextualized Instructional Materials for an Indigenous Group of Adult Learners in the Philippines**

**Niña Svetlana Mendoza**

**Jakey Paula Rosauo**

**Xid Kayla Lapiz**

University of the Philippines, Philippines

Many Indigenous Peoples' (IP) communities in the Philippines lack access to instructional materials and learning strategies that are culturally appropriate and written in their native language. The development of learning materials such as story-books in big and small book formats in the learners' native language has been supported by the Philippine Department of Education (DepEd) in line with the institutionalization of the Mother Tongue-Based Multilingual Education. DepEd also offers an alternative learning system curriculum for IP education. However, there is still the lack of learning strategies and instructional materials that consider the language, culture, and context of the IP communities. In this research, a literature-based approach to developing contextualized learning materials for the Adult Aeta Mag-Antsi community in a province in the Philippines was applied. This was



done in response to the recognition of the lack of contextualized materials and its significance in adult education for indigenous peoples, which, according to Fiagoy (2000) in a UNESCO report, is education that “builds on the people’s cultures and experiences and at the same time trains them to be critical and analytic regarding their situation to enable them to make sound decisions and actions.” Enriching learners’ reading comprehension as part of their ongoing Distance Education program and greatly anchored in their culture is the main objective of developing the materials. Through consultation with the learners, para-teachers, and program developers, suggestions and recommendations are provided on how to improve the materials and learning strategies. Results also indicate that the bottom-up approach in the development of the materials and the community involvement in the process proved to be essential elements for contextualization. The literature-based strategy and the use of contextualized instructional materials helped the IP participants gain a deeper understanding and appreciation of the story used in the teaching demonstration.

### **Classroom Management**

**Nino Akhaladze**

**Diana Bogveradze**

LTD School No: 1, Tbilisi Georgia

Classroom management skills are important, as they help to ensure successful teaching and learning. The most effective activities can be made almost useless if the teacher does not organize them properly and disruptive behavior can spoil the best classes if it is not checked. Teacher has the roles of controller and facilitator. It is important to discriminate between the roles, as these two concepts represent opposite ends of a cline of control and freedom. A controller stands at the front of the class like a puppet-master or mistress controlling everything, a facilitator maintains a low profile in order to make the students’ own achievements of a task possible. Besides, discipline plays a great role in the classroom. The phrase “classroom discipline” has for most teachers an immediate and clear meaning, but it is in fact quite a complex concept, and hard to define in words. One way into such a definition is to start by brainstorming all the ideas that seem to the teacher to be comprised in it: “control”, for example, or “rules”. The following topics will also be discussed: student’s groupings, the use of the mother tongue, ideally disciplined classrooms and rules (resources), the causes of discipline violations, and learning from the student voices.

### **The Challenge of Language Teaching within the Different Contexts in the Competitive Educational Environment**

**Nino Bochorishvili**

**Nino Lomsadze**

Georgian Technical University, Georgia

The ability to think critically is an important feature of modern society. Thinking critically must be a focus of higher education in order to provide the intellectual training for our students in order to succeed in the competitive environment. Nowadays educators admit that sometimes it is quite frustrating to develop and integrate experimenting and reflecting critical thinking in lesson plans within different contexts. The challenge which language teachers should experience is not to find pedagogical models that embrace critical thinking, but the formation of specific educational structures that not only replace the existing ones, but also ensure that they will grow deeper and wider, in order to provide students with a relevant learning environment. Thus, critical thinking cannot be developed overnight, but the use of reflective assignments facilitates student engagement in learning. The aim of the paper is to share theoretical and practical ideas about critical reflection on the process of English language teaching/learning and some aspects of its development.

**The Bologna Process and Its Impact on Student-Oriented Teaching Approach****Nino Chikovani**

Tbilisi State University and Georgian National University, Georgia

The last few decades have shown that the strengthening and expansion of the European Union countries for deepening and development of the cross-country relations there was a necessity for the implementation of the reform, which would bring about the intellectual, cultural, social and scientific and technological aspects in a common space being able to create the countries' sustainable socio-economic environment. Given the fact that education is a critical factor for forming democratic values in the society, the need for the decisive changes became extremely actual that would turn higher education in the common European space. Consequently, these changes would guarantee the cross-country mobility and employability, and, in general, the versatile development of the continent. In May 2005 Georgia joined the Bologna Summit, where the main priorities were: social dimension; lifelong learning; student-oriented teaching; education, research and innovation; mobility; data collection; multilateral transparent mechanisms; and financing. After signing the Bologna Treaty, the fundamental and significant changes were made in the higher education system of Georgia and particularly in teaching approaches. The teacher-oriented teaching has been replaced by a student-oriented format, where the teacher is mostly perceived as a facilitator, tutor, or a prompter rather than a dominant link in the learning and teaching circle. Subsequently, in the existing curricula and syllabi methods and competencies are adapted to the course aim and content the way that a student gets those learning outcomes that are crucial for the relevant qualification acquisition.

**Schoolchildren and Students: Career Choice****Nino Gatchava****Nino Balanchivadze**

International Black Sea University, Georgia

Scholars believe that several factors, such as skills, interest, motivation, values and family affect a person's profession-related choice, which to a large extent determines one's career and life as such. The objective of the study is to describe the profession-related decision-making in Georgia and defines its characteristics and indicators.

**Modal Structure of the Aesthetic Text and its research as Linguoculturological Problem****Nino Janjgava**

Georgian Technical University, Georgia

In the process of analyzing the modal structure of an aesthetic text we should proceed from the conception of modality which is worked up in the modern theory of text interpretation according to which every structural aspect of the aesthetic text should be considered as a result of actualization of corresponding functional-semantic field. We should proceed from the assumption according to which the actualized functional-semantic field belongs to paradigmatic and textual net received with a result of its actualization to the syntagmatic plan. The actuality of the problem is directly related to the objective formulated above - the modal structure of a text is directly related to the category of mode. That is why the analysis of the modality category is based not only on the principles of the above-mentioned linguistic paradigms, but also on the dynamic Chrono-genetic theory of mode developed in the works of the French linguist G. Guillaume.

**Mental Imagery – An Effective Incentive in Language Learning****Nino Kvantaliani****Pikria Dolidze**

Batumi State University, INT – the Centre of Teaching English, Georgia

The importance of mental imagery for education is incontestable. According to many researchers, imagery work contributes to the development of various skills in the learner. Mental imagery is the basis of learning in the EFL classroom since it can be a useful tool for increasing learners' cognitive skills, creativity, motivation, and attention span. As well as this, mental images are a solid means to enrich the EFL classroom with efficient activities enabling learners to process the language being acquired. The present paper deals with specific activities English teachers can use when teaching vocabulary, grammar, speaking, and writing from elementary to advanced levels. In particular, some practical, hands-on activities exploring the ways of incorporating mental imagery are offered for planning the vocabulary and grammar production stages with an eye to evoking response from students and encouraging them to use target language units in their own contexts both orally and in written.

**Using Discourse Analysis for P4c Stimulated Teacher Reflection****Nino Nijaradze****Natia Zviadadze**

Akaki Tsereteli State University, Georgia

The paper describes an exploratory study that aimed to use discourse analysis as a tool for identifying trainee teachers' beliefs, attitudes and priorities. The participants of the study were enrolled in the 60-credit teacher training program and had varying degrees of prior experience in ELT in very different contexts. The research used Philosophy for Communities (P4C) approach and recordings of teachers' discussion as a data collection instrument, which provided rich linguistic data for analysis. Applying discourse analysis method has allowed us to identify common themes and individual voices of teachers. Looking at the language used in teacher discourse leads to several interesting findings connected with how teachers conceptualize their role in relation to other key participants in the educational process and how their beliefs about teaching are affected by the teacher education course, if at all. Although limited in scope, the study allows us to suggest that combining P4C approach with discourse analysis may prove invaluable in accessing the aspects of teacher cognition that often remain hidden from teacher educators and educational authorities.

**The Role of Teacher Leadership in Empowering Learners with Special Educational Needs in Inclusive Education****Nino Tvaltchrelidze;****Ana Safarova**

International Black Sea University, Georgia

Inclusive education nowadays occupies an inconspicuous niche in the educational world and as a result, there often is a lack of teachers and administrators who are well-prepared to lead, monitor and supervise the classrooms with students who require a bigger portion of attention and observation. One of the foundations of inclusion for schools suggests the provision of the conditions that will support the education of children with SEN. Therefore, it will also demand school leadership that assists teachers to construct inclusive classrooms. This study accentuates the importance of creation of special curriculums for the SEN classrooms and the implementation of teacher leadership practices of special education teachers in creating energy in the classroom; building capacity; securing environment; extending the vision; meeting and minimizing crisis; and seeking and charting improvement dimensions. Flexible curriculum contributes to the prosperity of teacher leadership and helps to determine the most

suitable approaches that could be applied to particular situations. The research also emphasizes the inalienable role of the parental support that triggers motivation and stabilizes the relationship between the students and teacher leaders. The findings confirm that school leaders influence inclusive school change when they provide teachers with the appropriate support for staff development. This paper analyzes how teacher leadership should be presented in order to create a healthy atmosphere in the classroom that maintains and stresses individuality of every single student and empowers them.

### **Interactive Multimedia as a Support for Metacognitive Learning**

**Rusudan Gotsiridze**

Georgian Technical University, Georgia

The main goals of education modernization include the implementation of multimedia technologies that are improving the quality, increasing the availability for education, and developing a personality who will be able to act in the informational environment, have informational culture and be aware of the informational and communicative capabilities of the modern technologies. The newly emerged paradigm 'computer-student' in the multimedia reality is a good tool for metacognition and for Dewey's principle "learning by doing and getting experience" when learners are able to conceive and determine their own ways of problem solving and requirements for learning. It will also help them to stay independent from teachers and become independent observers. Metacognition as a leading phenomenon of academic and personal development assesses not only the thinking skills of a learner, but also the use of those skills in practice.

### **CERTUS - an English Language Competence Test**

**Rusudan Tkemaladze**

National Assessment and Examinations Centre, Georgia

The aim of the paper is to get the audience acquainted with a new project initiated by the Foreign Languages Group at National Assessment and Examinations Centre (NAEC) in Tbilisi. This is the design of the English Language Competence Test, CERTUS, the result of which sets the English language competence level of a test-taker against the standards defined in CEFR- Common European Framework of Languages (C2-A1). The certificate issued by NAEC will show the English language competence level of test-takers, which gives them chances to be more competitive and have more ambitious goals in the career development as well as in education. The affordable fee as well as the possibility of ongoing registration add extra credits to the practicality of CERTUS and the benefits it may bring to every interested person.

### **The Impact of Using a Multimedia Application to Enhance Listening Proficiency among ESL Learners**

**Salwani Bbinti Mohd Salleh**

**Lai See May**

**Azzieatul Syazwanie binti Azmi**

**Nazatul Shahreen binti Zainal Abidin**

**Nur Dalila binti Norshahidi**

**Mohd Zafian bin Mohd Zawawi**

Universiti Teknologi MARA Kelantan Branch, Malaysia

Listening is often perceived as a skill which can be developed instantaneously. In reality, listening is the most critical receptive skill particularly in second/foreign language learning. In the process of development of listening skills learners get to receive and digest

comprehensible input in order to acquire and learn the target language. Realizing the importance of listening, the research intends to provide a practical learning tool for listening among ESL learners, to investigate the impact of using the tool on their listening competence and to contribute an alternative, effective method of teaching and learning listening for them. The study incorporates paired t-tests analysis whereby the subjects (Part 1, Interim semester, Universiti Teknologi MARA Kelantan Branch) are divided into control and experimental groups. A multimedia application known as *LAfELLA* (Listening Application for English Language Learners) modified by the learners' instructors is provided for the experimental group as an intervention meant to enhance their listening skills. The study lasted for about four months, starting from November 2017 to January 2018. Both groups' listening assessment scores were then compared to see the impact the application has on the subjects' listening competence. It is hypothesized that *LAfELLA* contributes to significant positive development of listening proficiency among the students. Upon proving its effectiveness, the application is targeted to be upgraded into a mobile application for easier use and broader coverage.

### **The Impact of Synthetic Phonics Teaching on the Development of Spelling in the Short and Long Term**

**Samira Golshani**

**Hamid Gholami**

Islamic Azad University, Iran

The present study was undertaken to determine the impact of synthetic phonics instruction on the development of Iranian EFL learners' spelling in the short and long term. A random sample of forty-two novice learners, ranging in age from 6 to 9, were selected. They were divided into two symmetrical groups randomly (N= 21). In the experimental group, 6 combinations of sounds were taught in 2 sessions. Thereafter, they practiced them throughout the remaining sessions, whilst the other class learned those combinations of sounds in 12 sessions within 8 weeks. At the end of the experiment a teacher-made test used as an immediate post-test and 3 weeks later a delayed post-test were given to the learners. The t-test analyses for both immediate and delayed post-test scores revealed that the learners in both groups were the same at spelling in the immediate post-test, but delayed-test results indicated that the experimental group was much better at spelling. The current findings demonstrated that synthetic phonics teaching in the long term enhances learner's spelling.

### **Negotiating What Constitutes L2 Learning in L2 Classroom Interactions**

**Shayan Heidari, Ahmad Izadi**

Islamic Azad University, Abadan, Iran

Conversation Analysis for Second Language Acquisition (CA-for-SLA) is an approach to second language (L2) learning research which considers learning as a visible and empirically describable process. CA-for-SLA draws on what the participants in instructional settings display in talk-in-interaction in order to see how learning and knowledge are co-constructed by learners and teachers. Recently, in the field of CA-for-SLA, there has been a growing number of studies on epistemics in classroom interactions (cf. Sert & Walsh, 2012; Rusk, Pörn, & Sahlström, 2016) which deal with how knowledge is distributed between the co-participants (Mondada, 2011) and also how it is handled, contested and negotiated by them in the ongoing course of interaction. Thus far, the studies on epistemic work in L2 classrooms have focused on changes in students' epistemic statuses (e.g., their trajectory from a less knowing to a more knowing state) and epistemic imbalances (Rusk, Pörn, & Sahlström, 2016) regarding the activities and instructions they are given by the teacher. That is to say, the analytic focus has mostly been on students' orientations to what the teacher has made relevant to the talk as L2 learning. Alternatively, this study focuses on what students themselves, and not the teacher, consider as constituting L2 learning in L2 classroom interactions. The data for this study come from video recordings of eight sessions of an intermediate English class in a language learning institute in Iran. The analysis of the data through conversation analysis (CA) shows how students, during classroom lessons, assess the teacher's turns as either relevant or irrelevant to L2 learning and express their epistemic primacy (Hayano, 2011; Heritage & Raymond, 2005) toward what points and aspects of the L2 should

be practiced and learned. The results of this study contribute to the understanding of knowledge co-construction in L2 classroom interactions.

### **Developments in Sustainability and Service Learning Programming in International Education**

**Sheila Anders**

Center for International Education at Northern Arizona University, USA

The global narrative on climate change is taking an increasing prominence in understanding the interconnected impacts on the global economy and resource management. International education is at the forefront of fields uniquely situated to play a role in developing global stewards of the future through intentional programming. This session will highlight new models and directions in interdisciplinary faculty-led and short-term programs that incorporate learning content related to various aspects of sustainability and service learning. Sustainability here is defined as including elements of economic development, environmental sustainability, global interconnectedness and social justice. Learning content examples will draw from established programs combining community planning and development, humanities and language acquisition. Service learning program examples will include interdisciplinary classes delivering health and human services across a variety of cultural contexts. This session will equally include examples of structural models for ensuring effective resource management and assessment in addition to learning outcomes.

### **The Role of English Language Teaching (ELT) in Enhancing Adolescent Students' Critical Thinking Skills in English as a Foreign Language (EFL) Classroom**

**Sineivar Omarova**

International Black Sea University, Georgia

The instruction of critical thinking targets to develop students into individuals who are independent enough "to think beyond the limits" (Acharya, 2016, p. 3), and evaluate events critically. Paul and Elder (2008) cited in Sanavi & Tarighat (2014) defined critical thinking as one of the most modern issues in education around the world, being utilized in the classroom and the curricula as a way "to train decisive, open-minded individuals with fair judgmental qualities referred to as cultivated critical thinkers" (p. 79). The present research sheds lights on the necessity of development of critical thinking in EFL learners. Furthermore, the article will review various concepts concerning critical thinking, including Bloom's Taxonomy of Educational Objectives, metacognition and critical thinking dispositions, critical thinking and its nature, the relationship between critical and creative thinking and the significant role of teaching strategies and techniques which foster students' critical thinking skills.

### **Motivation as a Tool of Encouraging English Language Learning**

**Sophia Buziashvili**

**Mzia Giorgadze,**

Akaki Tsereteli State University, Georgia

Motivation has long been the major problem in the educational process. It has been broadly recognized by researchers and teachers as one of the main factors that determine the level and success of second language learning (SLA). Demotivation, in its turn, causes series of problems not only in learning, but also in students' behavior. This paper deals with some strategies and steps how the problem of motivation can be tackled. The paper also discusses the role of the teacher, who helps strengthen the learner's study motivation and leads to more encouraging, interesting, and accommodating classroom environment, which seems to promote success in second language learning.

**The Phenomenon of Bullying and its Effects on Students' Academic Performance in Secondary Schools  
(Possible ways to prevent bullying)****Sophio Cheishvili**

International Black Sea University, Georgia

Bullying is one of the most common forms of violence and nowadays is identified as one of the most prominent problems faced by children within their educational settings. Many students attending secondary schools reveal discipline problems such as disruptive classroom behavior, vandalism, bullying, and violence. Establishing effective discipline practices is critical to ensure academic success and to provide a safe learning environment. The aim of this article is to investigate whether bullying experiences are associated with lower academic performance and to discuss the effects of bullying on academic success. The aspects that will be investigated involve determining how academic success is delayed by bullying, the ways in which students are affected by bullying, socially and academically, and what are the possible ways of overcoming it. The paper represents findings and conclusions based on literature review concerning the issue. The paper is supposed to show that peer victimization cannot and should not be ignored when trying to improve educational results in schools. In extending our understanding of how the social climate of schools can affect academic outcomes, this article will try to identify the relationship between school bullying, and academic performance. In the article the forms of bullying, common characteristics of bullies and bullied children, the short-term and long-lasting effects of bullying behavior are defined, also some possible solutions and possible ways of bullying prevention are offered.

**Application of Corpus Linguistics in Foreign Language Teaching and Learning****Tamar Lomadze**

Caucasus University, Georgia

Since the 1970s and more actively the mid-1980s, the corpus-based approach to language learning, teaching methodology and to almost all directions of linguistics has developed and become more and more influential. Corpora analysis has been widely used in lexicographic and grammatical studies, in translation studies, forensic linguistics, discourse analysis, stylistics, semantics, sociolinguistics, etc. This paper presents a short overview of corpus linguistics and its role in applied linguistics. More specifically, it will try to illustrate corpus application in the second language acquisition. Two main directions will be covered, i.e. the importance of analyzing the already existing corpora in the process of language acquisition and teaching and, on the other hand, the possibility of creating new mini corpora of various genres. Providing examples based on corpus-based language analyzes, the author will try to demonstrate the numerous benefits of conducting corpus-based research in pedagogy and the importance of developing this field in our country. The application of corpus in research makes observations and conclusions far more objective than they used to be in the past when all the judgments were based purely on researchers' intuition. Furthermore, encouraging students to get involved both in the process of corpus analyzes and creating learners' corpora will make the second language acquisition process pleasant, challenging and, what is most important, more efficient. The paper will discuss the benefits of applying real-life language corpora and the importance of access to very large language samples. Besides, some recommendations will be provided on how to search and analyze corpora, where to find them and how to create our own ones.

**PBL as a Paradigm in Contemporary Teaching Methodology****Tamar Merabishvili**

Guram Tavartkiladze Tbilisi Teaching University, Georgia

Problem-based learning (PBL) as an attitude which appeared in the XX century. It is a teaching strategy to promote self-directed learning and critical thinking through problem solving. This educational approach has become a distinct methodology and has

been widely adopted within higher education as a method of teaching. Problem Based Learning focuses on systematic reviews. Key to success of PBL is the recognition that students are active participants in their own learning. In education PBL activities would focus learning on the goal of becoming an effective teacher. We consider this to be a move closer to student-centered teaching. Accordingly, students expend their confidence so that an effective outcome positively influences their professional practice. A problem serves as the stimulus, due to it, it encourages collaboration, communication and increases motivation. Motivated students assume an increasing responsibility and obtain deeper knowledge. So the PBL approach has proven to be an effective way of contemporary teaching process.

### **Adult Language Instruction in Non-Formal Education in Latvia**

**Tamar Mikeladze**

Iakob Gogebashvili Telavi State University, Georgia

The purpose of the study was to scrutinize the adult language teaching practice in non-formal educational setting, such as community colleges in Riga, Latvia. The observation sessions of a foreign language instruction at an adult education center (RIIMC) was conducted in autumn, 2017. The literature review and current research on the topic disclosed several shortcomings of the instruction such as 1) Absence of negotiated curriculum 2) Teacher-centered approach, 3) Teacher-directed activities, 5) Absence of corrective feedback. The findings of the study imply that it is essential to look for the ways how to improve the methodology of teaching languages to adults in non-formal educational institutions.

### **Increasing Students' Motivation in the English Language Classroom**

**Tamar Tvaladze**

**Eka Gotiashvili**

INT – the Centre of Teaching English, Georgia

The article deals with effective teaching methods and ways that build motivation in students and help providing excellent management in the classroom. Many students meet their personal needs by successfully completing classroom activities and assignments, while others find classes to be frustrating. The article highlights that increasing motivation is vitally important for the teachers as well as for the students. Students will not be motivated unless three components are present - the expectation of task accomplishment, finding value in the task and completing the task. That will definitely be supportive to the students' basic personal needs.

### **Text and Paratext: Jonathan Swift's "Modest Proposal" and Margaret Atwood's "The Handmaid's Tale"**

**Tamara Kobeshavidze**

Akaki Tsereteli State University, Georgia

Margaret Atwood's *The Handmaid's Tale* has three epigraphs. The author starts her dystopian novel from the ideas offered by a passage from *Genesis*, a passage from Jonathan Swift's *Modest Proposal* and a Sufi proverb. Certainly, the author's intentional choice of these epigraphs makes the reader to question how they are connected with one another and what the paratexts have in common with the rest of the text. All three paratexts contain valuable information, which probably may help the reader understand the main idea of the book or, on the contrary, probably contribute to the postmodern idea of impossibility of narrative and interpretative closure. The opening paragraph of Swift's *Modest Proposal* seems the most controversial from the other paratexts. The great satirist criticizes the XVIII century English society that enables their poverty and suggests the strange idea of reducing a staving population, abortion and infanticide. He argues that children from poor families could be sold into a meat market as early



as the age of one, in return their parents get the needed income, which would help them to raise the other ones. Atwood's dystopian novel is set in uncertain future when the world with highly developed technology is destroyed by pollution and infertility. Women with a healthy reproductive system have to produce children for the ruling classes. The novel reflects the 1980s fears about declining birthrates, the dangers of nuclear power, and environmental degradation. The analysis and comparison of the paratext (*Modest Proposal*) and the text (*The Handmaid's Tale*) open possibilities to find different layers of meaning of the text, extends our readings of the novel.

### **Teaching Foreign Language for Specific Purposes in the context of Teacher Development**

**Tamari Dolidze**

Grigol Robakidze University - Alma Mater, Georgia

Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The needs to understand the requirements of other professions and the willingness to adapt to these requirements differentiate foreign language teachers for specific purposes and their colleagues teaching general foreign language. ESP teaching presumes teaching of English as a foreign language regarding a specific profession, subject or purpose.

### **Lexical Composition of Fables**

**Tamila Dilaverova**

Batumi Shota Rustaveli State University, Georgia

The article deals with the lexical structure of fables representing different epochs and cultures and discusses how these lexical devices help the authors to express their pragmatic intention. In spite of the fact that a fable is a very old genre, it also turns out to be actual in the twenty-first century. It is true that the main task of the fable research is the analysis of its diverse symbols and their didactic goals, however, different authors' choice of various lexical elements for the description of these symbols represents a no less significant issue. It is important to focus on the author's narrative style and examine how it changes during centuries. While Aesop's fables always finish with a moral, which is usually similar to a preachment and a proverb, in a lot of modern fables we encounter no morals. Lexical choice is also significantly different, because modern fables often include some elements of everyday vocabulary and they sometimes even use slang.

### **Intertextuality in Aldous Huxley's "Brave New World"**

**Tamta Amiranashvili**

Akaki Tsereteli State University, Georgia

The presented work is an attempt to analyze Aldous Huxley's novel *Brave New World* in relation to William Shakespeare's plays based on the theory of intertextuality. The topic is too broad as Huxley refers to Shakespeare's many works in the novel - *The Tempest*, *The two Gentlemen of Verona*, *Macbeth*, *Hamlet*, *Troilus and Cressida*, *Romeo and Juliet*, *Antony and Cleopatra*, *A Midsummer Night's Dream*, *Othello*, *King Lear*, *Twelfth Night*, *Julius Caesar*, *As You Like It*, *King John*. Only three plays - *The Tempest*, *Romeo and Juliet*, *Hamlet* - will be discussed in this paper. Aldous Huxley is one of the rarest writers who uses almost all types of intertextuality in his novel *Brave New World*. Choosing Miranda's (main character in Shakespeare's play *The Tempest*) words as a title of his novel is an example of paratextuality. Hypertextuality is mastered by Huxley as *Brave New World* is a sequel and ironic

repetition of Shakespeare's play *The Tempest* - Huxley widely reconstructs Shakespearean characters. Also, the themes of the novel and the plays are similar. While criticizing modern technocratic society based on Shakespeare's plays, Huxley uses metatextuality. Huxley chose Shakespeare as a source of intertextuality as the contrast between Shakespeare's epoch and modern society to show the degradation of the latter. Referring to Shakespeare's plays, Huxley advises us to remember the past, the people of Shakespeare's epoch who created a great culture and to be aware of a negative influence of science which may make our lives easier, but which is also capable of transforming us into soulless creatures.

### **Classroom Interaction in the Process of Language Learning**

**Tamta Popkhadze**

Akaki Tsereteli State University, Georgia

The paper will discuss the real classroom format speech acts in the Georgian educational institutions (schools) and the linguistic and communicative specifics of these acts. The aim of the work is to analyze the speech act of the participants of pedagogical discourse. The experience in the classroom splits between acquiring knowledge and applying this knowledge in practice. This became possible thanks to both well-planned conversations and spontaneous talks in the classroom. Created contexts and content are powerful tools in the hands of teachers. Acquisition and learning can be viewed as socialization as well as a cognitive process.

### **The Use of Oxymorons in Movie Titles**

**Teona Tsintsadze**

Batumi Shota Rustaveli State University, Georgia

The article deals with the role of oxymoron in movie titles. Movies are indispensable in our lives, they have a profound impact on society and appear ubiquitous within cultures. The paper attempts to reveal the examples of linguistic oxymorons in movie titles. Films, advertisements and other commercial industries actively employ various linguistic devices to appeal the segment of customers. Movie titles often contain tricky features to acquire an eye-catching effect. The article particularly makes an emphasis on oxymorons and their frequent usage in various movie titles.

### **Vocabulary Mistakes Turkic Immigrant Students Made in Writing Texts**

**Türkan GÜLER ARI**

Gazi University, Turkey

**Fethi KAYALAR**

Erzincan University, Turkey

**Ülkü ÇOBAN SURAL**

Gazi University, Turkey

Turkic immigrant children living in Turkey have some problems in terms of basic language skills. The problems that these children experience vary, depending upon their Turkic origins or foreign nationals. Meskhetian immigrant students have Turkic origin and they speak Turkish at a certain point. However, Meskhetian students have their own accent different from the ones who speak mainstream accent. These accent differences cause them to have trouble in their speaking and writing skills. The detection of the problems related to writing will enable them to see the differences between the words. In this context, the aim of this study was to determine vocabulary mistakes that Meskhetian immigrants living in Turkey make in their writing text, and to provide solutions for the correction of these errors. The universe of this descriptive study in the screening model involves Meskhetian immigrant

children living in Turkey. The sample consists of 35 Meskhetian students studying in 2 schools in Üzümlü Sub-province of Erzincan and attending the 6th, 7th and 8th grades. The data related to the detection of students' vocabulary errors were obtained from writing assignments given to the students in a project designed to improve their academic language skills, activities conducted during the project, writing activities and applications. Content analysis technique was used in the analysis of the data obtained within the scope of the research. The vocabulary mistakes the students made were classified, and Turkish equivalents were presented in tables. We determined that the mistakes that the students made are due to the influence of their accent characteristics. As a result of the study, suggestions for correction of vocabulary mistakes of Meskhetian students were made.

### **An Effective Use of ICT for Education and Learning (Current Review 2017)**

**Ugochukwu Chukwuemeka Ahamba**

Department Of Education, University of Ibadan, Nigeria

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. In this paper, a literature review regarding the use of ICTs in education is provided. The effective use of ICT for education, along with ICT use in the teaching/learning process; quality and accessibility of education; learning motivation and environment will be discussed. Besides, an overview of the ICT and scholastic performance will be analyzed.

### **Stepping Stones in Early Childhood to Bilingualism: How Can Kindergarten Help?**

**Valéria ÁRVA**

Faculty of Primary and Pre-school Education, Eötvös University (ELTE), Hungary

This paper will give an account of a longitudinal observational study that was carried out between September 2014 and June 2017. The aim of the study was to collect data about the language acquisition process of children in a bilingual kindergarten group in Budapest. The children who started the programme at the age of three spoke only Hungarian at the beginning and acquired English during the three years they attended the kindergarten. The observer was interested in the process, speed and stages of language acquisition and the methodology applied by the English- and Hungarian-speaking kindergarten teachers who worked in close cooperation.

### **Surgery Training in English Using a Modern Textbook and Medical Simulators**

**Volodymyr Sulyma**

**Yakiv Bereznytskyy**

**Kateryna Yaroshenko**

**Sergij Malinovsky**

SO "Dnipro Medical Academy Ministry Health of Ukraine", Ukraine

The higher medical education of independent Ukraine needs to solve a difficult pedagogical problem – to urgently and systemically pass from 'classical' methods of teaching of subject matter to post-classical ones that would allow students and graduates to deal with catastrophically accruing volume of medical information from various medical (preventive, diagnostic, medical, rehabilitation,

and research) organizations to turn it into knowledge of the student, and the theoretical knowledge received by the same student, to transform to his professional skills and abilities. Instead of the traditional, passive (lecture) approach which only enables to create theoretical knowledge a more active approach is suggested. This will develop medical students' motives to study, their ability and desire to work, investigate and learn. Taking into account that the level of qualification of the doctor is in the first place in various gradational system of educational societies, the necessity to improve the quality of higher medical education becomes clear. The organization of the educational process according to the Bologna Convention gives a possibility to reorient the passive methods of training of students to more active ones, actually from the lecture-informative to the individually-differentiated personal form, where ideology of the educational technology "to drive in of knowledge" changes to the technology of "the self-education organizations" of medical students. And for foreign intern-surgeons it is important to master the surgical manipulation and the stages of surgical interventions in treating the most common surgical diseases or providing an emergency assistance in case of emergency conditions. The received results underscore the increased objectivity in the control of knowledge on the part of teachers' interest and increasing of foreign students' and interns' interest to master a subject, that allowed to prepare a general practitioner in surgery and surgeons, and integrate in the future in practical public health worldwide.

### **Correlations between SPM English 1119 and Muet Scores**

**Wong Siew Jew**

**Liang Lee Ming**

Teacher Training College Rajang Campus, Malaysia

The purpose of this research paper was to determine the correlations between students' SPM (Sijil Pelajaran Malaysia) 1119 English Language scores and MUET (Malaysian University English Test) scores. The main research approach was quantitative, obtaining data from historical documentary analysis of result gazettes. Correlation, t-Test, frequency and descriptive analyses of the data were carried out employing SPSS V. 20. There were 173 SPM candidates in 2015 and 181 MUET candidates (taking mid-year 2017 test) in a secondary school, Sarikei involved in this study. It was found that there were positive and generally strong correlations between the scores of the two subjects and among the four papers of MUET. SPM English Language grade scores can be a good predictor for MUET band scores and aggregated scores. The findings help the school authorities and teachers as well as students to predict or expect MUET scores based on SPM results. The study further concludes the moderate relationships among the four basic English Language literacy skills of listening, speaking, reading and writing.

### **An Early Landmark in the History of English-Megrelian Lexicography: D. R. Peacock's Contribution**

**Zaal Kikvidze**

International Black Sea University, Georgia

The paper is a discussion of the Megrelian data in D. R. Peacock's work "Original Vocabularies of Five West Caucasian Languages" (1877). It contains 143 Megrelian lexemes both in singular and plural, up to 50 phrases and about 22 sentences. A headword is an English item being translated into the five languages, Megrelian among them, and transliterated in accordance with the rules of English orthography. The data were analyzed with respect to how they are transliterated and translated, having observed a number of transliteration, lexical and grammatical errors. Notwithstanding those shortcomings, Peacock's vocabulary should be valued both for its being one of the earliest works in the scarce history of English-Megrelian lexicography and for adequate representations of Megrelian linguistic data.

**Speech Act of Compliment in Socio-Digital Environment****Zeinab Gvarishvili**

Batumi Shota Rustaveli State University, Georgia

Speech act of compliment as well as compliment responses in face-to-face interaction have been extensively studied in different languages and cultures from the point of view of sociolinguistics, psycholinguistics and pragmatics. It is generally accepted that compliments form part of a social ritual that enables speakers to generate and maintain rapport. Compliment responses are similarly restricted by the need to fulfill a social purpose and, in responding, the complimentee faces a certain dilemma – to maintain the positive face. Social networks have increasingly become popular means of communication all over the world. They have provided users a unique mean through which individuals communicate, interact, self-present, and share their ideas or their personal life. Although speech acts on social networks are linguistically natural, these sites offer a unique and public context in which speech and utterance are mostly different from face-to-face context. Social network sites are hosts of pictures of users in different situations on their profile pages. One could infer that posting such pictures may be an attempt to fish for compliments by other individuals and respond to these compliments to maintain relationships. In face-to-face interaction non-response to the compliments may threaten both positive as well negative face of the interlocutors and is regarded as breaking of politeness maxims. Internet interactions, which are characterized by both asynchronous and polylogical communication appear to offer at least one other alternative: that of ignoring the compliment altogether. Though studies on complimenting behavior in virtual contexts are beginning to emerge there is a considerable lack of studies in complimenting behavior in social-digital environments thus, the present study aims to explore the extent to which practices that have developed for face-to-face interactions are adopted in digital environments and whether any new practices are emerging. The medium of the interaction appears to have a strong influence on compliment response behavior and the social norms that guide users in their choice of strategy. The questions that we seek to address in this paper are the following: What is the frequency of compliment response observed in the FB corpus under examination? What do FB users consider to be appropriate behavior with respect to (non)-response to compliments on FB? In responding to compliments, which strategies (accepting, rejecting, or evading) and sub-strategies (e.g. expressing agreement, questioning sincerity, etc.) are most commonly employed?

**On Some Problematic Aspects of Derivational Morphology****Zhuzhuna Gumbaridze**

Batumi Shota Rustaveli State University, Adjara, Georgia

The speaker's linguistic knowledge not only covers the skill of segmenting the stream of sounds of utterance into meaningful units, but also includes the information which enables the speaker to specify the morpho-syntactic characteristics of the individual words into his or her mental lexicon. Owing to this knowledge, making distinction between grammatical and ungrammatical forms becomes possible. An internal structure of words as one of the most fundamental units of linguistic structure is a rule-governed system. However, a human vocabulary has a live mechanism which operates dynamically and apart from static fossilized information, the speaker can enrich lexical fund by forming words creatively through affixation and expanding their meanings into new linguistic domains. Since the morphemes have their semantics, in this sense they are like content words and by virtue of this rule-patterned, derivational morphological knowledge our language creativity seems to be infinite. This is a complicated process undergoing at three different stages simultaneously. In particular, morphological, syntactic and semantic processes attest the phenomenon of derivation. Within the field of morphology, many questions can arise in regard with the nature of words, but among the most persistent questions we aim to pose the following ones in this paper: 1. How intuitive a non-native speaker is at creating words? 2. Based on the derivational morphology patterns fixed in a speaker's mental lexicon, can the words, coined on the spur of the moment, e.g. pauzification, screwdriving, boatist, transparentization, etc. be regarded as nonce-words? 3. Which suffixes among derivational morphemes are productive that will let the speaker predict and anticipate new forms? Responses to the above questions are drawn in the results section of the paper. The discussion section provides an interpretation of derivational

morphology suggested by Greenbaum, Leech, Starvik, Downing, Fromkin, Quirk, Akmajian and presents our own hypothesis towards the findings. The conclusion summarizes the main arguments and suggests the ways to tackle the subject.

### **Rejecting the Logical Categories of the Subject and Object in the Process of Teaching GFL**

**Natia Putkaradze**

American Language Center, Caucasus University, Georgia

Lots of learners of the Georgian as a Foreign Language (GFL) complain about the complex nature of the Georgian verb. As far as it is known, the main reason is its poly-personal nature and two rows of the personal markers. As a rule, in the textbooks of the Georgian language the personal markers are stuck to the logical functions of the subject and the object; but according to some linguists (D. Melikishvili) these markers do not demonstrate what kind of (Subj. VS. Obj.) person is involved into the verbal form; but the main function of the personal markers is to show which – 1st, 2nd or 3rd person is the participant. In some cases, of course, the personal markers indicate the subject role (ო/ე-მალ-ებ-ა [i/e-mal-eb-a] “he is hiding / (from smb.)”); while in the other case the markers of the same type can be related to the object (და-მ-ი-ნახ-ი-ა [da-mi-nax-i-a] “I have seen it”); Except that, as it is also known, in Georgian language there already exist the state verbs, which do not include neither subject, nor object; they express state: feelings, emotions, possession and included personal pronouns are simply participants, they do not act, only feel or possess something. In our presentation we will illustrate our methodological approach of teaching easily the combinations and distribution of the personal markers on the background of the structure and construction of the poly-personal Georgian verb, that makes significantly easier for the non-native students at American Language Centre ([www.alctbilisi.ge](http://www.alctbilisi.ge)) to construct the simple Georgian sentences at the beginning of the A1 level.



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