

10th International Research Conference on Education, Language and Literature



IRCELT
CONFERENCES

Proceedings Book

May 2, 2020 (Online)
Tbilisi, Georgia

ircelt.ibsu.edu.ge

THE 10th INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

მეათე საერთაშორისო კვლევითი
კონფერენცია განათლების, ენისა და
ლიტერატურის საკითხებზე

**IRCEELT-2020**

(Online)

Proceedings Book

May 2, 2020

Tbilisi, Georgia

Dear Colleagues;

Welcome to the 10th International research Conference on Education, Language and Literature (IRCEELT 2019)

The aim of the conference is to bring together researchers, practitioners and policy makers to discuss issues, tackle 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 27 different countries, such as Algeria, Armenia, Australia, Azerbaijan, France, Georgia, Greece, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Israel, Latvia, Lithuania, Nigeria, Oman, Pakistan, Palestine, Russian Federation, Saudi Arabia, Slovakia, South Korea, Thailand, Turkey, and USA.

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-2020**Organizing Committee**

- Honorary – President** : Dr. Saffet Bayraktutan, Rector, International Black Sea University
- General Coordinator** : Prof. Dr. Natela Doghonadze, Founder of IRCEELT Conferences, International Black Sea University
- Coordinators** : Assoc. Prof. Dr. Mehmet Sahiner, EduPort Academy, ON, Canada
Prof. Dr. Nikoloz Parjanadze, International Black Sea University, Georgia

Scientific Board

- Prof. Dr. Natela Doghonadze, International Black Sea University, Georgia
- Prof. Dr. Luke Prodromou, University of Athens, Greece
- Prof. Dr. Deena Boraie, The American University in Cairo, Egypt
- Prof. Mik Fanguy, Korea Advanced Institute of Science and Technology, South Korea
- Dr. Joanne Waterhouse, University College London, UK
- Prof. Dr. Ekaterine Pipia, International Black Sea University, Georgia
- Assoc. Prof. Dr. Khalid Al Hariri, College of Islamic and Arabic Studies, UAE
- Prof. Dr. Nikoloz Parjanadze, International Black Sea University, Georgia
- Assoc. Prof. Dr. Rana Abdulmajeed Saeed Almaroof, Alburaimi University College, Oman
- Assoc. Prof. Dr. Mehmet Sahiner, International Black Sea University, Georgia
- Assistant Prof. Dr. Nino Uglava, the American College of the Middle East, Kuwait
- Assoc. Prof. Dr. Masoud Rahimi Domakani, Shahrekord University, Iran
- Dr. Simona Klimkova, Constantine the Philosopher University in Nitra, Slovakia
- Assoc. Prof. Dr. Ahmen Egenen Akmençe, Firat University, Turkey
- Dr. Jean Simon, Universite de la Reunion, France
- Dr. Brigita Dimaviciene, Kaunas University of Technology, Lithuania
- Dr. Anita Mondok, University of Applied Sciences, Hungary
- Prof. Dr. Mohammed Dawabshe, Arab American University, Palestine
- Assist. Prof., Ekaterina Samsonova, Kazan Federal University, Russian Federation
- Dr. Fadl Mohammed Aied Algalhadi, Swami Ramanand Teerth Marathwada University, India
- Dr. Iryna Pinuta, Baranovichi State University, Republic of Belarus
- Prof. Dr. Andrejs Geske, University of Latvia, Latvia
- Wawta Techataweewan, Srinakharinwirot University, Thailand

The committee is not responsible for correct facts and originality of papers; authors are responsible for that.

TABLE OF CONTENT

PUBLIC SPEAKING: CHALLENGES AND BENEFITS	7
Ana Gadakhabadze	
SPECIFICS OF TRANSLATING ONLINE NEWS HEADLINES FROM GEORGIAN INTO ENGLISH.....	18
Ana Gigauri	
THE IMPACT OF TEACHING CIVIC AND TECH THROUGH ENGLISH LANGUAGE ON TEACHERS' PROFESSIONAL DEVELOPMENT	24
Ekaterina Pipia	
ROLE OF UNIVERSITY MANAGEMENT IN ATTRACTION AND RETENTION OF INTERNATIONAL STUDENTS (CASE OF TBILISI STATE MEDICAL UNIVERSITY AND INTERNATIONAL BLACK SEA UNIVERSITY).....	29
Ekaterine Kvantaliani	
PRACTICAL USAGE OF CORPORA LINGUISTICS IN THE CLASSROOM	34
Emma Nemishalyan	
PEER-GROUP SUPPORT IN RESPONDING TO TEACHERS' PROFESSIONAL SITUATIONS: MY WAY OR YOUR WAY?	41
Erdogan Bada, Yonca Özkan	
THE SCHOOL WILL NOT RETURN TO WHAT IT USED TO BE TEACHERS' INSIGHTS FROM TEACHING IN COVID-19 TIME.....	48
Evana Ratner	
CONTRASTIVE SOCIO-PRAGMATIC ANALYSIS OF POLITE PHATIC COMPLIMENTS (ON THE MATERIAL OF ENGLISH AND GEORGIAN PROSE).....	52
Ekaterine Vatsadze	
REFLECTIVE DIARY AS A TOOL OF FORMATIVE ASSESSMENT AT HIGHER EDUCATION INSTITUTIONS	59
Gulnara Janova, Maka Murvanidze	
CULTURES OF LEARNING AND CULTURES OF TEACHING IN THE LANGUAGE CLASSROOM – IMPLEMENTING GLOBALIZATION AS A TEACHER TRAINING SOLUTION	67
Jarosław Krajka	
COLLEGE ADMISSIONS WITHOUT ANNUAL TESTINGS MAY BE CLOSER THAN YOU THINK.....	81
Ioseb Gabelaia	
INQUIRY-BASED LEARNING IN ONLINE CLASSROOMS.....	90
Irina Chikovani	
LANGUAGE ASSESSMENT AND PLACEMENT TEST: A VIADUCT BETWEEN LEARNING AND TEACHING.....	97
Kafi Razzaq Ahmed	
PARENTAL PARTICIPATION IN THE LEARNING PROCESS	103
Kristina Pirtskhalaishvili	
CHALLENGES OF LITERARY TRANSLATION: DEALING WITH A DIALECT IN TRANSLATION (SHARING THE EXPERIENCE OF TRANSLATING PROSE AND POEMS IN PSHAVIAN DIALECT).....	108
Lela Ebralidze	

THE ROLE OF THE LOST GENERATION IN AMERICAN LITERATURE	115
Manana Aslanishvili	
SCRUM METHOD FOR STUDENT PROJECT	119
Margarita Elkina	
THE IMAGE OF RED POPPIES IN SYLVIA PLATH'S POETRY	124
Marina Zoranyan	
CULTURAL VIOLENCE REPRESENTATION IN AND THE MOUNTAINS ECHOED BY KHALED HOSSEINI	130
Mustafa Wshyar	
STRATEGIC MANAGEMENT IN EDUCATION AS A KEY ELEMENT FOR LEARNERS' AND THEIR INSTRUCTORS' SELF-ACTUALIZATION	137
Nana Aleksidze	
TEACHERS AS EDUCATIONAL LEADERS	147
Natela Doghonadze	
COMMUNICATION SKILLS OF ENGLISH FOR SPECIFIC PURPOSES LEARNERS IN THE SCOPES OF DIGITAL TECHNOLOGY	156
Natia Vasadze	
GLOBALIZATION OF HIGHER EDUCATION: CONTRADICTIONS AND INNOVATIONS	160
Nika Chitadze	
TEACHING GRAMMAR IN AN ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT: DIFFERENT APPROACHES, THEIR PECULIARITIES AND STUDENT VIEWS	169
Nino Tsulaia	
LEARNING FROM MISTAKES AS A DIDACTIC TOOL - THE CASE OF WAR REPRESENTATION IN FILMS	178
Chen Kertcher, Ornat Turin	
A LEARNER-CENTERED APPROACH TO DEVELOPING TRANSFERABLE SKILLS THROUGH M-LEARNING ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS (HEIS)	187
Nato Pachushvili, Guranda Khabeishvili	
STUDENTS' PERCEPTION OF TRANSFORMATION APPROACH TO MULTICULTURAL EDUCATION AND THEIR GLOBAL CITIZENSHIP QUALITIES	196
Pavitra Shetty, Herman Coutinho	
DYNAMIC OF LEXICAL UNITS IN A LANGUAGE AS ITS INSEPARABLE FACTOR	204
Sopiko Dumbadze	
IMPORTANCE OF INTEGRATING TECHNOLOGIES FOR EFFECTIVE USAGE OF AUTHENTIC MATERIALS IN ESP CLASSROOM	211
Tamari Dolidze	
A SURVEY ON SELF-DIRECTED LEARNING OF GEORGIAN ADULT LEARNERS OF ENGLISH	217
Tamar Mikeldadze, Nino Basilashvili, Shorena Dzamukashvili	
MATERIAL DESIGN AND TEXTBOOKS IN ELT	223
Tamta Mshvidobadze	

ALL YOU NEED TO KNOW ABOUT PERSONALIZED LEARNING IN EDUCATION	236
Yasar Akyuz	
TEACHER COMPETENCIES: MODELING AND REMODELING	256
Yonca Özkan, Erdogan Bada	
ONLINE COLLABORATIVE ACTIVITIES IN MATHEMATICS COURSE AT THE HIGHER EDUCATION LEVEL.....	262
Josipa Matotek	
THE INDIVIDUAL ACQUISITION FORMS AND LEARNING STYLES IN THE SECOND LANGUAGE TEACHING.....	269
Ekaterine Topuria	

IRCEELT-2020

PUBLIC SPEAKING: CHALLENGES AND BENEFITS**Ana Gadakhabadze**

International Black Sea University, Georgia

agadakhabadze@ibsu.edu.ge

Abstract

Getting education is an endless process and as the society develops, they need more tools and ways to get to know new facts and make new findings with the help of modern methods. Foreign language is not an exception in this perspective. Teaching or learning a language is a lively procedure and every time a new person touches it new ways and ideas are born. Unlike in the past, nowadays EFL teachers have plenty of resources, ideas and facilities to deliver a good lesson. However, students' development is much faster compared to the previous decades and their expectations and demands are higher. Students strive for more authenticity, autonomy and real-life cases in their learning procedure which in its own implies close connection to the rest of the world and correspondingly good command of communicative competence. When speaking of communicative competence, we cannot avoid mentioning public speaking skill, one of the vital skills in today's era. Despite the fact that in recent decades public speaking has become really popular and trendy way of introducing new ideas and perspectives in educational field, it still remains a problem for university students. The paper and the research aim at revealing the reasons of public speaking fear and finding solutions to the problems connected to it.

Keywords: education, public speaking, EFL, communicative competence

Introduction

When we speak about communicative competence and public speaking we have to mention the fact that it is one of the vital competences and skills of the language especially in modern world, when communication between the nations is at its maximum point and when modern day language teaching instructions are absolutely based on these approaches. Students' autonomy, their critical and analytical thinking skills, creativity and many more are inseparable part of modern-day classroom, that's why teaching in modern classroom is not only explaining something new given in the course book or teaching some grammar rules to make a correct sentence, it is much more. In other words, authenticity in classroom plays a crucial role in developing all the above-mentioned factors of language learning. Making presentations, projects, speeches in front of the whole class, which in its own sense is authentic way of analyzing the modern-day issues, are also inseparable part of 21st century teaching.

As we already mentioned above, public speaking is not a new phenomenon and history owns examples of great orators and public speakers starting from ancient Greece up to modern civilization. The Greeks began studying rhetoric in the 5th century BCE when adult male citizens had a duty to participate in government and the courts ((Kennedy. 2007). One of the oldest examples is Aristotle's Rhetoric, which has had a great influence on developing the concept of public speaking and speakers. Even nowadays the elements from this work are the foundation for many schools where rhetoric and public orating are taught and mastered. Rhetoric can be defined as the study and practice of communication that can persuade audiences (Rapp, 2010).

Public speaking involves sharing ideas with public. In most cases it implies persuading the society to behave accordingly, but mostly it is about exchanging ideas and introducing some innovative points. And as far as teaching - learning process is nothing

but sharing ideas, everyone in his/her life has at least once experienced the value of public speaking. Moreover, public speaking is an inseparable part of various working fields in today's life such as business, marketing, management, sales, PR (Public Relations) and many others, especially in technologically advanced era when online platforms give the possibility of addressing huge audiences in a very short time. Nevertheless, the fear of public speaking and therefore stage fright is in top five fears around the world holding the first place. Thirty to forty percent of Americans suffer from Communication Apprehension (CA) to a degree that impairs their ability and willingness to speak publicly (McCroskey, 1984 as cited by Collbeck, 2011, p. 145).

According to Stephen E. Lucas (2015), "a 2005 survey conducted among Americans proved that 42% of respondents were afraid of public speaking, while only 28% expressed the fear for death" (p.9). Another good example of public speaking fear is given in an article by Dwyer & Davidson (2012) where they replicated the study and confirmed the 1973 Bruskin Associate's findings, which proves that public speaking fear is most common fear compared to others. Even some very famous public speakers suffered from stage fright. Abraham Lincoln and Winston Churchill were among. And to tell the truth it is normal to feel nervous or excited before such an important event when you feel responsibility by standing on the stage and addressing the society, especially if you are a public figure or a celebrity. But the main area of my focus is the stage fright which really devastates and prevents the speaker from presenting the ideas. I will look at this obstacle from educational perspective and students' dimension. Why is that and how can we overcome this fear? These and many others are the issues we will discuss in the paper.

To start with, we have to differentiate between public speaking and normal everyday conversation, or even classroom conversation. Despite the fact that both classroom speech and public speaking are more formal than everyday conversation, and despite the fact that they all belong to the same paradigm – communication, still there are some differences. First and foremost, public speaking is more time-controlled and in need of detailed plan to showcase the points you are going to represent in front of the audience, which makes it highly formal. Furthermore, making highly formal speech emphasizes the importance of using formal language, vocabulary of high register and therefore excluding slangs, jargons, vocalized pauses like 'eh, um, er, etc.' (Lukas, 2015).

Delivering the right message to the society is crucial in public speaking. And it totally depends on what we say (verbal message) and how we say it (non-verbal message). Whatever we say to the audience should be clear, precise and able to be followed by the listeners not to get lost. Otherwise, there is no point in making the speech. Besides, there are some factors that should be taken in consideration to ease the delivery of the message. These are some: The tone of our speech, gestures, facial expressions, eye contact and many more that we will discuss later.

Listener, as an audience, is vital for public speaker and it is logical if the speaker does not have a listener especially when we talk about public speaking that is nonsense. Therefore, a listener is the main and more profoundly inevitable part public speaking process. We have to take care of our listeners and most subtly try to accustom their interests to our speech so that the majority if not everyone should have a feeling that we are providing them with the information which is either new for them or important to remember. So, to be an effective speaker we need to be audience-centered. Moreover, there are too many interferences while giving a public speech, external or internal. The speaker must concentrate and therefore make all listeners focus on the actual speech rather than let the distractors interfere the process which are quite a lot depending on the situation the speech is given. In order to take care of our audience and provide them with necessary information we need to conduct so called "audience analysis" which might involve the questions like these: Who are my audience members? What characteristics do my audience members

have? What opinions and beliefs do they have? What do they already know? What would they be interested in knowing more about? What do they need? etc. these are the questions to which we have to have answers at the preparation stage in order to organize attractive and informative speech for the target audience (Lukas, 2015).

Public speaking becomes more of a complicated issue when cultural diversity increases. When speakers have to make a speech in a language which is not their native, it becomes even more challenging thing to do. Apart from the aspects mentioned above the speakers have to take into account all culture based and of course language based issues. Here more emphasis should be made on manners, gestures, facial expressions, vocal tones, etc. as these are the aspects which vary from culture to culture. For some cultures too much of mannerism can be annoying and for some not as much. And of course, language barriers such as: intonation, stress, accent and others should be overcome as it might be some of distraction in delivering and getting the clear message.

When discussing the public speaking we have to mention one of the main ethical issues - information honesty and avoiding plagiarism. When we are standing on the stage and the audience is expecting something from us that information definitely has to be trustworthy and not stolen from somebody else's speech. And still if we used the sentences used by somebody else in our speech, we definitely have to cite those authors to avoid unethical attitude towards the authors and the public as well.

According to Stephen E. Lucas (2015), "Ethics is the branch of philosophy that deals with issues of right and wrong in human affairs. Questions of ethics arise whenever we ask whether a course of action is moral or immoral, fair or unfair, just or unjust, honest or dishonest" (p.30).

Elspeth Tilley (2005), a public communication ethics expert from Massey University, proposes the ethics pyramid: Making ethics unavoidable in the public relations process. Her ethics pyramid involves three basic concepts: intent, means, and ends (see Appendix A). According to Tilley (ibid), the first step to ethicality is the intent of the message. In order to be an ethical speaker or listener, one must start with ethical intentions. The second step of the "Ethical pyramid" is the means and the ways how you communicate with others. According to McCroskey, J. C., Wrench, J. S., & Richmond, V. P. (2003), the means are the techniques we use to get the final outcome. Some of them are efficient, others are less efficient, while others are not efficient at all. And the final part or step of the pyramid is the "ends", which are the final consequences the person is willing to achieve.

As defined by Shyam and Joy (2016), public speaking is an organized speech pattern delivered to the audience with three main purposes: to inform, to influence, or to entertain. When talking of public speaking it is unavoidable to mention three main and basic purposes of it: to inform, to persuade, and to entertain, where the first one is purely informative and just gives information about the topic which is not quite familiar for the audience and the speaker has to inform them. The second one obviously intends to persuade the audience and make them believe in his/ her speech, giving some information based on facts and trying to change their attitude or behavior accordingly. In most such cases the speaker uses the "call to action" policy, which means that at the end of the public speech the audience members should act on whatever was suggested during the speech. And the third category of purpose of speech is to entertain the audience, which does not necessarily imply absolute comedy, but little humour and interesting stories from speakers' experience makes these types of speeches more captivating and inspiring. Particularly the speakers of this category are the most sought-after ones in public speaking world who deliver the message in light and entertaining manners (Harris, 2017).

As far as the goal of the article is to suggest some solutions to the challenges or problems that might appear on starting level of public speaking, here I will try to outline some of the key elements connected to it. According to Harris (2017), the first and foremost is to remember that public speaking excludes writing the whole speech and then reading it out. This is number one problem that novice public speakers experience in the hope that they will overcome the stage fright and avoid the embarrassment caused by it. I did not mention the idea of stage fright accidentally. In effect it is one of the biggest problems of public speaking and speakers, especially the ones who are novice in this field. Here are some suggestions to overcome the fear (Abella & Cutamora, 2019). Here are some suggestions to overcome the fear. According to Lucas (2015), if we turn all our negative feelings into positive ones and try to persuade ourselves that we can do it, our self-esteem rises and therefore the confidence level increases. So, believing in yourself is a guarantee to good public speech. Keeping the fact in mind that our nervousness is not as visible to the audience as much as we feel it, will also boost our self-esteem. Besides, power of visualization is a very successful and already tested method in overcoming the stage fright, which is a mental technique which uses power of thoughts to create mental images and make goals come true. Another very successful method of overcoming the stage fright is filling the checklist questionnaires. There are numerous checklist questionnaires which test our level of anxiety and concentration on the public speech content rather than feeling nervous about the idea of standing in front of huge audience. They are a great help as step by step we become conscious, self-aware, critical thinkers of what we really need to do on stage and what is the purpose of our public speech (ibid) (see appendix B). And last but not least suggestion in overcoming the stage fright would be a famous saying "practice makes better". So, if we practice a lot, there is no other way but achieving the results we are striving for.

And last but not least suggestion in overcoming the stage fright would be a famous saying "practice makes better". So, if we practice a lot, there is no other way but achieving the results we are striving for.

In addition to verbal delivery of the speech which involves much more than given above I need to highlight several non-verbal delivery techniques as well: voice, pace of the speech, eye contact, gestures, body language, showing the enthusiasm towards the topic, slides and the design of it, etc. These are but a few from a very long list that I am providing in the appendix section which will give a precise description of the key factors of the rubric that should be taken into account while making a public speech (see appendix C).

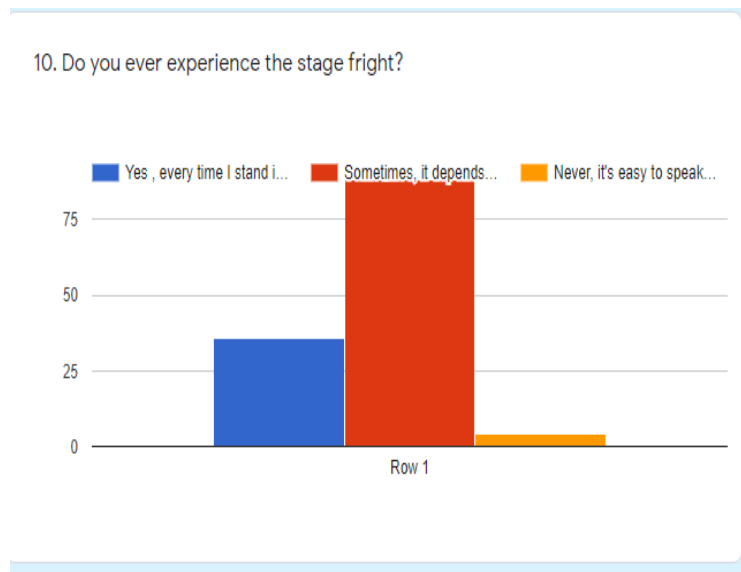
The survey conducted with HE students and the data analysis

The survey was conducted at one of the private Universities of Georgia and the students of B2 and C1 level of the English Language participated in it.

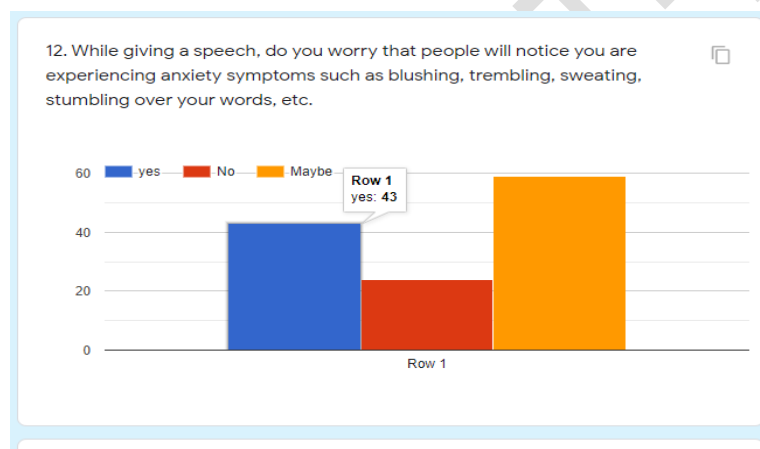
https://docs.google.com/forms/d/1b8XbYQmpd2IErT_LbcHZLx_cFrIrtgbzTK4A0wYmU/edit#responses

The total number of respondents was 128, out of which 85 were female and 43 were male participants. Almost 98 % of respondents were aged 18- 24 (some freshmen, and some sophomores), all of them were Georgians and the survey aimed to find out the reasons why they do not feel comfortable while making the presentation in front of audience.

Figure 1. Stage fright



The answer to the question whether they felt nervous while presenting or experienced the stage fright only 4 students responded with a negative answer saying that it was easy for them, others did say they experience the stage fright every time they present or sometimes (it depends on many factors).

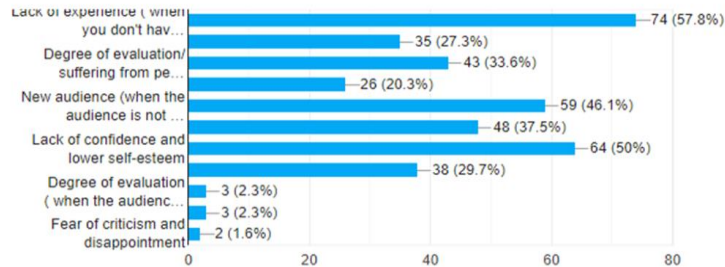


One of the most important questions I asked was #11 "which factor interferes the most when you experience a fear of public speaking?" and three top answers were outlined by the respondents (they were given a chance to tick more than one answer):

- 1) Lack of experience – 58%,
- 2) Low self-esteem – 50 %,
- 3) New audience – 46%

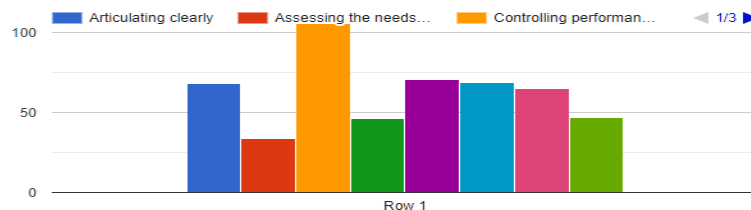
11. In your experience, which factor interferes the most when you have a fear of public speaking? You can check more than one box.

128 responses



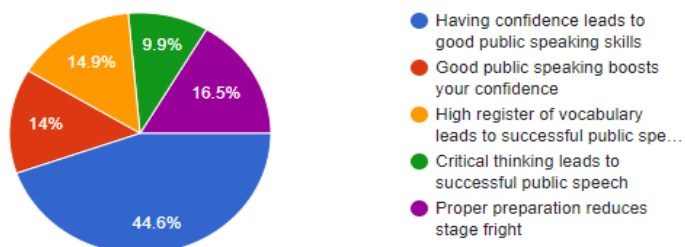
Another important question was #13 "Which factors play crucial role in making a good public speech? You can check more than one box" and the response was the following: The top one: Controlling performance anxiety, body language, facial expressions, gestures, timing, vocal tone, etc.- 106 participants reacted as number one factor, with other responses coming on the second and third places. The survey results are given below.

13. Which factors play crucial role in making good public speech? You can check more than one box.



19. Which statement seems more correct to you?

121 responses



Conclusions

In oral interviews the participants claim that they prefer face to face presentations and interaction to the audience rather than virtual ones. They have never taken part in big public speaking events before and the majority of them expressed absolute readiness to make one if proper preparation is provided. According to the survey conducted, the major factor of their anxiety is a lack of experience, not being aware of exact guidelines how to behave during speech giving and a lack of self-confidence that comes with experience. That's why I devised a detailed rubric which gives precise description of the aspects that should be taken into account, which will be a great help for students as well as for teachers (see appendix C).

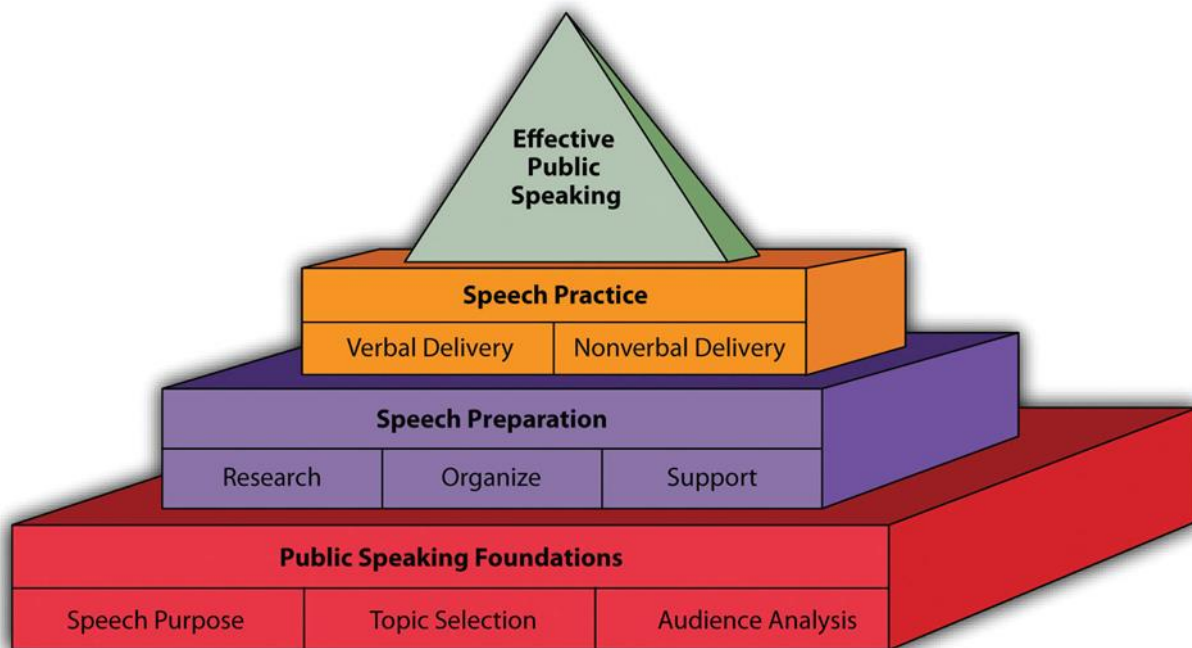
References

- Abella, R. & Cutamora, J.C. (2019). Approach to public speaking skills development in an educational organization: A grounded theory. *European Journal of Education Studies*, 6 (3), 232-264.
- Colbeck, J.J. (2011). The impact of a fundamentals of speech course on public speaking anxiety. *The Journal of Undergraduate Research*, 9 (9), 145-160.
- Dwyer, K.K & Davidson, M.M. (2012). Is public speaking really more feared than death? *Communication Research Reports*, 29 (2), 99-107, DOI: 10.1080/08824096.2012.667772
- Harris, L.J., (2017). Stand Up, Speak Out: The Practice and Ethics of Public Speaking" Communication Faculty Book. Retrieved May 12, 2020 from https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/index.html
- Kennedy, G.A. (2007). *Aristotle on Rhetoric. A Theory of Civic Discourse*. Oxford: Oxford University Press.
- Lucas, S.E. (2015). *The Art of Public Speaking* (12th ed.). New York, N.Y.: McGraw Hill.
- McCroskey, J. C., Wrench, J. S., & Richmond, V. P. (2003). *Principles of Public Speaking*. Indianapolis, IN: The College Network.
- Rapp, C. (2010). Aristotle's Rhetoric. In E.N. Zalta (Ed.). *The Stanford Encyclopedia of Philosophy*. Retrieved May 12, 2020 from <<https://plato.stanford.edu/archives/spr2010/entries/aristotle-rhetoric/>>.
- Shyam, S. S. & Joy, E.I. (2016). Public speaking skills. In *Training Manual on Theeranaipunya - Equipping Fisherwomen Youth for Future*, p. 129-132. Kochi: ICAR-Central Marine Fisheries Research Institute.
- Tilley, E. (2005). The ethics pyramid: Making ethics unavoidable in the public relations process. *Journal of Mass Media Ethics*, 20, 305-320.

Appendices

Appendix A: Ethics Pyramid

Source: Elspeth Tilley, (2009).



Appendix B: Check list questionnaire

Source : Stephen E. Lucas (2015). The art of public speaking,(twelfth edition), university of Wisconsin – Madison.



checklist

Speaking with Confidence

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Am I enthusiastic about my speech topic?
<input type="checkbox"/>	<input type="checkbox"/>	2. Have I thoroughly developed the content of my speech?
<input type="checkbox"/>	<input type="checkbox"/>	3. Have I worked on the introduction so my speech will get off to a good start?
<input type="checkbox"/>	<input type="checkbox"/>	4. Have I worked on the conclusion so my speech will end on a strong note?
<input type="checkbox"/>	<input type="checkbox"/>	5. Have I rehearsed my speech orally until I am confident about its delivery?
<input type="checkbox"/>	<input type="checkbox"/>	6. Have I worked on turning negative thoughts about my speech into positive ones?
<input type="checkbox"/>	<input type="checkbox"/>	7. Do I realize that nervousness is normal, even among experienced speakers?
<input type="checkbox"/>	<input type="checkbox"/>	8. Do I understand that most nervousness is not visible to the audience?
<input type="checkbox"/>	<input type="checkbox"/>	9. Am I focused on communicating with my audience, rather than on worrying about my nerves?
<input type="checkbox"/>	<input type="checkbox"/>	10. Have I visualized myself speaking confidently and getting a positive response from the audience?

Appendix C: the rubric for assessing the public speaking performance

Source : Ann Gadakhbadze

Public speaking rubric for assessing presentation and project

<i>Performance Standard</i>					
<i>The students follow the procedures below</i>	Excellent 2.5	Good 2	Normal 1.5	Minimal 1	Deficient 0.5
<i>1/ Choosing the appropriate and relevant topic</i>	Presents novelty, engages the audience with new ideas and is worthwhile	Topic is appropriate for the audience, provides some useful information	Topic is not as engaging, lacks originality and there is paucity of useful information	Topic is not appropriate for the audience and situation, topic is too easy and no new information is provided	Absolutely irrelevant topic, or no presenting at all
<i>2./ Formulating the introduction in the way that draws audience attention to the topic</i>	Excellent attention getter, Demonstrates excellent coverage of content-related points. The topic establishes trustworthiness, pertinent points in thesis and clear preview of the issues to be discussed	Good attention getter, Demonstrates good coverage of content-related points, The topic establishes general trustworthiness, visible points in thesis and understandable preview of the issues to be discussed	Weak attention getter, trustworthiness to some degree; vague thesis which provides little direction for audience	Irrelevant opening; building little credibility; disorganized thesis and main points, though somewhat clear	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points

1

Designed By: A. Gadakhbadze 04/07/2020

	and grammar errors or inappropriate usage .	inappropriate usage			
<i>6./ using vocal expressions and paralanguage to engage audience</i>	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic minimizing vocal monotony. Correct stress and pronunciation, avoids fillers or using pauses which helps the audience digest information,	Good use of vocal variation, good pace somewhat natural and enthusiastic vocal expressions, trying to minimize vocal monotony, few fillers, and some unnecessary pauses, Correct stress and pronunciation	Some vocal variation, articulation normal so that the speech is discernible, with some hesitations and using some fillers such as um, eh, like, etc.	Sometimes speech is inaudible, the pace is either too slow or too fast, no correct stress and vocal variation, causing speech monotonous and somewhat incomprehensible,	speech is completely inaudible, no correct pace, no correct stress and vocal variation, causing speech monotonous and incomprehensible,
<i>7./demonstrating careful/cautious usage of body language</i>	using appropriate gestures and body language, Posture, facial expression, eye contact well developed and natural, and display high levels of self- balance and confidence	using suitable gestures and body language Posture, facial expression, eye contact developed, speaker seems quite confident in front of the audience	Using somewhat appropriate gestures and body language, some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms	using inappropriate gestures and body language, which distracts the audience, almost no or little eye contact due to much reliance on notes	gestures and body language absolutely not relevant, with some nervous ones, no eye contact at all

8./ <i>demonstrating pleasant and logical conclusion and closing of the speech</i>	Finalizing the speech with a clear and memorable summary of points referring back to thesis , strong culmination and call to action , leaving a long-lasting effect on the audience	Good summary of the points and connection to the thesis , clear clincher and call to action	Some summary of the points and weak reference to the thesis, no clear clincher and no big enthusiasm for call to action	Hardly any summary which makes it difficult to finalize the points and end up the speech, no clear message and lack of enthusiasm for action.	NO concluding points and closure to the speech which makes it unclear , without any message at all
9./ <i>Utilizing the visual aids</i>	Exceptional, professional explanation and presentation of visual aids; visual aids of high professional quality, the slide design is creative and innovative making the speech more involving	Good explanation and representation of visual aids, good quality of the aids used, quite creative and ethical slides.	Generally good usage of visual aids, normal quality of them , minor errors which do not distract the listener	Not skillful usage of the visual aids, seemingly not prepared, errors on the slide that distracted the listener and made it uncomfortable to watch	Poor quality visual aids or not using them at all , if used with absolute irrelevance to the topic and design
10./ <i>clearly delivering the persuasive message to the audience with sound reasoning</i>	Excellent demonstration of clear links between the topic (the message the speaker wants to deliver) and the audience , speech is skillfully tailored	Good demonstration of links between the topic (the message the speaker wants to deliver) and the audience , speech is well tailored to audience beliefs,	Normal demonstration of links between the topic (the message the speaker wants to deliver) and the audience , speech is averagely tailored to audience beliefs, values, somewhat	Poor demonstration of links between the topic (the message the speaker wants to deliver) and the audience , speech is not well tailored to	Problem and/or solution are not defined; claims not supported with evidence; poor reasoning; no call to action

SPECIFICS OF TRANSLATING ONLINE NEWS HEADLINES FROM GEORGIAN INTO ENGLISH**Ana Gigauro**Iakob Gogebashvili Telavi State University, Georgia
anagigauro@yahoo.com**Abstract**

The article deals with the translation of online news headlines from Georgian into English. The process of globalization has brought different nations together. These circumstances have increased the demand for information. It needs to be delivered to readers quickly. Translators have to act appropriately and rapidly translate online news. Headlines play an important role in attracting readers' attention. Hence, it is of key importance to translate them in a proper way. The following study aims to find out the characteristic features of translation of online news headlines from Georgian into English. The corpus that is analyzed in the article is retrieved from online articles. Particular attention is paid to grammatical and lexical transformations that are implemented during translation. The article also pays attention to possible reasons that may affect the online news translation.

Key Words: *Online news, Georgian headlines, English translation, characteristic features*

Introduction

In the modern world, access to and demand for information has increased significantly. In the last century, television and print media have been an important source for sharing information. Nowadays, the internet has revolutionized the ways of getting information. It has made information easily and quickly accessible to people. With a click or two, you can read hot news from different parts of the world. The current situation requires the translation of online news into different languages. Translators need to act appropriately and quickly translate online news.

Depending on the situation described above, our research focuses on online news and, in particular, on the specifics of translating news headlines from Georgian to English.

Literature Review

News headlines are designed and presented in a short form. The language of headlines differs from ordinary English. The deviation can be found at various language levels (Swan, 2016). Besides, news headline "informs quickly and accurately and/or arouses the reader's curiosity" (Schneider, 2000, p. 48). Hence their translation is one of the most important challenges faced by translators.

According to Pareshishvili and Djachy (2012), translators of press articles must have not only skills of a translator but they must be aware of "journalistic traditions and characteristics of various types of print media in each culture" (p.976) and specifics of the titles. The authors claim that the translators should take into account the "effect" of the headline existing in the source material and should transmit it in the target language. Furthermore, they should consider recipients or readers of the information.

Mohammed (2019) claims that novice translators often face difficulties when they translate news headlines from English to Arabic. The author considers that the translators of news headlines have to:

- 1) understand the nature of headlines;
- 2) enhance awareness toward headlines structure in source and target languages;
- 3) consider style, linguistic and cultural implications;
- 4) develop translator's schemata;
- 5) devote more time and practice to Media translation (p. 40).

English news headlines have several characteristic features. Certain rules of grammar and special vocabulary are expected in them. Headlines have the following characteristics:

- They are incomplete sentences based on noun phrases and miss a verb;
- Sentence structure is complicated and it is not always easy to understand at one glance;
- They often use several nouns at a time;
- Articles are usually omitted from the headlines;
- Auxiliary verbs are also left out from passive constructions;
- Customarily, the verb "be" is not used in them;
- Simple tenses are more common for English news headlines; Present simple may be used for present and past events;
- Present continuous is usually used without the auxiliary verb "be" and denotes change;
- An infinitive is usually used for future events;
- "As" and "in" are often used to shorten headlines;
- Special attention is paid to the choice of vocabulary for news headlines. Short and dramatic words are acceptable for this purpose;
- Some headline words either denote different concept or are unusual in ordinary language;
- A colon is often used to separate a subject from what is said about it;
- Quotation marks are used to highlight direct speech;
- A question mark is used to express hesitation (Swan, 2016);
- A comma may replace the conjunction "and" (Moe, 2014, p. 89; Saxena, 2004, p 48).

Saxena (2004) considers that well-known abbreviations that do not lead to ambiguous interpretation can be used in internet articles' headlines. But even well-known abbreviations may puzzle a certain group of readers (p. 46). Hence, translators have to be carefully to avoid misconception.

While translating news headlines translators should keep in mind cultural differences between a source language and a target language (Pareshishvili, Djachy, 2012; Petroniene, Zvirblyte, 2012). Otherwise, the information can be misinterpreted in the target language (Petroniene, Zvirblyte, 2012). All the above-mentioned reasons make translators' work difficult and hard.

Pareshishvili and Djachy (2012) have studied French-Georgian headlines of written press. The authors claim that the most widespread strategy used by translators while translating headlines from French to Georgian is literal or almost literal.

Aim and Method of Study

The following study aims to find out the characteristic features of translation of online news headlines from Georgian to English. The corpus that is analyzed in the article is retrieved from online articles published on news pages: www.interpressnews.ge and www.parliament.ge.

Translation of Online News Headlines - Discussion

The study of the samples of Georgian-English headlines revealed two main characteristics:

- Sometimes Georgian title and its English translation are similar, but some specifics of English headlines are not considered;
- Georgian title and its English translation frequently differ from one another;

The study revealed the cases when Georgian title and its English translation are similar. However, the translator has not taken the specifics of English headlines into account.

Example 1. Turki politikosebi afkhazetis damoukideblobis aghiarebistvis emzadebian [Turkish politicians are getting ready for recognition of Abkhazia's independence] (source: geworld.ge, 25/12/2019).

In the above-mentioned example present continuous is formed with the auxiliary verb "to be" that is not characteristic for English headlines.

We have found that definite as well as indefinite articles are frequently used in English translations.

Example 2. Archil talakvadzesa da adam kinzingers shoris satelefono saubari shedga [Archil Talakvadze had a phone conversation with Adam Kinzinger (source: parliament.ge, 25/05/2020)].

Example 3. Dargobrivi ekonomikisa da ekonomikuri politikis komitetis skhdoma [The sitting of the Sector Economy and Economic Policy Committee (source: parliament.ge, 02/03/2020)].

The sitting of the Sector Economy and Economic Policy Committee (Source: www.parliament.ge).

Example 4. Gorshi stalinis sakhl-muzeums rekorduli raodenobis adamiani etsvia [The Stalin House-Museum in Gori, visited by a record number of guests (source: geworld.ge, 20/12/2019)].

In the last example the translator has also used comma. In some cases this punctuation mark may replace the conjunction "and" but here it seems to be a sloppy mistake.

The analysis of the data showed that in many cases English translation differs from the original Georgian title. The Georgian one is more extensive and contains more information than English translation. However, the meaning of some words might be narrowed in the translation.

Example 5. Shss-sa da evropeli samartaldamtsavebis tanamshromlobit irlandiasa da espanetshi kartuli organizebuli danashaulebrivi jgufis 5 tsevia dakavebuli [Five Georgians arrested in Dublin and Barcelona in joint operation of Georgian, European law enforcers] (source: interpressnews.ge, 13/12/2019)

In the above-mentioned example "ირლანდია" and "ესპანეთი" are transmitted with more explicit words "Dublin" and "Barcelona". However, the translator left out specific information about five arrested Georgians and Georgian law enforcers.

Example 6. Khvalidan 24 aprilamde sakartveloshi amindi mkvetrad gauaresdeba [Weather to worsen sharply from tomorrow] (source: interpressnews.ge, 21/04/2020).

In the translation of this Georgian title nothing is said about the duration of the bad weather.

In the following example the translation is also far from the original. It conveys less information and some parts of the original title are missing. Besides, the punctuation marks are improperly used.

Example 7. Giorgi gakharia – chvens politikur protsessshi gachndnen politikuri khulignebi, mati adgili aris kuchis politikashi da didi khani moutsevt zogs karvebshi tskhovreba, zogs kuchis aktsiebsi monatsileoba [PM: Unfortunately, there are political hooligans and they will have to live in tents for a long time] (source: interpressnews.ge, 13/12/2019)

As we see, punctuation marks are improperly used. The translator has used colon instead of quotation marks. Some information is missing in the translation while some is extra. The word "unfortunately" is not found in the original title. Perhaps it was added to the English translation because of its dramatic meaning. However, English translation misses some information found in the Georgian one. Here nothing is said about "hooligans" participation in the street rallies. Personal name (Giorgi Gakharia) is changed with the title of the person (PM). If we take into account the target readers of the article the last change is acceptable, but it would be better to name the country as well.

Conclusion

Based on the analyses of the data we can conclude that the Georgian news headlines often differ in some way from their English translations. Some peculiarities of Georgian headlines' translation into English are the following:

- In some cases Georgian title and its English translation convey the same meaning. However, specifics of English headlines are not taken into account;
- Georgian headlines are very informative. Information is often reduced in English translations;
- Some parts of the Georgian headlines are changed in the English translation. The meaning of some words is narrowed in it or we may rarely find extra words as well;
- English headlines' features are often rejected by online news translators.

In some cases the reason for the changes in translation seems to be the recipient of the information, while in others the reason may be limited time. The increased demand for information forces translators to translate quickly and make news available to everyone. This process requires immediate action from them and may cause some inappropriateness in the translation.

References

- geworld.ge (2019, 25 December). Turki politikosebi afkhazetis damoukideblobis aghiarebistvis emzadebian. Retrieved from <http://geworld.ge/ge/%e1%83%97%e1%83%a3%e1%83%a0%e1%83%a5%e1%83%98-%e1%83%9e%e1%83%9d%e1%83%9a%e1%83%98%e1%83%a2%e1%83%98%e1%83%99%e1%83%9d%e1%83%a1%e1%83%94%e1%83%91%e1%83%98-%e1%83%90%e1%83%a4%e1%83%ae%e1%83%90%e1%83%96/>
- geworld.ge (2019, 20 December). Gorshi stalinis sakhl-muzeums rekorduli raodenobis adamiani etsvia. Retrieved from <http://geworld.ge/ge/%e1%83%92%e1%83%9d%e1%83%a0%e1%83%a8%e1%83%98-%e1%83%a1%e1%83%a2%e1%83%90%e1%83%9a%e1%83%98%e1%83%9c%e1%83%98%e1%83%a1-%e1%83%a1%e1%83%90%e1%83%ae%e1%83%9a-%e1%83%9b%e1%83%a3%e1%83%96%e1%83%94/>
- interpressnews.ge (2019, 13 December). Giorgi gakharia – chvens politikur protsessshi gachndnen politikuri khulignebi, mati adgili aris kuchis politikashi da didi khani moutsevt zogs karvebshi tskhovreba, zogs kuchis aktsiebshi monatsileoba. Retrieved from <https://www.interpressnews.ge/ka/article/577351-giorgi-gaxaria-chvens-politikur-processshi-gachndnen-politikuri-xulignebi-mati-adgili-aris-kuchis-politikashi-da-didi-xani-moucevt-zogs-karvebshi-cxovreba-zogs-kuchis-akciebshi-monacileoba/>
- interpressnews.ge (2020, 21 April). Khvalidan 24 aprilamde sakartveloshi amindi mkvetrad gauaresdeba. Retrieved from <https://www.interpressnews.ge/ka/article/595959-dgeidan-24-aprilamde-sakartveloshi-amindi-mkvetrad-gauaresdeba>
- interpressnews.ge (2019, 13 December). Shss-sa da evropeli samartaldamtsavebis tanamshromlobit irlandiasa da espanetshi kartuli organizebuli danashaulebrivi jgufis 5 tsevia dakavebuli. Retrieved from <https://www.interpressnews.ge/ka/article/577314-shss-sa-da-evropeli-samartaldamtsavebis-tanamshromlobit-irlandiasa-da-espanetshi-kartuli-organizebuli-danashaulebrivi-jgupis-5-cevia-dakavebuli/>
- Moe, S. (2014). A brief study on the language of newspaper headlines used in "The New Light of Myanmar". *Hinthada University Research Journal*, 5 (1), 82-92.
- Mohammed, S.A.A. (2019). Investigating the difficulties encountered by novice translators when rendering news headlines into Arabic. *British Journal of Humanities and Social Sciences*, 23 (1), 29-41.
- Pareshishvili, M., & Djachy, K. (2012). The terms of translation of political newspaper articles' headlines from French to Georgian. *US-China Foreign Language*, 10 (2), 966-973.
- parliament.ge (2020, 25 March). Archil talakvadzes da adam kinzingers shoris satelefono saubari shedga. Retrieved from <http://parliament.ge/ge/parlamentarebi/chairman/chairmannews/archil-talakvadzes-da-adam-kinzingers-shoris-satelefono-saubari-shedga.page>
- parliament.ge (2020, 2 March). Dargobrivi ekonomikisa da ekonomikuri politikis komitetis skhdoma. Retrieved from <http://parliament.ge/ge/saparlamento-saqmianoba/komitetebi/dargobrivi-ekonomikisa-da-ekonomikuri-politikis-komiteti/axali-ambebi-dargobrivi-dargobrivi-ekonomikisa-da-ekonomikuri-politikis-komitete-skhdoma34.page>

- Petroniene, S. & Zvirblyte, I. (2012). Headlines of Online News Articles: Degree of Equivalence in Translation. *Studies about Languages*, 21, 64-73. Retrieved from: <http://www.kalbos.ktu.lt/index.php/KStud/article/view/2839> on March 2, 2020.
- Saxena, S. (2004). *Breaking news: The Craft and Technology of Online Journalism*. New Delhi: Tata McGraw-Jill Publishing.
- Schneider, K. (2000). The Emergence and Development of Headlines in British Newspapers. *English Media Texts, Past and Present: Language and Textual Structure* (F. Ungerer, Ed.). Amsterdam: John Benjamins Publishing Company.
- Swan, M. (2016). *Practical English Usage* (4th ed.). China: Oxford University Press.

IRCEELT-2020

THE IMPACT OF TEACHING CIVIC AND TECH THROUGH ENGLISH LANGUAGE ON TEACHERS' PROFESSIONAL DEVELOPMENT

Ekaterina Pipia

International Black Sea University

ekapipia@ibsu.edu.ge

Abstract

The presented paper outlines the impact of 'Civic and Tech Through English Language' (CTEL II) trainings on teachers' professional development. The project is funded by US State department in collaboration with PH International and Georgetown University. Schools from Tbilisi, Rustavi and Kutaisi participate in the sessions and intend to implement integrated teaching methods through the schools of Georgia. Civics, ICT and English teachers attend five modules throughout the year, which are followed by the classroom observations. The study findings are twofold: instructional teams' observations on teachers' progress throughout the modules, classroom observations and teachers' perception of their own development in the real classroom settings.

Keywords: impact of teaching, professional development, language teaching

Introduction

21st century brought many changes to the education system in every part of the world. The main focus of the education reforms lies on teachers' professional development as a key variable in the process of refining a school model. 'Teachers development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically' (Glatthorn, 1995, p.41). The long-term process of professional development is based on constructivism as the teachers are considered to be the active learners in teaching, assessment, observation and reflection (Lieberman, 1994; McLaughlin and Zarrow, 2001).

The professional experience is framed through formal and informal settings of the development. Formal setting implies trainings, workshops, seminars, conferences, professional get-togethers and it is linked with the combination of extrinsic and intrinsic motivation. Informal setting is mainly built up on an intrinsic motivation and refers to teachers' preferences to read professional literature, attending webinars or watching documentaries related to their field. It is note-worthy that technological advancements together with many other consequences of globalization brought ample opportunities for teachers' undivided attention to receive their professional development from different sources: 1) opportunities of distance educations; 2) extensive professional literature available on Internet; 3) reforms initiated by the representative bodies putting a great emphasis on teachers professional development through organizing the trainings; 4) the interest of international and national organizations in investing education;

The main outcome shaped through the teachers' professional development is reflected on students' academic performance. According to Darling-Hammond (1999), "investments in teachers' knowledge and skills net greater increases in students' achievement than other uses of an educational dollar" (p.32). According to Borko and Putnam (1995), professional development serves to make some changes and improvements in teaching and assessment methods, which eventually promotes learners' academic achievements. The positive impact of teachers' professional development on students' progress has been justified in many studies (Darling-Hammond, 1997; Falk, 2001; Grosso de Leon, 2001; Tatto, 1999; McGinn and Borden, 1995). Consequently,

the policy makers working on educational reforms have to consider teachers' professional development as a key element to achieve the desired learning outcomes at school.

Research Context

The focal purpose of the present study was to identify the impact of 'Civic and Tech Through English Language' (CTEL II) trainings on teachers' professional development. The trainings for teachers are held within the project funded by the U.S. Department of State Bureau of Educational and Cultural Affairs and is implemented in partnership with Georgetown University School for Continuing Studies English Language Center. The project partners in Tbilisi and Kutaisi are International Black Sea University and Akaki Tsereteli State University. The main aim of the project serves Civic Education, Technology, and English teachers to implement integrated approaches, methods and techniques in the classroom through experiential learning opportunities in Civics, technology and English. Totally, 24 schools from Tbilisi, Rustavi and Kutaisi participate in the training sessions. Civics, ICT and English teachers attend five modules throughout the year, which makes 35 hours in total. Each module training is followed by the classroom observations, where the teachers are granted with the opportunity to get constructive feedback from the instructional team members.

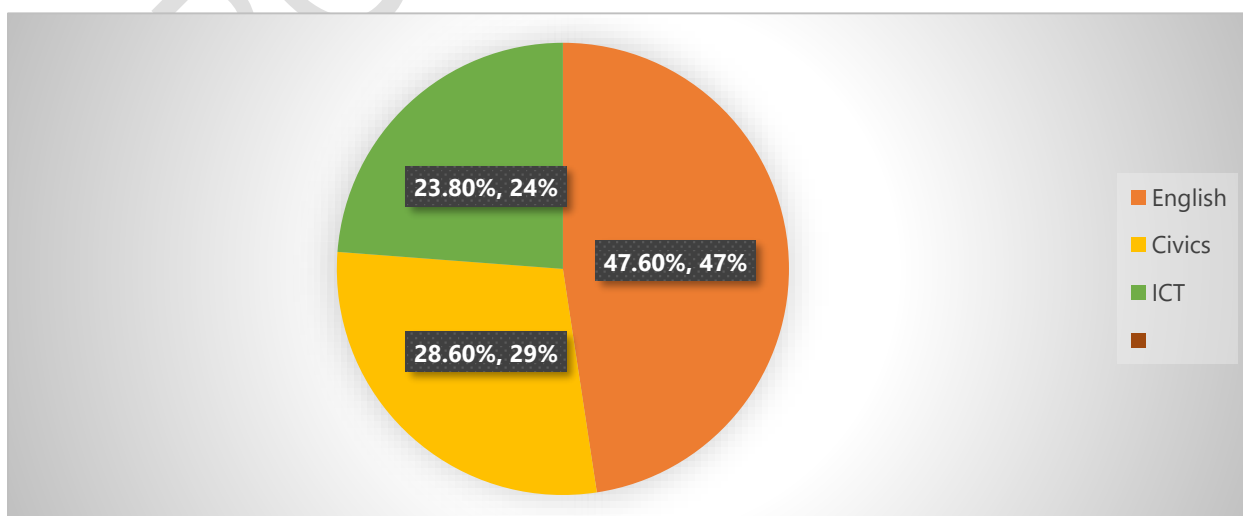
Method

Web-based online questionnaire has been applied due to its apparent advantages over paper-based approaches in the period of COVID 19. Two different questionnaires were designed for instructional team members and trainees. Totally, 42 trainees and 6 trainers participated in the study. The main aim of the questionnaire was to identify the success indicators in trainees' professional development.

Results

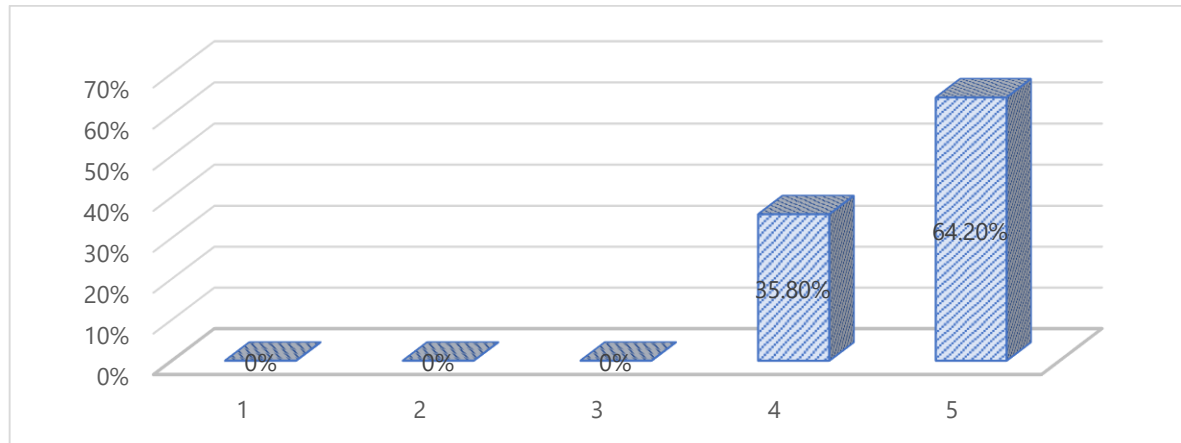
Twenty English, ten ICT and twelve Civics teachers participated in the study.

Figure 1. Teachers Profile



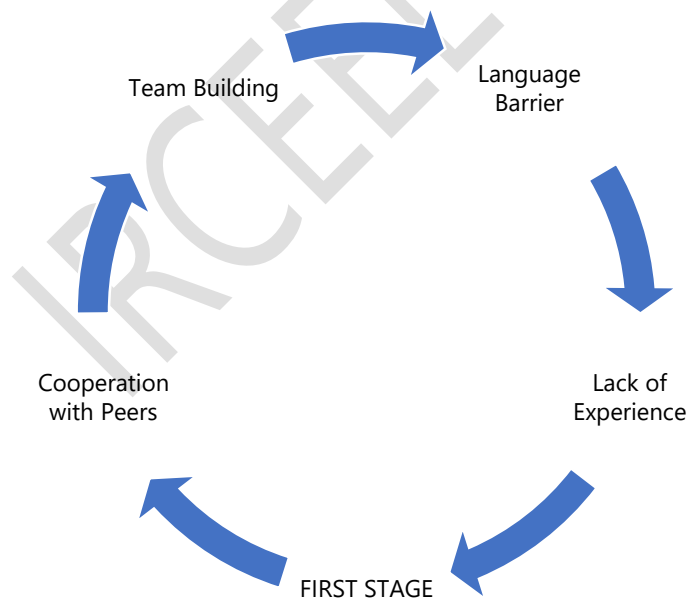
As summing up the collected responses, I have received the following data for analysis, where 27 subjects out of 42 (64.20%) ranked their participation in the project as the highest (5) and 15 subjects (35.89%) marked it as 4 in 5-point Likert Scale.

Figure 2. Teachers Satisfaction level



When asked what kind of challenges did they encounter during and after training, the following major challenges have been revealed: lack of experience to integrate different subjects in one classroom setting; language barrier, as the trainings are delivered in English; cooperation with other teachers and time management while planning a lesson. It has to be pinpointed that the teachers encountered the above-mentioned challenges at the first stage.

Figure 3. Challenges



The obtained data highlighted that all the subjects have been introduced how to tackle the existing problems throughout the process. To the question what are the areas they have improved during the training sessions and classroom observations, all the

subjects pointed out a great impact of the project on their professional development in many different aspects. The below given six success indicators have been accumulated from the perspectives of trainers and trainees:

1. The learners' motivation to participate in integrated classes- **LEARNER MOTIVATION**
2. Well-shaped learning objectives and clear instructions- **TECHNIQUES**
3. Increased sense of responsibility as a team member- **TEAMBUILDING**
4. Timely planned stages in the lesson- **TIME MANAGEMENT**
5. Frequent use of CCQs and attention getters to have the learners' focused on the lesson- **CLASSROOM MANAGEMENT**
6. Application of digital applications during the ordinary classes as well- **TECHNOLOGY**

Conclusion

It has to be concluded that the approaches to design the ways of teachers' professional development are directly related to students' academic performance and motivation. Seeking for the sources of teachers' professional development has to be a focal point for the policy makers in the process of designing the school reforms at any level.

References

- Borko, H. (1995). *Expanding a Teacher's Knowledge Base: A Cognitive Psychological Perspective on Professional Development*. New York: Teachers College Press.
- Darling-Hammond, L. (1999). Target time towards teachers. *Journal of Staff Development*, 20 (2), 31-36.
- Darling-Hammond, L. (1997). *Doing What Matters Most: Investing in Quality Education*. New York: National Commission on Teaching and America's Future. Retrieved from <https://files.eric.ed.gov/fulltext/ED415183.pdf>
- Falk, B. (2001). *Professional Learning through Assessment*. New York: Teachers College Press.
- Glatthorn, A. (1995). Teacher development, In: Anderson, L. (Ed.), *International Encyclopedia of Teaching and Teacher Education* (second edition), p. 41-67. London: Pergamon Press.
- Grosso de Leon, A. (2001). *Higher Education's Challenge: New Teacher Education Models for a New Century*. New York: Carnegie Corporation of New York.
- Lieberman, A. (1994). Teacher Development: Commitment and challenge. In: Grimmer, P.P; Newfeld, J. (Ed.). *Teacher Development and the Struggle for Authenticity: Professional growth and restructuring in the context of the change*. New York: Teachers College Press.
- McGinn, N. & Borden, A. (1995). *Framing Questions, Constructing Answers: Linking Research with Education Policy for Developing Countries*. Cambridge, MA: Harvard University Press.

- McLaughlin, M.W. & Zarrow, J. (2001). Teachers engaged in evidence-based reform: trajectories of teachers' inquiry, analysis, and action. In Lieberman, A. & Miller, L. *Teachers Caught in the Action: Professional Development that Matters*, p. 79-101. New York: Teachers College Press.
- Tatto, M. T. (1999). *Conceptualizing and Studying Teacher Education across World Regions: An Overview*. United Kingdom, Elsevier Science.

IRCEELT-2020

ROLE OF UNIVERSITY MANAGEMENT IN ATTRACTION AND RETENTION OF INTERNATIONAL STUDENTS (CASE OF TBILISI STATE MEDICAL UNIVERSITY AND INTERNATIONAL BLACK SEA UNIVERSITY)

Ekaterine Kvantaliani

Tbilisi State Medical University, Georgia

e.kvantaliani@gmail.com

Abstract

Positive educational experiences are mostly dependent on academic experiences, however non-academic services also play a crucial role in attraction and retention of international students. Not all the international students are the same, they differ in academic preparedness, financial resources and expectations. Higher Education Institutions all over the world set range of strategies in order to affectively cope with the expectations of overseas students. Georgia seems attractive for international students for various reasons. The growth of overseas students in Georgian Higher Education Institutions has started several years ago and has already created a cluster of international alumni in various parts of the world. International students have created Georgian Higher Education sector more attractive for the students from different countries and accumulated economic benefit not only for universities but for the society and country generally. As a consequence, the attraction and retention process of overseas students became a core goal for not only the Higher Education Sector but for the government as well. The research is concentrated on the strategies, two Higher Education Institutions (Tbilisi State Medical University and International Black Sea University) use in the process of attraction and retention of international students.

Keywords: International students, Higher Education Institutions, attraction and retention of international students

Literature Review

"For decades, universities around the world have been intellectually, culturally and educationally enriched by the enrolment of international students" (Martirosyan, Bustamante, & Saxon, 2019, p. 172). Higher Education Institutions (here and after as HEIs) have benefited from the economic contribution of international students' enrolment and thus, attraction and retention of overseas students has become one of the main challenges for the colleges, universities and the policy makers of various countries.

"According to UNESCO's Institute for Statistics, international student mobility worldwide has increased by almost 70% in the past 10 years and has exceeded 4.5 million in 2015" (State Commission on Migration Issues, 2017, p. 2). The core role in increase number of student mobility throughout the European Union has been widely supported by the internationalization process of education which was initially intended "to strengthen the competitiveness and attractiveness of the European Higher Education by fostering the students' mobility and creating the framework for the international dimension of higher education" (Wit, Deca, & Hunter, 2015, p. 3).

Internationalization of higher education system became a strategic objective for the governments of a lot of developed and developing countries as students, academic and administrative staff mobility became financially and intellectually beneficial for on the one hand host and on the other hand sender countries. "It brings funding, creates/secures jobs, enhances and diversifies culture, brings innovations and contributes to business development. Internationalization of HE has four main dimensions – economical, socio-cultural, academic and political" (Bolsmann & Miller, 2008, p. 76).

European countries clearly realized all the benefits of overseas students. They set concrete goals in terms of attracting and retaining international students. Belgium works with brokers to attract students from China, France prefers to host students from culturally close and historically familiar countries, Estonia offers over 100 accredited programs in English (Zhvania, 2016, p. 12). As for Georgian context, in recent years the number of foreign students has increased at Georgian HEIs either.

Georgia has declared his aspiration to become a competitive member of developed countries' large family very soon after the collapse of the Soviet Union. The country has overcome tremendous obstacles to make transformation from closed to open, education-based society. Mass of reforms and support of international cooperation has led Georgia to strengthen education sector, bring modern understanding, knowledge, standards, methodologies and raise contemporary human capital for the further development opportunities for the country (Chitashvili & Glonti, 2007).

As Georgia is not like China, India or Turkey to make a breakthrough in a very short period, the country needs much more period to gain international reputation and trust, thus robust and consistent development strategy is vital (Zhvania, 2016). Leadership and top management of Georgian HEIs eagerly work on the strategies attracting international students. Most of the universities use the service of recruitment agencies located in Georgia and abroad. The agencies work hard to attract the international students nevertheless safety and low tuition fees at Georgian HEIs play crucial roles in the process of attraction and retention of the overseas students (State Commission on Migration Issues, 2017).

While in 2013 Georgia hosted nearly four thousand overseas students, according to 2016 statistics, the number of foreign students exceeded nine thousand (State Commission on Migration Issues, 2017). The same source states, the students came from 87 various foreign countries and 90% of them are from Azerbaijan, India, Iraq, Nigeria, Turkey and Russia.

Approximately 65% of inbound students choose medicine, dentistry, pharmacy or other health related disciplines to study in Georgia, thus Tbilisi State Medical University followed by the Ivane Javakhishvili Tbilisi State University and Georgian Technical University are the leaders in attraction and retention of the foreign students (Zhvania, 2016). Nevertheless, Caucasus International University and University of Georgia have also increased the number of international students in recent years. "In line with the rise in the number of foreign students, the number of foreign language Bachelor's, Master's and PhD programmes in Georgian higher education institutions has also been steadily increasing in recent years" (State Commission on Migration Issues, 2017, p. 8).

"According to the ISET study, the largest expenditures for students are: 28 million USD for tuition fees and 16.7 million USD for rent of accommodation. Total annual expenditure of foreign students in Georgia is 195 million Georgian Lari (GEL), which amounts to 0.6% of Georgia's Gross Domestic Product (GDP) and 6% of its export of services. Since only a very small share of foreign students plan to stay in Georgia after graduation, their contribution to the local job market is insignificant" (State Commission on Migration Issues, 2017, p. 10). Rough estimation of annual financial inflow from the international students for studying, accommodation and other services is USD 40 million (Zhvania, 2016, p. 8). The financial benefits international students contribute to the economy of the country is impressive. Relatively high tuition fees for overseas students let private and state universities to improve infrastructure and quality of education. Thus, attraction and retention of foreign students became one of the main priorities for the various Georgian HEIs.

Research Methodology and Methods

The study employed qualitative research methodology and based on this paradigm, the study used qualitative methods: content analysis, secondary data and web-page analysis and semi-structured qualitative interviews. As the article intended to explore strategies two Georgian (private and state) universities use to attract and retain international students, interviews with the Heads of International Relations Office at Tbilisi State Medical University (here and after as TSMU) and the International Black Sea University (here and after as IBSU) were conducted and analysed.

"By 2018 approximately 2300 international students studied at Tbilisi State Medical University from 65 countries worldwide" (Tbilisi State University, 2018). The massive inbound of international students started about five teen years ago and the number has increased since then. Faculties of Medicine, Dentistry, Public Health and Physical Medicine and Rehabilitation offer programs in English and Russian languages to international students.

In 2009-2011 TSMU became a member of the MEDINE 2 - the thematic project of European Medical Education. The program aimed to develop learning outcomes/competencies of medical graduates in the EU countries (The Georgian Times, 2019, January 28). Based on the recommendations of the project, the sectoral benchmark of medicine was developed first time in Georgia for the accreditation of higher medical institutions.

According to the TSMU strategic development plan (2018) the university cooperates with more than 120 partner universities and clinics in 40 various countries. The agreements are regulated within the framework of international projects, ERASMUS MUNDUS, ERASMUS+, MELVANA, HORIZON 2020 and a lot of Georgian and international students have opportunities to participate in the international mobility programs. TSMU is also member of different international associations (AMEE, EUA, EMSA and etc.), established cooperation with WHO, WFME, DAAD, USAID. Every year the university hosts a lot of international experts and professors, also organizes conferences and involve students in the activities, thus trying to promote the university not only on local but on the regional and international level and attract foreign students.

American MD (USMD) Program was especially elaborated for attracting international students. As the idea of the program was to develop a new, innovative curriculum, which would be fully integrated and would envision modern requirements for developing a medical curriculum, the tuition fee of the program is especially high (\$13,500 for foreign students and Gel 8,000 for Georgian citizens). The program was based on Emory University School of Medicine Curriculum (USA), which was modified by European and local requirements. The program offers contemporary medical education to students and active involvement in clinical and research activities at early stages accompanied by opportunities to have internship at the Emory University (Atlanta, US). The program is especially attractive for the oversea students and majority of the classes consist of international learners.

"Nowadays approximately 2500 international students study at TSMU. In the frames of the contracts signed between TSMU and recruiting companies in India, Sri-Lanka, UAE, students can be selected locally by the TSMU recruiting companies after passing the qualifying test, conducted by the recruited agencies locally. All international applicants are required to pass the interview in order to determine the knowledge of the programme instruction language – at least B2 level. The video-recording will be uploaded to the University website and will be available to the Ministry of Education, Science, Culture and Sports of Georgia" said the Head of International Relations Department of TSMU. The university organizes various activities (welcome party, cultural days, students'

conferences, international conferences and etc.) to promote integration of international students in Georgia. There are no scholarships for foreign students granted by the medical university, stated the TSMU representative "but still there are students learning at TSMU financed by the Ministry of Education, Science, Culture and Sport of Georgia in frames of the programme supporting international students' mobility in Georgia" (The Georgian Times, 2019).

In comparison with TSMU, IBSU is a small, private HEI, offering various accredited programs. Solid focus on internationalization is visible in the mission and vision of the university. "The English language has been the instruction language since the beginning. Therefore, internationalization, as the university's name suggests, has been an integral part of IBSU's activities" (International Black Sea University, 2018). The university is committed to improve level of internationalization especially in curriculum development, research, student and staff exchange and study abroad programs. IBSU is increasing partnership activities with various universities in different counties and thus reinforces staff and student exchange programs and research activities.

Nowadays nearly 150 international students study at IBSU. The Head of International Affairs Office stated, the students are generally from Central Asia and Europe. As the university has dormitory, some students enjoy living there. The strategy IBSU sets to attract overseas students is communication with high school management and services of recruiting agencies. "We are also focused on facilitating their life in Georgia, organizing orientation meetings, excursions and trips throughout the country with Georgian students, involving them in various clubs. Some of them even enjoy learning Georgian language". – noted IBSU representative. These strategies could be assumed as more concentrating on retention of the foreign students. Unfortunately, the university does not have an exact statistics whether the overseas students return to the university in order to continue teaching/learning process on the Master's or Phd level, but still the Head of IBSU International Relations Office said: "We keep contact with our international alumni and invite them on various parties at IBSU. Some of them even continue studying".

To sum up, as Georgia has good standing regarding terrorism, criminal rates and general personal security, the country seems attractive for students from Eastern European countries, Asia and India. However, not all services are well developed in Georgia, like obtaining permission of visa and residency, properly functioning on-line services, no online or blended learning opportunities, few dormitories, lack of web-portals in order to discover programs at Georgian HEIs (just one web-page exists, mainly concentrated on medical programs). Furthermore, as Georgian education system does not automatically recognize quality of international education programs and needs time to assess or reject it, a lot of students have difficulties in continuing education in Georgia they had started in their own countries.

Conclusion and Recommendations

Factors influencing positively on increasing number of inbound students at Georgian HEIs are: quality and recognition of the education, affordability of tuition fees, safety of the country, programs delivered in English. Nevertheless, there are hindering factors either, not strong international reputation, absence of reliable and adequate accommodation services, including dormitories, lack of English internationally recognized programs (except medical education for a few targeted countries), not clear admission procedures at universities, difficulties with visa procedures and insufficient student services are assumed as drawback factors for attracting international students in Georgia which should be solved. If the country wants to increase number of

international students and not only attract but also retain them, holistic approach is the only solution. "The economic impact is long-term and sustainable only if quality of education, its international recognition and student exchange are understood holistically, interdependent and part of one global goal" (Zhvania, 2016, p. 20).

References

- Bolsmann, C. & Miller, H. (2008). International student recruitment to universities in England: Discourse, rationales and globalization. *Globalization, Societies and Education*, 6 (1), 75-88.
- Chitashvili, M. & Glonti, L. (2007). The Challenge of Bologna. Nuts and Bolts of Higher Education Reform in Georgia. In V. Tomusk (Ed.). *Creating the European Area of Higher education*, p. 209-226. Dordrecht: Springer.
- Martirosyan, N. M., Bustamante, R. M., & Saxon, D. P. (2019). Academic and social support services for international students: Current practice. *Journal of International Relations*, 9 (1), 172-191.
- State Commission on Migration Issues. (2017). *Brief Migration Profile Foreign Students in Georgia*. Tbilisi. Retrieved from http://migration.commission.ge/files/migraciis_profil_a5_eng.pdf
- The Georgian Times. (2019, January 28). Tbilisi State Medical University. Retrieved from http://geotimes.com.ge/uploads_script/magazine/GT_1_2019.pdf
- International Black Sea University. (2018, September 1). *ibsu.edu.ge*. Retrieved from [ibsu.edu.ge](https://ibsu.edu.ge/wp-content/uploads/2020/03/IBSU-Strategic-Plan-EN.pdf): <https://ibsu.edu.ge/wp-content/uploads/2020/03/IBSU-Strategic-Plan-EN.pdf>
- Tbilisi State University. (2018, October 1). *tsmu.edu*. Retrieved from [tsmu.edu](https://tsmu.edu/ts/images/dxp/strategiuli-ganviTarebis-gegma-5b02d4c975404.pdf): <https://tsmu.edu/ts/images/dxp/strategiuli-ganviTarebis-gegma-5b02d4c975404.pdf>
- Wit, H. D., Deca, L., & Hunter, F. (2015). *Internationalization of Higher Education—What Can Research Add to the Policy Debate?* New York: Springer.
- Zhvania, A. (2016). *Study in Georgia: Prospects of Internationalization of Higher Education*. Tbilisi: PMC Research Center.

PRACTICAL USAGE OF CORPORA LINGUISTICS IN THE CLASSROOM**Emma Nemishalyan**

French University in Armenia

Yerevan State University, Armenia

nemishalyan@gmail.com

Abstract

There are a myriad of methods and approaches implemented to teach English as a second language, but the process is mostly carried out through the materials from textbooks meant for teaching English as a second language. Very often the materials and their representation do not coincide with students' needs and the specifics of their first language/mother tongue, which, in its turn, has a determining role in the process of learning a foreign language. For teachers, to analyse the specifics of their students' first language in the light of the target language, it is important to have some data at hand, aka corpora, to draw some conclusions and make use of the results. Corpora studies have gained much attention recently. The results obtained from the research serve mainly the purpose of giving some statistical data, which is very often used in the design of dictionaries and in textbooks. The aim of the study is to shed light on the practical side of the data elicited from the corpora research and to come up with means as how to incorporate the data in the classroom. It is worth mentioning that both native learners' corpora and foreign learners' corpora can serve the same purpose- they provide a robust base on which every instructor can construct their syllabus. This will also facilitate the process of fitting the teaching material to students' needs, as the data analysis provides information on the usage patterns of foreign learners of the English language. The main focus of this paper is impersonal passive construction, its usages and means to help learners of English to retain those constructions and make them part and parcel of their speech.

Key Words: *Corpus linguistics, language teaching, second language acquisition*

Introduction

It is a well-known fact that learners of foreign languages very often face some problems, namely when dealing with a grammar issue which is not present in their mother tongue. As a result, they either use those grammar structures incorrectly or they simply do not use them. The aim of this paper is to address the aforementioned issues through corpora taking passive structures as an example. It is beyond doubt that passive structures are one of the most problematic parts of English grammar, which explains the choice of the grammar issue. Furthermore, this article provides with in-depth knowledge on corpora, namely learners' corpus, its importance in English instruction, the way it can be compiled and used in the classroom. The data provided by corpora can be of great use in the classroom to make the process of language teaching more motivating and efficient. Moreover, this paper provides some practical tasks that can be implemented during the lessons.

The Problem Statement

The reason behind this research is that the learners of other languages, in this particular case, Armenian learners, face many lacunae, which in the long run become a huge problem if not tackled appropriately and in due time. It is beyond the shadow of doubt that everyone learns a new language by drawing some parallels with their mother tongue. On the one hand they have their mother tongue, i.e. their perception of a language, on the other hand they face a structure which is thoroughly new to them and,

consequently, not perceivable for them. Thus, there is a gap between the English language and their mother tongue, the case in point is Armenian. To fill in this gap, it is suggested to make use of corpora studies. Because, if not tackled in due time, this gap can entail either misuse of that particular grammar structure or avoidance of it. In this matter, the significance of the usage of Corpora research data is paramount.

There are an array of methods and approaches implemented to teach English as a second language, but teachers heavily rely on international textbooks. As Richard and Rogers (2001) noted coursebooks have become an inseparable part of any curriculum. This is true for the Armenian reality as well: many HEIs (higher educational institutions) in Armenia use international textbooks for the instruction of the English language. There is no doubt about the importance of textbooks in the process of language teaching. They provide in-depth information on how to organize a lesson. They provide guidance about the methods of teaching, about the content, as D. Allwright (1981) mentions. Coursebooks cover activities and exercises for developing all the four skills, speaking, writing, reading and listening. Along with the aforementioned benefits, there are some disadvantages as well. Jack C. Richards (Richards, 2015) states that not only do textbooks are advantageous but also, they can bring about some disadvantages, namely "they may contain inauthentic language, they may distort content, they may not reflect students' needs, they can deskill teachers... (p.2)". In this paper the emphasis is put on two drawbacks of heavily relying on textbooks: the fact that they may contain inauthentic language and secondly, that they may not be aligned with students' needs. It is a well-known fact that students strive to learn 'authentic' language, the one used in real contexts by native speakers, as their main aim is to make their production of the target language as close to that of the natives' as possible. The importance of the other drawback is explained by the fact that sometimes international textbooks do not consider the specifics of students' mother tongue. For instance, in case of Armenian students, it is not enough for teachers to suffice themselves to the explanation of passive constructions given in the textbooks, they need more in-depth explanation and more intensive practice of those constructions in order for students to retain those constructions and to make them part and parcel of their language. And if teachers are not informed about the possible difficulties that their students may experience, they very often limit the explanation to the one given in the textbooks, as a result of which, the usage of passive constructions becomes an arduous task for Armenian learners: they either misuse or avoid using them. Here comes the importance of corpora.

Corpora

There are different types of corpora. Their types are distinguished according to their genre, timing and the number of languages included. Nonetheless, as this is out of the scope of my study, I will concentrate on two types of corpora, namely Learners' Corpora (Learners of the English language) and General Corpora (Native speakers' corpora).

Learner corpora is a collection of texts produced by L2 learners. Developing learner corpora has become a trend in the world, but the target language in most cases is English. The types of learner corpora vary, they are distinguished according to several factors. First is the medium of data collection-spoken or written language. Secondly, the genre of the texts. In distinguishing the types of corpora, it is of utmost importance to consider the time, as there are synchronic (the texts are taken in the same time) and diachronic (texts are taken in different times). Considering all the efforts on the researcher or teacher to compile a learners' corpus the easiest and most feasible way of compiling a corpus is to have written language, synchronic and monolingual corpus.

Learners' corpora are grouped under the classification of non-native varieties of English, such as English as an official language (EOL), English as a second language (ESL) and English as a foreign language (EFL). In this paper I advocate for EFL type of learners' corpora, as this is the one that covers English learning in classroom setting where English is not an official language of the country.

Learner corpus research has emerged since the late 1980s, thus, connecting formerly separate fields of corpus linguistics and foreign/second language acquisition. The aim of learner corpus research is to provide in-depth description of learner language which, in its turn, can serve as a ground for a myriad of purposes in foreign/second language acquisition research and for improving the foreign language teaching. Corpora are considered to be "the only reliable source of evidence for such features as frequency" (McEnery & Wilson, 1996, p.12). The frequency is of utter importance in linguistic applications to understand not only what is possible but what is likely to occur. One of the advantages of corpus methodology is that it is susceptible to quantitative analysis. Learner Corpora provides data which can be used in both Second Language Acquisition (SLA) research and in English as Foreign Language Teaching (ELT). There has been much interest in the learners' variables, such as their motivation, learning styles, needs, attitudes, etc., but very little attention was given to their output. Mark (1998, p.84) states that it is illogical "to base instruction on limited learner data and to ignore, in all aspects of pedagogy from task to curriculum level, knowledge of learner language". Thus, currently the interest in learner corpora is increasing in SLA and ELT domains. In her work "A bird's-eye view of learner corpus research" Sylviane Granger (2002) mentions that there are mainly two fields that have benefited mostly from learner corpora, namely material design and classroom methodology. Learners' corpora have contributed to the creation of richer and more useful dictionaries, which provide more detailed description of the ranking of meanings, collocations, grammatical patterns, style and frequency. She states that learner corpora have also had great contribution in ELT textbook design, as they now provide detailed information on the genre differences of vocabulary, word combinations of different types, such as collocations, prefabs and semi-prefabs, etc. The aforementioned use of corpora in the classroom, through textbooks and dictionaries, is deemed as indirect usage of corpora data. The direct usage of corpora data is labelled as data-driven learning (DDL), where students are conceived as "language detectives' seeking answers to questions that can be found by means of corpus queries" (Flowerdew, 2009, p.339) That is to say, teachers may present some samples from General Corpora and ask their students to seek for the patterns, to come up with the grammar rule (using inductive method).

The reason why learner corpora used to have so little significance in SLA and ELT was conditioned by the fact that data collection and analysis required huge effort on the part of researchers. Nowadays, however, due to the advancement in technology, it has become much easier to collect learner data, store it on computer and analyze it. Given the fact that today learner data collection is facilitated, there are some criteria that are to be borne in mind during data collection (Granger, 2002; Atkins et al., 1992). To be considered as learner corpus the data should consist of texts and not separate sentences or words. They usually contain as correct use of language as well as erroneous. Such variables as the environment, the tasks, the information on the learners are to be taken into account, as mentions Gilquin (2015). By 'environment' we mean the classification of English as mentioned above, whether it is EOL, ESL or EFL. Task variables include the medium, that is to say whether it is spoken or written speech, whether there are time constraints or not, whether reference tools are allowed or not. Last but not least, it is important to set the proficiency level of learners, e.g. from upper-intermediate to advanced level. Once corpora is compiled there are many free online tools that one can upload their corpora and work with the material, searching for words, some grammar constructions, collocations, etc. such as Lancsbox, AntConc, tICorpus Concordance Software, etc.

This paper argues that the usage of data elicited from both General corpora and learners' corpora can be of utmost help for teachers/instructors to address the issue arisen from the difference between learners' mother tongue and English. A research has been carried out on a small learners' corpora compiled by myself. The criteria for the corpus compilation were the following: the environment-EFL, mother tongue of students -Armenian, the proficiency level of students -advanced, type of the task-argumentative essay, word count- at least 250 words, timing-80minutes, use of reference tools-no tool was allowed, the number of essays-100. The materials were collected in one academic year (2019-2020). As the material was handwritten, the analysis was carried out manually. The grammar issue under scrutiny was passive voice. The choice of the grammar issue is conditioned by the fact that Passive Voice is cumbersome to be retained by other learners of the English language. Thus, to understand whether the Armenian learners also struggle with this grammar structure, I conducted my mini research on the usage of Passive voice. Hinkel (2004) states that after many years of L2 learning and use, advanced NNS (non-native speakers) students may have difficulty with the conventional use of passive voice.. The same idea is stated in Granger's (2013) work "The Passive in learner English: Corpus Insights and Implications for pedagogical grammar" where she states that the analysis of different learners' corpora in the world has led to the idea that many learners of English (for example, Chinese, Japanese, Korean, Indonesian, Vietnamese, etc.) either underuse passive structures or misuse them.

The results of the analysis were no surprise: like other learners of English, the Armenian learners as well, used passive constructions very rarely. Only 13 essays from 100 contained passive constructions, and mainly there were impersonal passives (it is believed, it is said), no such construction as 'people are believed to be', or 'graduates are supposed to' was present in any of the essays. Instead they had 'there is a belief that people should', 'people suppose that graduates deserve..', etc.

Once teachers/instructors analyse the data available they can form the idea on the usage patterns of their students. Which in its turn can be very advantageous for both teachers and students. If teachers are aware of the fact that Armenian learners are prone to make mistakes in passive constructions or they avoid using them, teachers will pay much more attention while explaining that particular grammar issue to their students, instead of sufficing themselves to the explanation given in the textbooks. Very often passive voice is explained in the form of formula in the textbooks and students conceive it as a mathematical formula which is to be implemented while doing exercises. That is the reason that when it comes to the usage of passive construction in the production of the language, they do not use it as often as for instance native speakers would. Provided teachers already know about the possible mistakes, they will pay much more attention to that particular grammar construction while explaining, using supplementary materials, giving more in-depth explanation, giving some statistical information, for instance that it is an inseparable part of formal language, on the register of occurrence (that they are more common in newspapers, journals, magazines, legal English). Last but not least, they can design some tasks for their students using learner corpora and general corpora. For instance, they can design some tasks for students based on the materials from native speaker's corpora. The mere idea that the samples are taken from native speakers' corpora can be very motivating for students, as it was mentioned at the beginning of the article, many textbooks do not provide authentic language. Whereas in this case they know that they are dealing with "real, authentic" language. For instance, teachers can take some samples from native speakers' corpora (e.g. British National Corpus, Corpus of Contemporary American English (COCA), American National Corpus) by searching some constructions in the

corpora (to be+Ved, believed+to have Ved, etc.) and take some samples from them. Once the material is at hand, teachers can think of some creative instructions and tasks for their students to practice passive constructions. For my class, I have taken some samples from BNC and turned the passives into active and came up with the following instruction: Guess how would natives say the same? The students found the instruction and the task very stimulating, as they knew beforehand that the materials had been taken from the native speakers' corpora, i.e. it was authentic material, secondly, because the whole exercise was carried out in the form of a competition. Students were divided into two groups and the group who would have the greatest number of right guesses would be considered the winner. Below is the task with the sentences:

1. The other Briton is John Smith. They think that he is from the Home Counties.
2. People believe that the missing funds have been deposited by four clients.
3. They say that only 500 copies were printed.
4. She was approached and hit over the back. People think that it was a piece of hosepipe.
5. They say that the first 16 defendants were involved in the fraud.

To ensure that my students have retained the passive constructions fully (believed to have done, are thought to have done.) I took some samples from the corpora and asked them to think about the grammar construction that was present in those sentences and to come up with the grammar rule (using inductive method of teaching, data-driven. learning). As a result, 90 percent of students guessed it right, that the following construction was used because the actions took place in the past.

1. A crooked locksmith is believed to have made copies of the keys which were then smuggled.
2. He is believed to have been one of two armed men who last month hijacked a police car.
3. This episode is thought to have taken place around 448.
4. About 1,500 rebels were thought to have taken part in the assault which was carried out in the face of sustained bombing from the Air Force.
5. The theft, which was believed to have taken place in May or June, fuelled alarm about the marked incidence.

Speaking of learners' corpora, they can serve not only for deducing the common usage patterns of students but also as material to design some activities on them. For instance, I took some sentences from my mini corpus where students could have used passive construction and designed the following task: the instruction was-Level up your peers work!

1. There is a belief that people should get a higher education.
2. It is said that students with higher education have better perspectives.
3. People suppose that graduates with qualifications deserve promotion.
4. People think that education is of utmost importance.

5. They say that unemployed people should get assistance from the government.

This time again the students were to be divided into two groups and it was again carried out in the form of competition. The group which would finish the first and with the best versions would be the winner. Thusly, after intensive theoretical explanation of passive voice, its application, the register, its discourse specifics and doing exercises of the textbook plus the one that I had designed for them, my students could better understand and use more frequently passive constructions.

Conclusion

Although the research has been carried out on a relatively small number of essays, preliminary conclusions can be drawn. First and foremost, teachers/instructors should always strive to think of ways to understand and be aware of the possible mistakes that their students are likely to make. Learners' corpora can be of utmost importance in this matter. In case there is no official learners' corpora, it is advisable for teachers to compile their own corpus and analyse the data eliciting some patterns of the target language usage. Though some ideas were presented in this paper, it is beyond doubt that teachers can use their creativity to toy with the data available and to think of motivational and at the same time effective tasks for their students. Although the process is rather time-consuming, the results are worth it. Not only is it suggested to make use of learners' corpus but also to use general corpora data in the classroom. They are limitless oceans from where teachers can take samples as raw materials to design tasks as supplementary material to ensure extra practice of this or that grammar issue. The presented paper discussed the practical usage of corpora linguistics on the example of the Armenian learners and passive voice, it is beyond doubt that the material presented is in the form of a mold that can be used for learners other than Armenian and for grammar issues other than passive voice.

References

- Allwright, D. (1981). What do we need teaching materials for? *ELT Journal*, 36(1), 5-18.
- Atkins, S., Clear, J., & Ostler, N. (1992). Corpus design criteria. *Literary and Linguistic Computing*, 7 (1), 1-16.
- Flowerdew, J. (2009). Corpora in Language Teaching. In M.H. Long & C.J. Doughty (Eds.). *The Handbook of Language Teaching*. Chester, West Sussex: Wiley-Blackwell Publishing.
- Gilquin, G. (2005). From design to collection of learner corpora. In S.Granger, G.Gilquin & F.Meunier (eds) *The Cambridge Handbook of Learner Corpus Research*, p. 9-34. Cambridge: Cambridge University Press.
- Granger, S. (2002). A bird's-eye view of computer learner corpus research. In Granger S., Hung, J. and Petch-Tyson, S. (Eds.) *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*, p.3-33. Amsterdam: John Benjamins Publishing
- Granger, S. (2013). The Passive in learner English: Corpus insights and implications for pedagogical grammar. In S. Ishikawa (ed.). *Learner Corpus Studies in Asia and the World. Vol. 1. Papers from LCSAW2013*. Kobe: Kobe University, 5-15

Hinkel, Eli. (2004). Tense, Aspect and the Passive Voice in L1 and L2 Academic Texts. *Language Teaching Research*, 8(1), 5–29.

Mark, K.L. (1998). Significance of learner corpus data in relation to the problems of language teaching. *Bulletin of General Education*, 312, 77-99.

McEnery, T. & Wilson, A. (1996). *Corpus Linguistics*. Edinburgh: Edinburgh University Press.

Richards, J. (2005). *The Role of Textbooks in a Language Program*. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>

IRCEELT-2020

PEER-GROUP SUPPORT IN RESPONDING TO TEACHERS' PROFESSIONAL SITUATIONS: MY WAY OR YOUR WAY?

Erdogan Bada

Çukurova/Hakkari University, Turkey

badae@cu.edu.tr

Yonca Özkan

Çukurova University, Turkey

yoncaca@cu.edu.tr

Abstract

When teachers get together, a myriad of topics crop up during their encounters, some related to their personal, and some to their professional lives. In this study, our concern is certainly not the topics that reflect their personal lives; rather we are most curious about debated academic issues that concern themselves as professionals, their students, and the administration for which they try to fulfill their duties. Therefore, we designed an open-ended questionnaire and conducted interviews requesting from teachers to reflect on and write/talk about most, non-personal, topics they would usually discuss with their colleagues in and outside their institutions, and whether such discussions led to resolution of some matters, which would otherwise might have been too difficult to tackle by one person only. Based on peer-group counseling principles, this investigation aimed to highlight the significance of peer-group-discussions presumed to lead to awareness of one's potentials and capabilities in resolving problems. The data, collected from primary, high school and university teachers in Adana, Turkey, demonstrates that the majority of teachers believed that the group and administrative support received proved to be useful to some extent. Discussions did also raise awareness regarding some academic issues; however, in the end, each teacher stuck to their beliefs and did embrace their own customized, individual style in approaching situations in their classes. The findings of this investigation thus suggest that, although change is inevitable in all organisms, it is, however, rather hard to translate it into action, particularly from the pre-set minds of most professionals.

Keywords: *Peer-group support, Change, Counseling.*

Introduction

Learning is a life-long process. It infuses change, modification, and enhancement into us. Rejection of it, albeit impossible, is subjecting the organism to decay. As stated by Highet (1976), learning can be pleasurable only when it takes place in situations where it is not an "ought" or a "must", as sadly is in most educational and administrative institutions (Hernik & Jaworska, 2018; Rodrigo-Ruiz, 2016).

Teacher training aims, or should rather aim, at raising awareness in teachers, novice or experienced, about different aspects of their professions. This, by nature, necessitates teachers' willingness and professional readiness. What befits trainers, therefore, is accompanying trainees as they continue with their training program. Interference of any kind of intervention from the trainer should not go further than the introduction of novelties and personal suggestions as to how one can avail themselves of such novelties. Trainers and trainees, therefore, are treated in a linear rather than a hierarchical order, in that they co-exist to exploit new teaching techniques, generate and exchange new ideas, share experiences, and draw possible conclusions. In short, they are together to learn, since they believe that through learning only they can enrich their personal lives and add new dimensions to their professions.

There are numerous ways of providing for such a free and comfortable learning atmosphere. In his work where he presents different teacher training models, Wallace (1991), with his "reflection model" prepares the grounds for this atmosphere. For such an atmosphere, of course, collaboration with an open mind is vital. Trainees must be aware of what Scrivener (1994) suggests that experience, deep understanding and creative mind are necessary in order to learn how to teach. Since this is the case, teachers should receive feedback from learners, colleagues or other peers as well as self, which would probably result in self-actualization.

It is not always possible to capture such an atmosphere. There are many factors involved in this whole process of teacher training. Woodward (1991:164) presents a wheel diagram in which various parameters are included. In this diagram, many parameters converge around three main parameters, which are "*The Course*", "*People*", "*Tangibles*" and "*Intangibles*". Under the course category cited are *course methodology and model; past, present, future, and other courses; process options; course materials; course type, and course components, syllabus*. The *People* parameter includes *trainee factors; trainer factors; other people, and contact possibilities*. The *Tangibles* are *external conditions, hardware*; and the *Intangibles*, *belief, dimensions, and aims*. In the most inner circle of the diagram is *Training*. Some of these parameters can be observed in this study.

"Clinical Supervision" is also a kind of teacher training. Trainees are trained in the actual spot, that is while they carry out their professions. The trainer, here, is the supervisor who, to Gaies and Bowers (1990), meets teachers (trainees) before the observation of their class (preobservation). This is a consultation stage. The second stage is the actual observation, and the third post-observation, where strengths and weaknesses are identified and discussed. Based on mutual understanding and close collaboration, such gatherings between the trainer and the trainee can yield rather positive results. In addition to such training models, there is a significant one which is usually neglected, and even not mentioned much: peer-training. How and in what way do we, as professionals, learn from each other? What professional topics do we bring about during our discussions with our colleagues? How effective is the assistance that we receive from our peers in performing our profession? On and on, we may go with a myriad of questions that are undoubtedly worth exploring. In line with such inquiries, we will aim to investigate the following questions in this study:

1. What kinds of matters do teachers consult with their peers/colleagues?
2. What kinds of suggestions do teachers offer related to emerging matters during peer encounters?
3. How do English language teachers from schools of the Turkish Ministry of National Education (MoNE) and university instructors assess such peer group encounters in their professional environment?

Method

Participants

The participants in this study are eight teachers from MoNE (4 from a primary school, and 4 from a high school) and four university instructors working at three different state institutions in Turkey. All 12 teachers had an average of ten-to-fifteen-year English teaching experience. They all took mentorship certificates in line with the Turkish Ministry of National Education (MoNE) practicum guidelines.

Data Collection

The data for this study was collected through reflective papers (38 in total) involving scenarios and face-to-face interviews. The participants were asked to comment on topics related to courses and other professional issues with no restriction of topics or length of comments. Meanwhile, the researchers met with the participants regularly (once a week) at their institutions; observed them, and were ready to provide extra support where needed. The participants were asked to write freely without word restriction under each assigned triggering question. The researchers arranged appointments with each participant separately, and each interview session lasted approximately 45 minutes at a meeting room where the researchers worked.

Data Analysis

Since unanimity is a priority here, we focused on the topics mostly agreed on among the total 38 reflective papers which were collected in three months, within 2019-2020 Academic Year, Fall Term. From the analysis, six main categories with subthemes emerged. The interview data verified the categorization of the reflective paper analyses.

Findings and Discussion

Based on the reflective papers and interviews with the participants, our findings illustrated seven main profession-related issues that are frequently discussed by teachers and instructors during their gatherings. For each of these issues, our participants, among themselves, proposed some suggestions they believed would contribute to better coping with professional matters. Below, we will deal with each issue and its pertaining suggestions made by the participants.

Issue #1: Professional development, in-service training sessions, seminars

All eight teachers who were working in primary and high schools found such activities ineffective and time-consuming, hence not of important use. The participating teachers from the university, however, were all eager to attend such activities. The eight teachers expressed boredom and monotony of the sessions "where slides only read upon without any active involvement". However, the participants from the university expressed rather positive views regarding seminars and other professional development programs. The consensus among participants is that to render such programs and activities effective, the following points should be considered.

- Teachers must be allowed to exercise free will in opting for or against attending such programs since only then a genuine benefit can be obtained.
- In schools, teachers' awareness must be raised about the importance and benefits of such in-service training programs. This can be achieved in different ways:
- ELT trainers from universities can be invited to elaborate on the use and benefits of such programs at schools where ELT teachers practice their professions.
- The location, inner decoration, library and other physical properties of the facility are of great significance, and certainly, play a great part in attracting participants and sustain high motivation. Teachers' opinions can be referred to in setting

up or choosing already existing facilities that would provide a long term service for teachers. Since the service is to be given to teachers; nothing can be more natural than consulting their views about an ideal place.

- The MoE should make it rather clear that the service is a favorite for teachers for their professional development and not an imposition on them. This has got to be put into action rather than expressed in words, conforming to the saying "actions speak louder than words".
- Last and not least, such programs can immediately follow the end of the school year, since it would be rather torturing to ask teachers, half-way through their holidays, to join the program.

Issue #2: Participants managing classroom especially in overcrowded classes

The primary and high school teachers all had difficulty in managing classrooms, especially overcrowded classrooms. Managing classrooms to eight teachers were perceived as challenging regardless of their teaching practices. University teachers to the same offered problem had some other point of view. Due to age and experience, university teachers believed that they did not face such a problem in their classroom settings. Below are converging views of the participants regarding tackling such an issue:

- Teachers should try to exploit already existing methods and techniques, as well as devising their own, to cope with overcrowded, multi-disciplinary classes.
- Small groups can be formed. Accordingly, diverse activities appealing to such groups are not hard to find and conduct.
- The MoNE can set a number limit, and no violation allowed. In fact, in most cases, the MoNE set the limit, yet in face of demand, the number may rise to an intolerable level.
- Since it would be very difficult to group students according to ideal levels, teachers should train themselves in responding to students' various academic needs and preferences.

Issue #3: Cooperation and teamwork in the institution

This point is true for only primary level teachers. For high school and university teachers, it is rather impossible to gather for team projects and cooperative work. The teachers working at the primary level expressed that their regular meetings could enhance team support and team negotiation under the control of one leader. Such cooperation with those participants could increase student success and motivation accordingly. While high school teachers pointed at the lack of collegial support, and thus faced difficulty in maintaining discipline in classes, university teachers, on the other hand, complained about demotivation due to lack of synergy in their institution. Common views as to how to tackle such issues are illustrated below:

- Trainers may give an informal proficiency exam to see if there are rifts between individuals since, without a diagnosis, one can hardly find a way of treatment.
- Relying on the results received from participants, trainers may find it convenient to individualize instruction. This requires part of the course to be lecture-type, and a greater part, projects, homework, or inside-class task assignment.
- The MoNE, however, may save the teacher the trouble, and do the level determination themselves.

Issue #4: The prescribed course syllabus and its drawbacks

This point concerns primary and high school teachers only. The teachers stated that there was 'too much to chew' in the syllabus designed for their courses. However, topics such as drama, songs, and picture drawings were not included in the syllabus. Although such topics were not in the syllabus, some teachers do still allocate some time for them to enliven the course. Common views of participants regarding suggestions are presented below:

- Since teachers are supposed to cover what is included in the syllabus, they do not seem to have much to do about this point. However, they still have some freedom of movement, which may help them to introduce some modifications to the course content. For instance, language points, which teachers discover to be most needed can be devoted much time and treatment, while those which emerge as not so much time demanding, may simply be touched on, and the rest of the actual time allocated may be spent on points mostly favored by the teachers. The MoNE does not place any restrictions on teachers who wish to do so. Missing topics including drama, songs, games and picture drawing can also be squeezed in the syllabus. This, of course, is primarily to be done by the MoNE.

Issue #5: School-family-society collaboration

Primary school teachers raised the collaboration issue in their discussions stating that without parental support it would be almost impossible to continue education outside the classroom. However, high school teachers expressed negativity related to family support in a high school environment. To better deal with the age group of learners they are teaching, they asserted that there should be family support. University teachers did also express views in this line. Common suggestions of participants are illustrated below:

- The MoNE should be rather sensitive in this issue, making sure that family meetings are designed in such a way that they all accommodate all teachers in the institution. Otherwise, such lack of meetings may run the risk of lack of enthusiasm, motivation and even drop-outs among students.
- Seminars, conferences, and face-to-face encounters may increase family members' awareness of targeted issues such that they may take more care of their children outside a classroom environment.

Issue #6: Shortage of source material in facilities

All the participants stated that the facility of their program lacked a comprehensive and a digital library, a rather restricting situation for both teachers and learners. Here, we can appreciate the need felt for source materials. Without this crucial facility, students, as well as teachers, are bound to make do with what they have in hand; they cannot assign research projects, cannot ask students to perform outside tasks, and they, if not very well equipped, fall short of meeting students' academic demands. Common views are presented below:

- It would be unfair to leave teachers to their own rather limited devices. The MoNE must be prepared to face the fact that a course facility without a library can hardly go any further than physically accommodating students. Building up their ELT (trainees) knowledge, introducing them novelties in ELT teaching/learning and helping them to expand their horizons, in general, can only be made possible through source materials, relevant to their fields. And the place for this should be a modest library, with a hundred or so most basic books.
- If not possible; in this case, teachers should probably try to contact other libraries in the vicinity, if there are any. Since most prominent locations are usually chosen for such programs, university libraries, as well as digital ones, may be made use of.

Issue #7: Decision-makers and the effect of the decision-making process on teachers

Decision making is mostly done by one person according to primary and high school teachers, which puts very much pressure on teachers especially in bringing supplementary materials for their students. Since this is the case in their institutions, they feel tense and deeply dissatisfied. University teachers, on the other hand, felt more powerful and authoritative compared to state school teachers. Such empowerment enables university teachers to enrich their lectures with appropriate supplementary, online and offline materials. Common suggestions of the participants are presented below:

- Headmasters should not have the power to decide on behalf of teachers working in their institutions. This is, probably a governmental issue, and the government must strip headmasters of such a power, if it is, in reality, vested in them.
- The decision-making process could be shared, to some extent, based on rational principles and regulations.

Conclusion

Achieving positive results from an educational setting depends on addressing some very crucial issues. These issues were roughly dealt with through peer consultation in this study. Enthusiasm among teachers can thus be captured only when such issues are properly addressed so that they work for the benefit of students. As it is observed in this study, the absence or misapplication of factors that are normally conducive to any educational setting may lead to a lack of interest among teachers as well as students in general. Peer consultation may be promoted in primary and high school environments to enhance teachers' potentials in honing their problem-solving skills. No doubt, such an approach would also improve teachers' working conditions. As for university teachers, peer consultation could foster their job satisfaction, intrinsic motivation and learner success, and motivation. Peer-group support, in general, may lead to positive and constructive changes in teachers' behaviors and attitudes, which in turn may be expected to reflect onto a build-up in students' motivation and success in both personal and academic terms.

Acknowledgments

We express our deepest gratitude to the participants who voluntarily contributed to this study.

References

- Gaies, S. & Bowers, R. 1990. Clinical supervision of language teaching: the supervisor as trainer and educator. In *Second Language Teacher Education*. Cambridge University Press.
- Hernik, J. & Jaworska, E. (2018). *The effect of enjoyment on learning. Proceedings of INTED Conference*, 508-514. Valencia, Spain.
- Highet, G. (1976). *The Immortal Profession: The Joys of Teaching Profession*. New York: Weybright and Talley.
- Turkish Ministry of Education (1997). In-service Teacher Training Programmes for the year of 1997. Retrieved <http://www.meb.gov.tr/en/>
- Rodrigo-Ruiz, D. (2016). Effect of teachers' emotions on their students: Some evidence. *Journal of Education & Social Policy* 3(4), 73-79.
- Scrivener, J. 1994. *Learning Teaching*. Heinemann.
- Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge University Press.
- Woodward, T. (1991). *Models and Metaphors in Language Teacher Training*. Cambridge University Press.

THE SCHOOL WILL NOT RETURN TO WHAT IT USED TO BE TEACHERS' INSIGHTS FROM TEACHING IN COVID-19 TIME

Evana Ratner

Gordon College of Education, Israel

evannar@gordon.ac.il

Abstract

The current study seeks to trace through semi-structured interviews teachers' insights toward distance education during the Covid-19 pandemic. In particular, my interest is in the changing position that has occurred at the intersections from phase to phase. The days of the initial Covid-19 crisis, the breakout phase, are defined as the first phase. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic (Li & Cathi, 2020). This situation forced the education system to switch to online teaching in one day. Two weeks later saw the routinization of distance teaching as the second phase. At this point, teachers needed to adjust their teaching into a new format. We are currently in the third phase of reorganization in anticipation of the crisis ending.

The Israeli reality sometimes requires schools to lockdown due to the harsh security situation. Students living in the southern and northern border areas stay close to home shelters and have to practice distance learning. On the day the schools were closed, the Directory of Media Literacy at the Ministry of Education decided to bring out the plans for crisis times. This is a reality that we have been preparing for in advance, recording a pool of emergency contingency plans.

As planned, the country was divided into fifteen districts and WhatsApp groups (instant message programming). The district instructors contacted all media teachers in their areas. The coordinator of each group partnered with a leading cadre that formulated the national policy at evening meetings and communicated the messages to their group. The first phase took about two weeks, the first fourteen days of the lockdown. During this period, there was a persistent attempt to hold all lessons in their original timeframe. The teachers appeared on the Unico platform and the students as well, but the feeling was that something wasn't working right. The first digital platform collapsed at the end of this phase and so did the teachers. The resources and energy flowed to the logistic organization and communication and not much learning material was covered in that period. The media was new, but the teaching remained conventional. In concluding this beat, we have finished draining our forces and with the insight that we must readjust. In the next two weeks, what we call the "routinization phase," the lessons have been adapted to the medium. No more attempting to establish a classroom using the traditional method only in the virtual dimension. Instead, the energies were derived to have different dynamics and dialog with the students.

The community I coordinate is of media and film teachers. The move to distance learning was seemingly more natural for this group. This is the reality that media teachers live in because the texts they teach are all digital products. Media teachers use movies, TV series, commercials, and all products within the media realm. The cultural products of the discipline are consumed through mass media and all lessons use intermediary texts. However, no one thought it was a pandemic that would make teachers and

students pave the way to the digital world of learning. After all, the message in the education system was: "Get the kids off the screens"; but here, especially in the period before the matriculation exam and before editing the final productions, there was a challenge. increased attention to algorithmic personalization, propaganda, and persuasion in the context of K–12 literacy education may also help people cope with sponsored content, bots, and other forms of propaganda and persuasion that now circulate online. (hobbs,2020)

How do you take an exam without congregating? How do you make movies without meeting staff and not being at the studio? This confusion characterized the entire system but became more intense when it comes to teaching the arts. Media productions are not just theoretical studies—they are also practical workshops. The making of a film involves an emotional expression, teamwork, materials, and creative space, i.e., all that the plague has taken from our lives.

In this situation, we have found new ways to maintain significant learning and teaching standards. Assuming that film and media teachers are technology teachers who live with screens as their textbook, the current crisis presents an opportunity to express the pedagogical capabilities of teachers in the field. From creating videos and productions on social networks to producing online newspapers and digital radio broadcasts, podcasts, and photo exhibitions. Over the last four weeks, teachers have shown creativity in implementing the principles of media literacy skills to our students.

Media education is defined as the capacity to search for information, analyze, reflect, and create (Hobbs, 2017). The community of media teachers harnessed and implemented each of these goals during the Covid-19 pandemic, examples of which were students being asked to search for information about the virus and the pandemic and compare the modes of presentation of the information from a variety of sources. How are YouTube videos different from radio or other internet sites? Students were asked to present a critical analysis of hidden messages in news texts as well as in funny memes transmitted on social networks. Conduct their analysis with sociological theories such as functionalism and conflict that deepen understanding and reflection on the functioning of the media during a crisis. Finally, create media products within the restrictions and quarantine. These were the limitations that inspired and sparked creativity among our teachers and students.

Methodology

To map the accumulated attitudes and insights in real-time, I conducted semi-structured interviews with seven teachers where I asked questions such as: What were your conclusions in the transition from the first phase of online teaching to the reorganization phase? The analysis of responses revealed the following:

Preliminary Findings - Summary of Key Insights

1. Students can learn even without frontal instruction. This requires a change in the teacher's perception of her role; they need to see themselves as mentors rather than knowledge agents.
2. Teachers can and should exercise an assortment of what study materials are appropriate for their students. This means selecting examples and texts so that they will be meaningful to the students' present and break the zoom screen barrier.

3. Learning and teaching are not synonyms for exams and homework in notebooks and books. We must find new ways to evaluate and perhaps formulate new learning goals.

4. In times of crisis and dynamic changes in the education system, there is a need to have consultation and support circles within the school staff and across disciplines and ages. The consultation is not just for mental support, but also for the sharing of experience and mass wisdom, which is essential in this situation.

5. There is a feeling among all interviewees that this event will change the world of education and teaching as we have known it so far. In the wake of the Covid-19 crisis, teachers want to preserve certain aspects of distance learning.

This very days, in retrospect of those days when the return to normality is forming. What do teachers think about the jolt into online teaching? To my perspective, Film and media teachers are moving on the spectrum between the desire to return to routine and the desire to sustain change. Their general perception of technology is positive; despite their lack of experience in zoom teaching, they see some benefits in distance learning.

In my interviews, teachers often answered that "zooming aggravates discipline problems" and that "zooming lessons are shorter." On the other hand, they note that they "changed lesson schedules for students and now teach in the evening." They point out the longing for their students and the concern "for students' ability to learn." As opposed to frontal instruction, lessons can be broken down into small units to allow for asynchronous viewing of assignments and not always a zoom connection."

The remote teaching period had added value. The interviewees noted that the zoom "allows us to see students authentically in their rooms." This view, on the one hand, broke hierarchies and, on the other, was expressed as an intrusion on privacy: zoom can glimpse into the children's lives. This revealed social gaps but also offered the opportunity to deepen their acquaintance with the children. Indeed, the teachers stated that they were "discovering the world of students and an option for intimate dialog with them." Another aspect of proximity was the exposure of students to each other, which did not always result from free will. Students and teachers recognized this as the challenge of maintaining privacy in the digital media days.

. Teachers note that they are adopting real-world practices in the virtual world. The Covid-19 pandemic encompassed Jewish holidays such as Passover, Independence Day, and Holocaust Memorial Day as students and teachers virtualized the dates. Finally, teachers sum up the period and say that "skills should be developed for asynchronous lessons, online tests with open material for zoom, and interpersonal intimate communication." There is a consensus among the interviewees that the school will be returned to frontal teaching, but the online teaching characteristics will be retained, especially the independent learning method. This is a grace period for policymakers. Until the next crisis, it's time for us to prepare.

References

Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. John Wiley & Sons.

<https://www.slideshare.net/createtolearn/renee-hobbs-2017-create-to-learn-introduction-to-digital-literacy-chapter-3-decisions-decisions>

Hobbs, R. (2020). Propaganda in an Age of Algorithmic Personalization: Expanding Literacy Research and Practice. *Reading Research Quarterly*. <https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.301>

Li, C. and Lalani F. (2020) The COVID-19 pandemic has changed education forever. This is how.

The World Economic Forum COVID Action Platform <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

CONTRASTIVE SOCIO-PRAGMATIC ANALYSIS OF POLITE PHATIC COMPLIMENTS (ON THE MATERIAL OF ENGLISH AND GEORGIAN PROSE)

Ekaterine Vatsadze

Kutaisi University, Akaki Tsereteli State University, Georgia
eka.vatsadze@unik.edu.ge

Abstract

Knowledge of phatic communication – a type of communication which aims at making close, friendly relationship with interlocutor – plays an important role in conducting successful conversation and avoid misunderstanding, especially among representatives of different cultures. Phatic topics, expressions vary according to culture and lifestyle of the countries. However, there is a significant coincidence between languages in terms of their usage. In this paper, contrastive socio-pragmatic analysis is conducted to state similarities and differences among polite phatic expressions of compliments on the material of 20-21st century prose of two unrelated languages – English and Georgian.

Key words: polite, phatic, expressions, positive politeness, negative politeness

Introduction

Polite phatic expressions can be found in almost all languages. There is no language that doesn't include polite phatic expressions of greeting, farewell, apology, thank-you, condolence, compliment, invitation, blessing, but their functioning and realization in any language is stipulated by the culture of the nation and the peculiarities of the language.

Sociolinguists and sociologists concentrate on the functioning of language to establish social relationships. All linguists admit that language is means of communication, as no social act can be conducted without language. By means of communication we establish human relationship, exchange our points of views, express our feelings, reach our goals, make expressions on others, and form our authority. Communication can be considered fundamental base of human life and society.

Knowledge of phatic expressions and topics, rules of phatic communications provide successful communication not only among the members of the same, but also among the members of the different mode of life.

The aim of the research is to identify similarities and differences in polite phatic expressions of compliment in two unrelated languages –Georgian and English in terms of politeness principles by G. Leech (1983), R.T. Lakoff (1973), P. Brown, and S.C.Levinson (1987).

Literature review

The scientific research of phatic communication is connected to a Polish scientist B. Malinowski. He first used the word in his article "The Problem of Meaning in Primitive Languages" which was published in a journal "Meaning of Meaning" (Malinowski, 1923). Discussing language used in what he calls "free, aimless social intercourse", mentioning "inquiries about health, comments on weather" (Malinowski 1936), and greeting formulae, Malinowski points out the following:

[...] to a natural man another man's silence is not a reassuring factor, but on the contrary, something alarming and dangerous [...]. The breaking of silence, the communion of words is the first act to establish links of fellowship, which is consummated only by the breaking of bread and the communion of food. The modern English expression, 'Nice day to-day' or the Melanesian phrase 'Whence comest thou?' are needed to get over the strange unpleasant tension which men feel when facing each other in silence.

After the first formula, there comes a flow of language, purposeless expressions of preference or aversion, accounts of irrelevant happenings, comments on what is perfectly obvious [...].

Phatic expressions and communication are mainly based on politeness formulae. The rules and maxims of politeness were formed by many linguists. Due to sociopragmatic nature of my research, I consider the classification made by R.T Lakoff and G.Leech to be important. (p.313)

R.T. Lakoff (1973) combined the concept of politeness in three rules:

- Distance (Don't impose)
- Deference (Give options)
- Camaraderie (Make a good feel – be friendly) (p. 297-298).

Leech (1983) formulated six maxims of politeness:

- Tact - minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.
- Generosity – minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self.
- Approbation – minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other."
- Modesty – minimize the expression of praise of self; maximize the expression of dispraise of self.
- Agreement - minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other."
- Sympathy - minimize antipathy between self and other; maximize sympathy between the self and other.

P. Brown and S. Levinson played an important role in the development of politeness as a linguistic theory. In their theory P. Brown and S. Levinson discuss politeness as "positive" and "negative". Positive Politeness Strategies are directed towards the hearer's positive face and express solidarity, close, friendly relationship, and informality. Negative Politeness strategies are directed towards the hearer's negative face and express reticence, formality, and distance (Brown & Levinson, 1987).

Methodology

In this paper contrastive socio-pragmatic analysis of polite phatic compliments are based on anthropocentric-communicative and linguoculturological approaches. I apply to contrastive and descriptive methods in synchronous aspect to identify the regulations determining the observed similarities and differences in English and Georgian Languages.

Data analysis and results

Compliments on self-realization, spiritual and physical development brings pleasure to everyone. Consequently, while engaged in phatic communication one of the best way of pleasing the interlocutor is saying polite phatic compliments.

Common English phatic compliments used for physical appearance are the following:

You look nice/ marvelous/ lovely/great etc.

She said to Matthew in their bedroom: "I think there must be something wrong with me." And he said: "Surely not, Susan? You look marvelous – you are as lovely as ever. "She looked at the handsome blonde man, with his clear, intelligent, blue-eyed face, and thought: why is it I can't tell him? Why not? And she said: "I need to be alone more than I am."

(Lessing, 1993, p. 68).

Georgian polite phatic compliments are: *ra kargad gamoikhurebi* (how beautiful you look), *shesanishnavad / brtskhinvald gamoikhurebi* (you look excellent/brilliant), *dzalian lamazi khar* (you are very beautiful), etc.

Qarisa rom shemovida, medea tmas ivarckhnida. Tma naucbadevad gaikra ukan da sarke gverdze gadado.

-Ra lamazi khar! –utkhra Qarisam.

Medeas gaeghima da tvali uneburad isev sarkisken gaapara. Qarisa das gverdit miujda, shublze akoca da gaumeora, dzalian lamazi kharo.

[When Qarisa entered, Medea was brushing her hair. She hastily pulled her hair back and put the mirror aside.

- You're so beautiful! Qarisa said.

Medea smiled and glanced involuntarily at the mirror again. Qarisa sat next to her sister, kissed her on the forehead and repeated that she was very beautiful] (Tchiladze, 2010, p. 127).

Nominative meaning of Georgian and English phatic compliments is stating an interlocutor's good appearance, and communicative meaning is obtaining benevolence of the listener, winning his/her heart, making close, friendly relationship with him/her considering extra linguistic factors, such as tact and speech etiquette.

Besides appearance, fashion-consciousness is often praised. Clothes get at culture and history of the country and isn't only means of covering, warming and cooling the body. Both for Englishman and Georgian it's important to be well-dressed. Thus, in phatic communication, clothes is common topic. There are many phatic compliments addressed to wearing clothes. Here are some of them: *This ... becomes you; It is very beautiful...; You have great eye for clothes; That colour is perfect on you etc.*

For example, Binchy (2010):

Moira came in just then.

"You bring a touch of class to this place," Frank Ennis said. Barbara took offense. "She doesn't have to wear a uniform," she whispered to her friend Fiona, nodding her head at Moira. To her bewilderment, Fiona didn't seem to agree.

"That's a beautiful blouse, Moira." Fiona played her part perfectly. Clara was looking at it too.

"You have a great eye for clothes, Moira. That's top class silk."

In a million years Moira would never tell them where she had bought it. She murmured a bit, refused tea and biscuits and went straight to her room. She had three new patients to see today (p. 235).

Common Georgian phatic compliments used to address to cloths are: gikhdeba (*It becomes you*), dzalian gixdeba (*It becomes you very much*), ra lamazi kaba gacvia (*What a beautiful dress you are wearing*, saocrad gamoikhurebi am kabashi (*You look amazing in this dress*).

For example, Jandieri (2010):

Man eleganturad moatavs sakaghalde karadis tavze da tqva:

- Va, ar gdzinavs?

Mere scrafad moiakhlovda gulsabnevs shekheda da utkhra:

Gikhdeba, sad gqonda amden xans?

Qals xelebi dzirs daeshva. Kacma ki tavisi mxne, sheuborkavi nabijitgaiara derefani da saabazanoshi shevida, ise rom kari ar dauketavs.

[He elegantly placed the folder on top of the closet and said:

- Wow, aren't you sleeping?

Then he quickly approached, looked at the brooch, and said:

- It becomes you! Where have you had it all this time?

The woman had fallen down down her hands. The man walked down the corridor to the bathroom with his bold, unobtrusive step without closing the door.](p.68).

Nominative meanings of Georgian and English polite phatic compliments which are used to admire beautiful clothes is the same. As for the communicative meaning, it aims at underlining listener's good taste in clothes which finally makes friendly relationship with him. Both Georgian and English phatic compliments are based on Positive Politeness Strategy and aims at keeping interlocutor's Positive Face.

People make compliments not only on clothes, but also on characters. The English don't refrain from uttering compliments towards their interlocutor's personality.

You're really something special; You're a gift to those around you; You are angel; You are so kind/thoughtful, etc.

For example, Gibson (1968)

"Marsh was left alone to begin the laborious task of developing the plates. Swann took Ethel back to Golden Square.

"You are so kind," she said, as they walked reluctantly home through the twilight. "If it wasn't for you I don't know where I should sleep tonight."

"It's a pleasure," said Swann.

"I've been so wretched, "Ethel confessed. There were times when I wanted to finish it and throw myself in the river." (p. 84).

Georgians as very hospitable and warm people often use phatic compliments in order to praise the listener's behavior and character. Common Georgian polite compliments are:

Khochagh, shesanishnavi khar (Good job, you are wonderful), angelozi khar (You are an angel), dzakian ketili khar (You are very kind), shen genacvale (My darling), sheni tchirime (My darling), etc. For example, Samadashvili- Kordzaia (2013):

Tsitlebi dabrundnen. Ert-erts guls gulshi koka-kolas botli qonda chakruli. Magdam gamoartva.

- Khochag shen. Dana aq mome, - utxra meores, -da is jamic momatsode,

-ara, ai is. Ho, oqro xar!

-Shen angelozi xar Magdalena, -utxra grznobit khancham. – Sheni tchirime.

-Kai, gaucina magdam. –tsavedi aba. Tchkuit!

[The reds have returned. One of them was hugging a bottle of Coca-Cola. Magda took it off.

- Good job! Give me the knife, - he said to the other, - and this bowl as well.

- No, that one. Yes, you are gold!

- Ok, Magda smiled at him, - I'm leaving. Behave yourself!

- Magda.] (p. 126)

The content level of Georgian and English compliments used to appreciate people's character and behavior is similar, as for expression level, Georgian compliments bear more emotional and familial connotation. Georgian use words: *sheni tchirime; shen genatsvale (my darling) in many registers.*

There are a lot of cases of praising an interlocutor's physical and mental abilities both in English and Georgian reality. Common English compliments are: Good idea; Excellent idea. You are very clever; You're a great example to others. You have a good head on your shoulders...

- Howard? An interrogative noise answered over the steady patter of the shower.

- *Do you think I should put something on the website? About Fair brother?*
- *Good idea, he called through the door, after a moment's consideration. Excellent idea!*

(Rowling, 2014, p. 248).

Similar Georgian compliments are: *tchkiviani khar* (You are clever), *khochgh, nitchieri gogo khar* (Good job, you are a clever girl), *shesanishnavi azria* (Excellent idea), *ra kargad moipikre* (What a wonderful idea), etc. For example, Jandieri (2010a):

- *Shen saidan ici amdeni?*
- *Shukas ambavi rom gavige, davinteresdi da tsavikitkhe. Akhlac, roca dro makvs, internetshi vkitxulob kholme ragaceebs shidsze*
- ***Khochag, tchkviani gogo khar!*** *Eqimebma gvirchies, eg meore testi, ai, eg "imunobolti" cota xnis shemdeg chagvetarebina. Surati ufro nateli iqnebao*

[*- How did you know so much?*

-When I heard about Shuka, I got interested and read. Even now, when I have time, I read information about AIDS on the internet.

-Good job! You are a clever girl. Doctors suggested to have that second test, that "Immunobolt" after a while. They said that the picture would be clearer.] (p.203)

Georgian and English interlocutors use the principles of Deference and Camaraderie and also maxim of approbation while praising the listener's mental and physical appearance.

Conclusion

In summary, both English and Georgian polite phatic compliments abound in forms and content. On content level they show similarity, as for expression level, Georgian compliments are more emotive and expressive. In both languages compliments are based on "positive politeness strategy". English phatic compliments are based on the principles of Deference and Camaraderie and also maxim of approbation. In Georgian phatic compliments prevails principle of camaraderie and maxim of approbation.

References

- Binchy, M. (2010). *Minding Frankie*. New York: Anchor books. A Division of Random House.
- Brown, P. & Levinson, S.C. (1987). *Politeness – Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Gibson, M. (1998). *Kingdom Swan*. London: The Do-Not Press.
- Jandieri, K. (2010). *Konkias ghome* [in Georgian: Cinderella's Night]. In K. Jandieri. *Globalizatsia* [Globalization], p. 50-123. Tbilisi: Palitra L.

- Jandieri, K. (2010a). Sakhmatsvilo seni [In Georgian: Juvenile Illness]. J. In K. Jandieri. *Globalizatsia* [Globalization], p. 179-242. Tbilisi: Palitra L.
- Lakoff, R. T. (1973). Logic of politeness or minding your P's and Q's, p. 292-305 in Corum, C., C. Smith-Clark, T. & Weiser, A. (Eds.) *Papers from the Ninth Regional Meeting*, Chicago. Linguistic Society. April 13-15. Chicago, Illinois
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Lessing, D. (1993). *To Room Nineteen. The Norton Anthology of English Literature*. London: W. W. Norton & Company.
- Malinowski, B. (1936). 'The dilemma of contemporary linguistics. Review of M. M. Lewis (1936) *Infant Speech: A study of the Beginnings of Language*. London: Kegan Paul". In: *Nature CXL*: 172-173 (reprinted in D. Hymes (Ed.) (1964). *Language in Culture and Society. A Reader in Linguistics and Anthropology*, p. 63-65. New York: Harper & Row.
- Malinowski, B. (1923). The Problem of Meaning in Primitive Languages. In C. K. Ogden and A. Richards (Eds.). *Supplement to the Meaning of Meaning*, p.146-152. London: Routledge and Kegan Paul.
- Rowling, J.K. (2014). *The Casual Vacancy*. [ONLINE] Available at <http://www.readanybook.com/ebook/the-casual-vacancy-565160>.
- Samadashvili-Kordzaia, A. (2013). *Vin mokla chaika* [Who killed Chaika]. Tbilisi: Bakur Sulakauri Publishing House
- Tchiladze, O. (2010). *Gzaze erti kaci modioda* [In Georgian: One Man Was Walking on the Road]. Tbilisi: Palitra L.

REFLECTIVE DIARY AS A TOOL OF FORMATIVE ASSESSMENT AT HIGHER EDUCATION INSTITUTIONS

Gulnara Janova

Samtskhe-Javakheti State University, Georgia

Maka Murvanidze

Samtskhe-Javakheti State University, Georgia

Abstract

Assessment is an integral feature of the work of all higher education institutions. In educational institutions, the most visible assessments are summative. This method creates a measure that reviews the learner's achievements and has no other purpose but to describe what has already been accomplished: the outcome of learning. Formative assessment is described as assessment for learning. It refers to all the activities performed by teachers and students, which provide information that can be used as feedback to adapt the teaching and learning activities. The article deals with the importance of formative assessment tools at HEIs. Formative assessment uses a variety of tools. Reflective diary (journal) is an appropriate tool that offers students opportunities to participate not just in structuring the learning, but also assessing. The students' involvement in their own learning assessment helps them obtain a descriptive feedback that allows them to improve their own learning process. The aim of the article is to show how reflective diary is used at universities. Reflective diary is an appropriate method to promote learning in learner-centered courses in higher education institutions (HEIs) fostering students' participation and learning activities.

Key words: *reflective diary, formative, assessment, tool, student, learning environment.*

Introduction

Assessment is an integral feature of the work of all higher education institutions. In educational institutions, the most visible assessments are summative and formative. Formative assessment is described as an assessment for learning. Reflective diary is an appropriate tool that offers students opportunities to participate not just in structuring the learning but also assessment. This form is based on dialogic and dynamic relationships between teachers and students. Students' involvement in their own learning assessment helps them obtain descriptive feedback that allows them to improve their own learning processes.

The current work is aimed to suggest a renewed assessment tool – a reflective diary, that can be used at HEIs. It was created by ASSET experts (2018 ASSET Assessment tools for HE learning environments Project number 585587-EPP-1-2017-1-IL-EPPKA2-CBHE-JP, co-funded by the ERASMUS+programme of the European Union.) (Erasmus+, 2017-2020). Different universities of Georgia (among them Samtskhe-Javakheti State University), Israel and European countries were involved in the above-mentioned project.

What is a reflective diary?

Reflective diaries are appropriate methods to promote learning in learner-centered courses in HEIs fostering students' participation and learning activities. Thus, these methods are in particular fruitful, to be used in various learning environments. Reflective diaries are helpful in integrating the material of learning – such as that from different modules or theoretical and practical learning. They

allow students to reflect on their beliefs, values, experiences, and assumptions that influence their learning, as well as their development and progress over time (Minott, 2008).

According to O'Farrell (2017), one of the purposes of assessment can be defined as: Assessment that encourages students to reflect on their own learning and increase their 'meta' skills so that they become aware of how they learn. One active learning method to promote the development of 'meta' skills is a reflective diary, also referred to as learning diaries/journals, or learning/response logs in the literature.

A reflective diary may be: structured, semi-structured, or non-structured. It depends on the subject and the aims of teaching and learning. The potential problems for application of the reflective diary as a formative assessment tool are mainly related to teacher workload and the time that they have to invest in checking and feedbacking such assignments. As a conclusion, applying reflective diary in pedagogical practice in HEI helps students analyze their own learning process, identify gaps, and plan for improvement. Step by step, students improve their metacognitive and self-regulation skills.

Aim

The aims of reflective diaries are to express the observation of the learning process and evidence of reflection (Wallin & Adawi, 2017). An essential benefit of the learning- response log is the creation of an environment where students feel more free to express their concerns and to experiment with learning (Perritt, 1997). Reflective diaries could be used in different subjects (mainly during teaching theoretical disciplines). We stepped in the 21st century with a number of challenges, like: global changes and new technology development. One of the main tasks and challenges of higher education is to prepare students for the world of today and to equip them with the skills that will be most required in a changing world. Reflective diaries give students possibility to develop critical thinking, to encourage metacognition, to increase ability in reflection and thinking, to enhance reflective practice, to enhance creativity, to improve writing, to foster communication, in particular reflective and creative interaction within a group.

The above-mentioned tool was piloted at Samtskhe-Javakheti State University, on the Faculty of Education, Humanities and Social Sciences, on the department of English Philology. As far as ASSET's aims are developing and piloting creative and innovative assessment tools and methods adapted to constructivist learning environments based on the principles set out in the Bologna process, Reflective Diary is one of the tools corresponding to this aim. There are many teaching approaches where this tool can be used, such as: Problem-Based Learning (PBL), Project-Based Learning (PJBL), Evidence Based Practice (EBP), Game Based Learning (Gamification), Case-Based Learning (CBL), Value and Knowledge Education (VaKE).

How to use a reflective diary

Using reflective diaries is based on prompt questions (see table 1), on the work of the Learning to Learn Project (2002). The dimensions and items were elaborated by this ASSET group (of "learning to be") (ERASMUS +, 2017-2020). This tool can be easily adapted to group reflective diary by using the appropriate items or by adjusting them to a group assignment. The bank is organized according to the following dimensions:

- Awareness of one's learning experience;

- Evaluation of the experience;
- Regulation in attitude and behaviour for better performance and more fruitful experience.

In the prompt questions bank, the Learning to Learn Project (2002) provides two sets of focuses: one explores the learning experience itself, the other thinks about the learning experience in relation to one's academic, professional and personal development. This work elaborates on the previous tool by adding a third set of focus: "Think of the assessment experience". The description of the sets is provided below, (ERASMUS +, 2017-2020).

The first set "*Explore a learning experience*" deals with the specific and the immediate. This helps improve their performance. The focuses of reflection were elaborated and revised to include the following dimensions:

- Cognitive: with relation to: Content – of the learning experience, and
Reasons – for the learning experience;
- Behaviour - during the learning process;
- Emotion – during the learning experience.

The second set "*Think of a learning experience in relation to...*" concerns long-term issues and widening the perspective of students, helping them see the relevance of and appreciate what they are learning. It engages students to think of a learning experience in relation to their:

- Academic development;
- Professional development;
- Personal development.

The third set of questions "*Think of the assessment experience*", relates to the process of assessment and to the students' reflection about this reflective activity.

Tool – reflective diary – Reflective journaling as a mechanism of student self-assessment positively impacts students learning, metacognition and self-regulated learning. As it was mentioned above, reflective writing could be non-structured, semi-structured and structured. In below mentioned activity is given the structured model (Every step is prepared and given to students in advance).

Step 1. Teacher divides students into 3 groups and gives the same texts to all of them.

Step 2. They should read texts individually at home and write down what they understood from the given one. (their reflection).

Step 3. Students come to class and share their reflection to their groups.

Step 4. Teacher gives each group structured questions, but this time each group has different ones. All questions are based on "Exploring a Learning Experience and following dimensions: Awareness, Evaluation and Regulation". The questions according to groups are listed below in the (Table 1).

Group 1: Cognitive and Behavior learning experience. (from dimension 1).

Group 2: Emotions and Academic Development.(from dimension 1 and dimension 2).

Group 3: Professional Development and Personal/Group Development.(from dimension 2). [Groups could be changed according to the needs of the subject.

Step.5. Students prepare the answers in given questions at home (they are writing their reflection second time, but this time their reflection is based on structured questions).

Step 6. Groups share their ideas to other groups in class and this time they show their learning experience, evaluation of the experience and their attitude and behavior for better performance.

Step 7. Next step is to "reflect on reflection". Students discuss how they felt while writing. (they answer the questions from dimension 3). In groups students have to find the main themes that came up in each of the reflections and provide questions to guide the analysis of the reflection.

Step 7. The last step is Students' perceptions of the reflective diary (Farrah, 2012). (For quality assurance purposes). In questionnaire given below the student indicates the extent to which he/she agrees with the following statements regarding his/her views about journal writing by putting a tick in the appropriate box using a 5-point Likert scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly agree.

The items:

1. Reflective journal writing helped me to talk about my experiences.
2. Reflective journal writing helped me to express my ideas and opinions.
3. Reflective journal writing helped me to respond to my thoughts and feelings.
4. Reflective journal writing stimulated my critical thinking skills.
5. Reflective journal writing was a way of thinking to explore my learning.
6. Reflective journal writing was an opportunity to gain self-knowledge.
7. Reflective journal writing helped me understand what I am learning.
8. Reflective journal writing allowed me to describe what I understood.
9. Reflective journal writing offered me a chance to develop and reinforce my writing skills.
10. Reflective journal writing enhanced my communication skills.
11. Frequent journal writing increased my creativity.
12. Journal writing motivated me to write more.
13. I did not understand what I was supposed to write in my journal.

14. I did not have enough time to write in my journal.
15. Reflective Journal writing is a waste of time.
16. I find it easy to write in my journal.
17. Reflective journal writing should be encouraged/continued.
18. I would like to share with the class what I wrote in my journal.
19. Overall, this was a worthwhile experience.

Step 8. Assessment of the reflective diary. The assessment of the reflective journal is a struggle between giving the freedom of writing and guaranteeing the willingness to write. Some teachers resolve this by checking for completion rather than in-depth grading. If a grade is to be given, a protocol of assessment would be a useful guide for students. An example of such a protocol has been provided by Moon (2003).

Conclusion

As a conclusion, applying reflective diary in pedagogical practice in HEIs helps students to analyze their own learning process, identify gaps, and plan for improvement. Step by step, students improve their metacognitive and self-regulation skills.

Table 1. Reflective diary prompting question taxonomy

Dimension 1	Explore a learning experience...		
	Awareness	Evaluation	Regulation
Cognitive	Content <ul style="list-style-type: none"> - What have I/we learned? - What were the topics of the activity? - What were I/we required to do? 	Content <ul style="list-style-type: none"> - Do I/we understand what I/we have learned? - What else do I/we need to learn? 	Content <ul style="list-style-type: none"> -What can I/we do in order to gain a better understanding? -Where can I/we find more information?
	Reason <ul style="list-style-type: none"> - Why should I/we learn this? (What was the purpose of the activity/lesson?) 	Reason <ul style="list-style-type: none"> - What do I/we think about these purposes? - What other purposes can be suggested? 	Reason <ul style="list-style-type: none"> -What experiences can I/we gain from this activity to improve my/our learning skills? Were my/our learning milestones and goals mostly met, and how

			much did I/we deviate from them if any?
Behavior	<ul style="list-style-type: none"> - How did I/we learn / do it? What strategy have I/we used in learning this topic? (wrote everything down, learned with others – in a group) -How have we worked as a group? 	<ul style="list-style-type: none"> -How effective is this strategy? 	<ul style="list-style-type: none"> -Is the way I/we do it is the best way? -How can I/we make this strategy more effective
Emotions	<ul style="list-style-type: none"> - How did I/we feel during the activity? - What did I/we like or dislike? - How did my group feel in my opinion? 	<ul style="list-style-type: none"> -Why did I/we feel this way? -What has contributed to these feelings? 	<ul style="list-style-type: none"> -How can I/we improve my feelings towards the activities? - Who can I/we approach to manage my feelings?

Dimension 2	Think of the learning experience in relation to...		
	Awareness	Evaluation	Regulation
Academic Development	<ul style="list-style-type: none"> -What obstacles have I/we encountered? -What have I/we found easy to do? -What can be related to prior knowledge I/we have gained? 	<ul style="list-style-type: none"> -What is the source of the obstacles? -How have I/we linked this activity to my prior knowledge? -What can be done to better relate the activity to the students' prior knowledge? 	<ul style="list-style-type: none"> -How can I/we remove those obstacles? -What techniques can I/we use to link my/our learning to prior knowledge and skills?
Professional Development	<ul style="list-style-type: none"> -How can I/we transfer the knowledge and skills you learned during the activity to my/our professional work? -What knowledge and skills will be useful in my/our professional work? 	<ul style="list-style-type: none"> -How the knowledge and skills I/we learned can be adapted to my professional work? (What should be added/omitted?) 	<ul style="list-style-type: none"> -What experiences can I/we gain from this activity to improve my/our

			professional development?
Personal/Group Development	<ul style="list-style-type: none"> -What have I/we learned from the activity in the personal level – about myself? -What did I/we learn were my greatest strengths/ areas for improvement -What moments was I/were we most proud of my/our efforts? -What personal/group characteristics have I/we discovers? -What challenges have appeared in this regard? 	<ul style="list-style-type: none"> -What does this learning experience tell me/us about my/our potentials, and myself as a person/ ourselves as a group? -What's the one thing about myself/our group above all others I/we would like to work to improve 	<ul style="list-style-type: none"> -How can I/we use these insights for my/our future personal/group development

Dimension 3	Think of the assessment experience...		
	<ul style="list-style-type: none"> -Now that it's over, what are my/our first thoughts about Reflective Diary? Positive or negative? -If positive, what comes to mind specifically? -What were some of my/our most hallenging/ powerful moments? -What most got in the way of the progress of writing, if anything? -What were some of the most interesting discoveries I/we made while working on this Diary? 	<ul style="list-style-type: none"> -Why some moments were challenging/ powerful? -How can I/we improve my/our self-assessment by using a reflective diary? When did I/we realize that I/we had come up with my/our final Reflective Diary? (How did I /we evaluate the diary? 	<ul style="list-style-type: none"> -How will I/we incorporate this assessment experience in life?

References

- Erasmus+ (2017-2020). Group reflective diary. In *ASSET: Assessment Tools for HE Learning Environments 2017-2020*, p. 1-16.
Available at <https://www.asset-erasmus.com/>
- Farrah, M. (2012). Reflective journal writing as an effective technique in the writing process. *An-Najah University Journal for Research – Humanities*, 26 (4), 997–1025.
- Minott, M.A. (2008). Valli's typology of reflection and the analysis of pre-service teachers' reflective journals. *Australian Journal of Teacher Education*, 33 (5), 55–65.
- Moon, J. (2003). *Learning Journals and Logs, Reflective Diaries*. Exeter: University of Exeter - Center for Teaching and Learning.
- O'Farrell, C. (2017). *Assessment for Lifelong Learning*. University of Dublin, Trinity College. Retrieved from <https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Assessment%20of%20Lifelong%20Learning.pdf>
- Perritt, E. (1997). The learning response log: An assessment tool. *The English Journal*, 86 (1), 41–44.
- Wallin, P. & Adawi, T. (2017). The reflective diary as a method for the formative assessment of self-regulated learning. *European Journal of Engineering Education*, DOI: 10.1080/03043797.2017.1290585

CULTURES OF LEARNING AND CULTURES OF TEACHING IN THE LANGUAGE CLASSROOM – IMPLEMENTING GLOBALIZATION AS A TEACHER TRAINING SOLUTION

Jarosław Krajka

Maria Curie-Skłodowska University, Lublin, Poland

jarek.krajka@gmail.com

Abstract

Globalization, increasing European and international integration, as well as other social processes have resulted in some degree of uniformity of educational approaches. Methods, concepts and procedures proposed in one part of the world are often promoted as universally applicable in many others. This has been the case with foreign language education, where the Communicative Approaches, learner-centered education, learner autonomy or alternative assessment, which all originated in Western Europe as pillars of contemporary European language policy, have been transplanted to almost all corners of the world. However, educational solutions proposed in one culture do not have to match the style of learning preferred in another. The so-called cultures of learning, certain sets of beliefs about how teaching and learning may proceed, what roles teachers and learners should play, what procedures and materials might be most effective, are becoming a more and more important phenomenon of global education. Diversity of education, rather than its McDonaldisation, should be targeted at in order to respect local educational ecologies.

Key words: cultural appropriacy, cross-cultural teaching, multicultural classes, interculturality, cultures of learning, culture of teaching, glocalization

1. Introduction

Globalization, increasing European and international integration, as well as other social processes have resulted in a considerable degree of uniformity of language teaching approaches. Methods, concepts and procedures proposed in one part of the world are often promoted as universally applicable in many others. This has been the case with foreign language education, where the Communicative Approach, learner-centred education, learner autonomy or alternative assessment, which all originated in Western Europe as pillars of contemporary European language policy, have been transplanted to almost all corners of the world as universal solutions.

However, educational proposals developed in one culture do not have to match the style of learning and teaching preferred in another. So-called cultures of learning, certain sets of beliefs about how teaching and learning may proceed, what roles teachers and learners should play, what procedures and materials might be most effective, are becoming a more and more important factor in global education. Diversification of education, rather than its McDonaldisation, should be targeted at in order to respect local educational ecologies.

The paper will look at those issues, reflecting in particular on how to respect cultures of learning and how to maintain cultural appropriacy of language instruction. The second part of the paper will show the practical application of 'glocalization' (globalization/localization) as the training strategy to increase teachers' understanding of appropriation of foreign language

teaching methodology. The qualitative data gathered during a globalized “Lesson planning” module from an undergraduate teacher training course will be analyzed to examine what impact it had on student teachers’ assumptions about planning and implementing language instruction as well as how effective this form of teacher training might be in increasing teachers’ awareness of need for methodological appropriation.

2. Characteristics of English language teaching in multicultural settings

Problems faced by language teachers of multicultural classes might be broadly classified into four major groups of issues (Krajka, 2010):

- Methodology-related: What lesson objectives to set? How to present materials? How to teach effectively with globally or locally-published materials? How to adapt global methodology presented in a coursebook to the local settings?
- Personality-related: How to organise classroom work? What kind of response to expect of different students (Ss)? How to team up students for group/pair work?
- Language-related: How to choose a language norm for the class? Against what standard to assess Ss? How to appreciate diversity of backgrounds (EFL vs. ESL) represented by students? How to deal with students from countries with English as a second (official) language being a non-native teacher from an EFL country?
- Culture-related: How to encompass learners from very different cultural backgrounds in mixed ethnic classes? How to adapt to the local culture of learning? How to choose coursebooks taking into account cultural sensitivity?

Some more practical problems reported by Polish student teachers of English in a previous study (Krajka, 2010) touch upon also problems of assessment, collaboration, learning styles or safe lingua franca for in-class communication:

- Inability to use the students’ mother tongue – ambiguity of body language/pictures/gestures
- Presenting meaning of abstract lexis and grammar – differing preferences for learning styles
- Maintaining discipline – varying understanding of when good behaviour turns into misbehaviour
- Coping with students’ distrust towards the new teacher and their unwillingness to cooperate
- Dealing with Ss’ inadequate target language pronunciation and strong L1 interference
- Evaluating approaches and techniques presented by the local coursebooks and accepted socially and confronting them with teacher’s own preferred methods as well as students’ expectations
- Explaining grammar of L2 in L3 (e.g., finding similarities and correspondences in other languages familiar to the non-native teacher, e.g., explaining English grammar using French concepts)
- Encompassing learners from very different cultural backgrounds in mixed ethnic classes, often from conflicting contexts (e.g., Mali, Iran, and Romania).

The problems of multicultural classes will surely be determined to a large extent by the distance between cultures represented by students within the classroom, by the distance between the cultures of the teacher and the students, as well as by the distance between the language being taught (e.g., English) and the students (Hofstede, 1986).

3. Dimensions of cultures in the foreign language classroom

Cultures differ so significantly and there are so many various classifications and variables that it might be even difficult to update language teachers on these, as the following list of some typologies indicates:

- power distance, collectivism and individualism, long-term orientation, indulgence, uncertainty avoidance and femininity versus masculinity (Hofstede, Hofstede & Minkov, 2010);
- hierarchy and egalitarianism, group orientation, relations, communication styles, time orientation, change tolerance and the balance between work and home life (Solomon & Schell, 2009);
- linear-active cultures, multi-active-cultures, reactive cultures (Baumer, in Kreyenberg 2008);
- transactional and partnership cultures, expressive and non-expressive cultures, polychronic and monochronic cultures, ceremonial and non-ceremonial cultures (Gesteland, 1999);
- clan, adhocracy, hierarchy and market cultures (Cameron & Quinn, 2003/2011);
- the family, the Eiffel Tower, the guided missile and the incubator cultures (Trompenaars & Hampden-Turner, 1993/1997).

Since a language classroom is most importantly a communication space, multicultural classes are also differentiated by how directly or indirectly teacher's and students' cultures communicate messages. Problems stemming from cultural dimensions can be observed in the directness of the expression styles (Katz, 2006). While indirectness is considered as a vague communication style among Western cultures, it is a learned skill to convey very clear messages in an indirect manner which many Asian cultures have mastered. Individuals belonging to indirect cultures use supporting means to underline importance of receiving the intended message by reading between the lines, omitted expressions become crucial, silence is a strong sign of disapproval. Katz (2006) proposed the following classification of cultures taking into account the way of communicating:

- Very Direct Communication Style: the Dutch, Israelis, north-eastern US citizens;
- Fairly Direct Communication Style: the British, Canadians, the French and Americans from the other parts of the States;
- Indirect Communication Style (favoring subtlety over frankness): Koreans, Mexicans and most Latin Americans;
- Highly Indirect Communication Style: the Chinese, Indonesians, Thais and the Japanese.

For sake of simplicity, it might be advisable for teacher trainers to pass on only the most general knowledge of what might differentiate cultures. Also, it might be useful to alert student teachers of practical tools such as Hofstede Insight's *Culture Compass* to quickly compare cultures of students. Such handy and easy-to-use solutions, available for mobile phones from Google Play, give an opportunity to see the differences between particular cultures (e.g., the culture of the teacher and the cultures of students

in a group) quite vividly, visually and quantitatively. The theory behind that, obviously, that of dimensions of cultures of Hofstede et al. (2010), needs to be consulted in greater detail if such a general comparison is not sufficient.

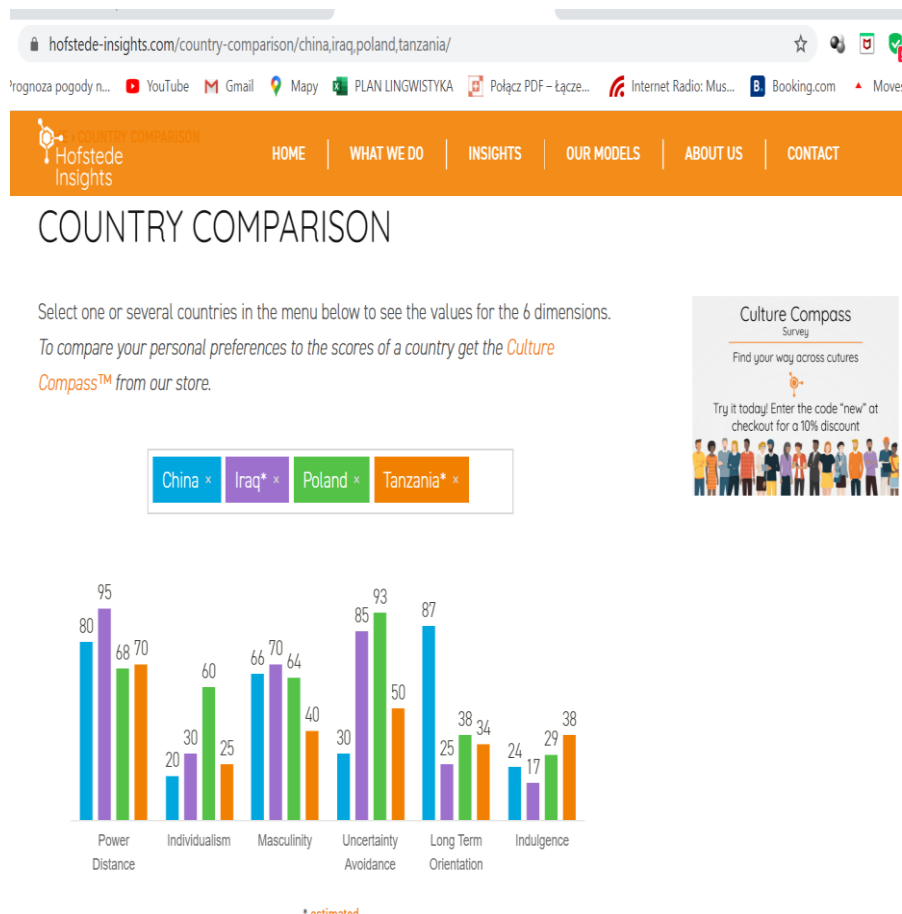


Figure 1. Hofstede Insight's Culture Compass in practice – a comparison of 4 countries of origin of students from MA thesis seminar at Maria Curie-Skłodowska University (Author's own elaboration).

Thus, it is important to note that to function properly in multicultural educational settings the teacher needs to possess not only the necessary didactic, pedagogic and language skills, which would be required of him/her also if the context were monocultural, but also practical use of cross-cultural aspects. The possession of Cultural Intelligence (Earley and Ang, 2003) has become more than essential, since the practical use of a given pedagogy needs to take account of the cultural setting in which it is to be applied. In other words, Cultural Intelligence as "an individual's capability to function effectively in situations characterized by cultural diversity" is critical for expecting and addressing the unexpected during intercultural encounters. CQ is "a specific form of intelligence focused on capabilities to grasp, reason and behave effectively in situations characterized by cultural diversity" (Ang et al., 2007, p. 337). Hence, the argument follows, the significance of CQ for teacher education comes from the assumption that "cross-cultural problems arise because cultural novices have difficulty managing everyday social encounters". This aspect functions in correlation with factors such as length of residence in a new culture, culture-specific knowledge, cultural distance, interactions with host nationals and acculturation strategies.

The second conceptual framework of CQ refers to the stress, appraisal, and coping aspects of an individual's cross-cultural experiences. It becomes crucial to possess not only the general skills of planning lessons, implementing instruction, presenting vocabulary or assessing learners (for a fuller list, see the areas of language teacher's competence specified in *European Portfolio for Student Teachers of Languages* – Newby et al., 2007), but, more importantly, do these with required cultural sensitivity. This necessitates, in a number of those intercultural aspects, application of various dimensions of Cultural Intelligence, which are aptly characterized by Ahmadi et al. (2013) as follows:

- Metacognitive CQ reflects mental processes that individuals use to acquire and understand cultural knowledge, including knowledge of and control over individual thought processes relating to culture (planning, monitoring, and revising mental models of cultural norms for countries or groups of people).
- Cognitive CQ reflects knowledge of norms, practices, and conventions in different cultures that has been acquired from educational and personal experiences - it refers to an individual's level of cultural knowledge.
- Motivational CQ reflects the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences.
- Behavioral CQ reflects the capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures, it refers to the extent to which an individual acts appropriately (both verbally and nonverbally) in cross-cultural situations.

As a result of applying Cultural Intelligence in methodology training, language teachers will become better equipped to meet the challenges of the contemporary classroom, such as working out the optimal ways of developing intercultural teaching competence in multilingual and multicultural contexts, not only when the teacher and his/her students belong to the same culture, but also when the teacher faces a homogeneous group of students who belong to a different culture from his/hers or when the teacher faces a multicultural group of students (Wysocka, 2013; Krajka, 2010).

4. Language teaching methods and globalization

Language teaching approaches and methods recommended globally by methodologists are no longer viewed as easily applicable panacea for local classroom problems. In fact, due to the increased interest in the effect of sociocultural dimension on the characteristics of the language teaching process, in many cases there is a clash between the local culture of learning and the globally proposed methodology.

To highlight that phenomenon, the concept of cultures of learning has to be evoked. As advocated by Jin and Cortazzi (2011), the ways in which languages are taught is filtered through the local conditions and social expectations. The teaching and learning of central or "major" languages has adopted developments much more quickly than that of peripheral or "minor" languages, while traditional approaches (TAs) have persisted for longer in most developing areas of the world than in more economically developed ones. In general, the concept of "traditional" is a highly subjective one, carrying different overtones and meaning different specific techniques in different cultures, or, even, for different foreign languages in the same culture. There may be different perceptions

of “traditional” for different languages, which has been quite vividly seen in Poland over a certain number of years. Due to increased effort of English language publishers and due to English coursebooks being the most expensive and bringing most revenue, the teaching materials for English contained a much greater amount of innovative methodology than those created for French or Russian. As a result, also due to a certain generation gap (with Russian teachers being generally older than English ones), the “traditional” methodology (in the Polish case, audiolingual and grammar translation) persisted much longer for teaching German, French and Russian in Poland.

At the same time, however, increasing globalization might lead to a tendency to treat certain methodological proposals as universal panacea to be applied wholesale in all possible parts of the world. One needs to remember, however, that L2 learning poses a challenge for learners to go out of their comfort zone not only into new languages and cultures with new levels of proficiency but also into new ways of learning. Thus, preferred ways of learning established within a particular society (cultures of learning – Cortazzi and Jin, 1996; Cortazzi, Jin and Wang, 2009), as taken-for-granted frameworks of expectations, attitudes, values and beliefs about successful learning and teaching, about learning and using different language skills in classrooms, and about how interaction should be accomplished, are another important factor that may cause conflict with a global methodology a teacher belonging to a different culture is determined to apply (and, most probably, believes in). A culture of learning includes, among others, ways of preparing for exams, attitude and role of self-study work, willingness to accept peer correction and self-correction, preference for modes of work in the classroom (whole-class, individual, pair and group), finally, accepted and expected forms of assessment. For instance, the Chinese culture of learning would comprise (Cortazzi and Jin, 1996; Liao, 2004)

- giving great importance to the teacher, to the book, to models and explanations,
- favouring mimicking, memorizing, practising and performing as language techniques,
- seeing deeper values of the importance of learning and study;
- respecting teachers for their knowledge, cultivation of learning and morality;
- having awareness of teachers’ guidance, care, concern, devotion and sacrifice (cognitive, social and affective dimensions);
- having a deep belief that making a continuous effort leads to success, success is possible, difficulties/hardships can be endured and surmounted by correction only.

Such lists of features could be created by confronting particular aspects of language teaching methodology (e.g., a widely accepted method such as Communicative Language Teaching) with the typical characteristics of a given culture. As a result, it is quite inevitable that one-size-fits-all solutions will not prove fully applicable in diverse learning settings across the world, which is indicated in the brief review of studies on relevance of CLT in international contexts below:

- Bangladesh (Chowdhury 2003): Bangladeshi teachers see Western ideologies as informing and/or constraining and/or legitimising their teaching practices, they experience paradoxes, in which cultural factors seem to dominate, norms assumed by international TESOL training appear irrelevant to the Bangladeshi context, where teachers work in a very different setting.

- Vietnam (Ha, 2004): the Vietnamese do not accept when native-English-speaker teachers only give lectures and they listen and take notes, even though native-speaker teachers sometimes ask questions, CLT instruction is perceived by them as too teacher-centred.
- Chile (McKay, 2003): many aspects of CLT, particularly its emphasis on group work, are not effective in the Chilean context.
- South-East Asia and China (Gupta, 2004; Le Van Canh, 2001; Rao, 2002; Sakui, 2004; Lu & Ng, 2013; Hu, 2005a): success in examinations is more important and vital to students' academic advancement than fluency and communication, CLT has been viewed as time-consuming for learners and challenging for teachers who are not confident in speaking English and as adding more work to already overloaded teachers, CLT goals are unrealistic for learners, having a variety of materials and designing communicative activities is very costly, while most Asian contexts lack funding for ELT, and group-work is not efficient in most Asian classes with at least 40 students.

Such lists could be continued with a greater number of countries, and, of course, the practical problems reported by teachers have their roots in societal expectations about the roles of teachers and learners, preferred interactional patterns, or even favourite techniques. Kramsch and Sullivan (1996) make such an analysis for Vietnam, showing that rather than adopting the concept of communicative learning associated with pair and group work, or teacher as facilitator and communicator in real-life situations, the Vietnamese culture of learning highly values the notions of classroom-as-family, teacher-as-mentor, and language learning-as-play. In a close group setting such as in many classrooms in Vietnam, Western observers may note that the whole class 'responds together', and that students call out 'answers' that often overlap. A teacher is honoured and respected, even more so than one's parents, the teacher guides the students not only in academic matters, but also in moral behaviour. Finally, Vietnam's rich oral tradition and love of poetry is as evident among the poor and the poorly educated as among the educated classes. Everyday speech abounds with proverbs, sayings, and poetic allusions – hence preference for memorization and recitation from memory. All of these features clearly add to a socially-accepted culture of teaching.

Social perception of a particular methodology (e.g., CLT) might also differ quite a lot – as evidenced by previous research, English teachers' communicative teaching was found 'not serious' when their teaching was overloaded with group work, discussions, debates and games (Li, 2004), while 'the 'game-loving' teaching approach was viewed as a waste of time and money (p. 8), which had little to do with language learning and the preparation for their English exams. Quite interestingly, many students even felt annoyed and humiliated when teachers treated them "like preschool children by forcing them to play games and to engage in group work and activities that they did not find useful to their language acquisition" (Li, 2004). In some cases even a certain methodology could challenge students 'sense of security and order' and their familiar socio-cultural status and role (Chowdhury, 2003).

All these examples call for a renewed reflection on language teaching methodology, where global methods and approaches are evaluated against local contexts and adapted to fit students' specific needs rather than "importing" a particular methodology wholesale on them (Hiep, 2005). This globalized, ecological approach (Hu, 2005b) is very much in line with Kumaravadivelu's post-method pedagogy (Kumaravadivelu, 2002), which emphasizes selecting techniques (micro-strategies) that are in line with underlying principles (macro-strategies) forming a personal eclectic pedagogy. The key in the post-method era, according to

Kumaravadivelu, is appropriating language methodology to the local ecology, to meet the principles of particularity, practicality and possibility. What seems to be useful given the current challenges faced by teachers in the globalized world is glocalization of language teaching methodology, which is about increasing awareness of how to appropriate ready-made global instructional solutions to fit the local conditions. All of these ideas will be viewed in practice in a small-scale teacher training study described below.

5. The study

5.1. Research aim and participants

The purpose of the current research was to investigate the feasibility of culturally-sensitive teacher training, by adapting a selected teacher training module ("Lesson planning") from an undergraduate-level pre-service B.A. programme in applied linguistics and English language teaching ("Foreign Language Teaching Methodology" course). The second major purpose was to see the extent to which student teachers participating in the study would be influenced by exposure to both locally-relevant and global teaching materials (lesson plans) and what culture of teaching they have established for themselves.

The research was conducted with a group of undergraduate (second-year B.A. level) students of applied linguistics, training to become translators and teachers within two foreign languages (English and another foreign language – German, French, Russian, Spanish or Portuguese). The participants were self-selected as a group taking part in teacher training and comprised 20 females and 4 males.

5.2. Design and procedure

Due to the university lockdown during the COVID-19 pandemic in March and April 2020, the "Foreign Language Teaching Methodology" course was taking place online, in the blended learning mode, with weekly 90-minute real-time sessions and out-of-class asynchronous activities done via the University's Moodle platform. The individual activities comprised reading, individual diary writing, open forum writing and commenting, preparation of teaching materials and evaluating peers' products, watching videos and evaluating teachers' work. A new topic was dealt with for 2-3 weeks, including both synchronous lectures and discussions as well as asynchronous reflective and active tasks.

One of the topics of the course, "Lesson planning", was selected for the present study as the sample context for glocalization. The concept of glocalization originally comes from economics and means global development and distribution of solutions that are later adjusted to accommodate the user or consumer in a local market. Roland Robertson, who coined the term in 1980, was clear about glocalization meaning simultaneity of both universalizing and particularizing tendencies. In foreign language teaching methodology this means the knowledge about major approaches to teaching foreign languages and skills of planning, conducting and evaluation instruction within them (Communicative Language Teaching, Task-based Learning, Helen Doron/Total Physical Response, post-method pedagogy) reconciled with the ability to adapt global methodological solutions to the local educational context. Glocalizing the "Lesson planning" module meant a skilful combination of materials created by both Polish and international teachers (lesson plans for analysis, evaluation and improvement), videos and readings prepared locally and globally,









as well as lectures and discussions taking into account the variability of lesson planning across cultures (see Figure 2 for the components of the module).

Topic 9

APPROACHES TO LESSON PLANNING

In the first week of the Lesson Planning topic (Monday May 10-17) we will be working on models of lessons, reflecting on how language skills are integrated in lesson planning and evaluating lesson plans created by teachers from some other countries as well as from Poland. In the first part of the topic, you are kindly requested to:

1. **read the Reading** - lesson models (by Friday May 15)
2. **read the Integrating skills sequences in lesson planning** handout (by Friday May 15)
3. **browse the folder** Evaluate lesson plans 1 - Flying boat lesson plans and **prepare to evaluate 2 selected lessons** during our Monday class (by Monday May 17)
4. **choose 1 lesson plan** from Evaluate lesson plans 2, **go to the discussion forum**, **describe the lesson plan and evaluate it** (by Monday May 17)
5. **respond to someone else's evaluation** in the discussion forum (by Friday May 22)

 Classroom worksheet 1 - Teachers' views on lesson planning
  Classroom worksheet 2 - lesson planning worksheet
  Viewing 1 - Why is lesson planning important?
  Classroom worksheet 3 - Guidelines for lesson planning
  Reading - lesson models
  Assignment - Plan a lesson using one of the planning formats
  Classroom worksheet 2 - Integrating skill sequences in lesson planning
  Evaluating lesson plans 2 - considering the global dimension of teaching

In the second part of the lesson planning topic we will be learning how to react to unexpected events during a lesson, as well as how to predict possible problems when planning lessons. We will also be improving our aim/objective phrasing skills. In the May 18-25 week you are kindly

Evaluating lesson plans 2 - considering the global dimension of teaching

In the second part of the lesson planning topic we will be learning how to react to unexpected events during a lesson, as well as how to predict possible problems when planning lessons. We will also be improving our aim/objective phrasing skills. In the May 18-25 week you are kindly requested to:

1. **take another lesson plan from the Evaluating lesson plans 1 folder and improve it**, in particular, correcting aims and objectives according to the framework we had, adding classroom materials (if they are missing), improving lesson procedure - upload the completed lesson plan to the Assignment by **Monday May 25**
2. **take a lesson plan from the Evaluating lesson plans 2 folder, choose 3 different problems from Lesson planning problem cards and describe what kind of adaptation you would apply** during the lesson in order to react to those problems once they appear - write a message to a Discussion forum by **Friday May 22**
3. **respond to your peer's message in Discussion forum by giving 2 other alternatives to each solution given by your peer** - choose one person's post to respond to, make sure it is the one that has no responses so far, make your own post by **Monday May 25**
4. **write an individual diary entry** on how similar/different/relevant/unstereotypical the lessons from other countries you had a look at are - write a diary entry by **Friday May 29**








 Classroom worksheet 1 - Jumbled integrated skills lesson
  Classroom worksheet 2 - lesson planning problem cards
  Assignment - Improving a lesson plan
  Evaluating lesson plans 1 - Flying boat lesson plans
  Discussion forum - Reacting to classroom problems
  Evaluating lesson plans 2 - lesson plans for evaluation
  Diary - my say on lesson plans from other countries

Figure 2. The components of the lesson planning module (Author's own elaboration).

The globalized module was taught over 3 weeks in April 2020, with students participating in synchronous and asynchronous whole-class, group-work and individual activities aiming at raising their awareness, mastering knowledge and acquiring practical skills within the areas of lesson planning, evaluating and adapting. The module featured two data collection activities – the first was a discussion forum in which participants were supposed to choose an international lesson plan created by teachers of English from all over the world, read and analyse it, then start a forum briefly describing the lesson, evaluating some of its aspects, finally, write how they think the lesson should be adapted (or perhaps why it does not need to be adapted) to fit the Polish school. The second data collection opportunity was a private learning diary, which summed up the whole module and in which student teachers reflected upon the whole experience along the following questions:

1. Are there any particular activities that surprised/amazed/shocked/appalled you? Which of them would you like to apply yourself? Which of them would you rather avoid? Why?
2. How similar or different was the lesson structure to what you are used to? How similar (or distant) were the lessons from the lesson models described in your reading?

3. If you were to teach the consecutive lesson (the one following that described in a selected lesson plan), how would you plan it? Would you follow the procedure shown in the lesson plan or would you rather use the one preferred by you?

5.3. Results and discussion

The analysis of whole-class forum discussions as well as individual learning diaries yielded a number of interesting observations about globalized teacher training on the one hand and the specific student teachers' beliefs about teaching (Polish culture of teaching) on the other. The module was implemented with no problems, the input materials (videos, readings and lesson plans for analysis) proved to be chosen appropriately and they stimulated trainers' reflection in the expected manner. In particular, the progression from evaluating and improving lesson plans written by Polish teachers to those contributed by teachers from abroad appeared to be instrumental in building student teachers' skills and attitudes. Once they mastered lesson planning skills and confronted the input with their observations from the teaching practice, they could go beyond Poland as the stage for English language teaching and apply their metacognitive skills. This is how in practice Ahmadi et al.'s (2013) Metacognitive Cultural Intelligence might be tapped into. Obviously, for deepened development of Cultural Intelligence such lesson plan evaluation and improvement should be followed by actual interactions with their authors – student teachers/teachers from other countries. Providing such opportunities would surely be an interesting area of research for the future.

Even though this was not verified directly by open questioning, the globalized module did trigger inherent interest of the majority of students. This is evidenced in how their diaries reported inspecting and evaluating a number of lesson plans (three or four) instead of just one. Since reviewing more than one lesson plan was not required and no extra benefit could be expected for that, it can be assumed that it was participants' intrinsic motivation that drew them to doing much more than was required.

The overall evaluation of the globalized module appeared in diaries of a few students in an overt way. The following quotes indicate how, even though it was not directly asked about, participants reported changing their attitudes and gaining additional skills within the realm of Cultural Intelligence:

1. To sum up, it was really valuable experience for me to look at the lesson plans from all over the world. Maybe the differences are not that significant, but the plans definitely vary from each other in terms of cultural issues, materials and sources used during the lessons as well as the structure itself.
2. The opportunity to review different lesson plans has shown me that we, humans, are not so different from each other. Each lesson, regardless of the region, can be adapted if the needs of the students are taken into account.
3. Analyzing various lesson plans for children and young people from different countries, I noticed a certain regularity. Each of these lessons is very universal and can easily be adapted to lessons in Poland. I think this is due to the fact that each of the lessons addresses universal topics, for instance names of body parts, grammar. English is always the same. It is not different in Croatia, different in Poland and different in Germany. Therefore, each of the lessons can be customized. I also think that teaching methods are very similar.

The second area of interest in the current research were the differences between the way of planning English language lessons as established in Poland (Polish culture of teaching) and those visible in lesson plans coming from other countries. Participants' learning diaries showed quite a number of interesting findings as far as the Polish 'culture of teaching' is concerned. Their ideas

about how language teaching should be conceptualized were shaped by their experiences as learners, two teaching practicums already served, a number of observations and discussions with school mentors.

Quite a few participants noticed the same point, regardless of which lesson plan from which country they had inspected, namely that Polish teachers tend to overrely on coursebooks in the process of lesson planning. On the other hand, teachers from other countries showed more freedom and creativity in the process. The relation between the teacher and the coursebook and the role of the latter in the glottodidactic process is culturally-conditioned – rooted in preference for individualism vs. collectivism and degree of uncertainty avoidance. This can be seen in the following quotes:

4. Teachers from abroad do not stick to course books, they rather create their lessons. It is important to modify lessons. Students admire creative teachers. What is more important, teachers seem to take care of their students' needs. In Poland, teachers focus on preparing students to specific exams rather than engage them. Even when I attended private school, the teacher had to stick to the lesson plan in order to cover all points from the list.
5. In most cases the portrayed lesson plans were extremely different to what I am normally used to. Even during our teaching practise I was able to notice that teachers tend to rely solely on textbooks and do not have anything more planned for their students. I was positively surprised that there is such a wide variety of lesson models and plans. It certainly is an advantage that we should benefit from as much as possible because it can make our job as teachers slightly easier and more manageable.

Another aspect of the Polish culture of teaching that drew participants' attention and was evidenced in diaries was the degree of teacher control over the classroom, especially in two areas: evaluation and pair/group work. Participants expressed their surprise at seeing so many activities performed in smaller groupings with less rigid control of the teacher: games, role-plays, spontaneous dialogues, brainstorming activities or projects. Apparently, despite great focus on learner and teacher autonomy in pre-service teacher training, the educational reality in Polish schools still shows teacher-centredness and teacher control over all aspects of the language learning process.

6. In my opinion there is more team work and self-evaluation in lesson plans from other countries. Bearing in my mind my personal experience with class activities, I have to admit that there was very little team work. Teachers did not divide students into groups very often.
7. As far as the self-evaluation issue is concerned, I do not recall such moments from my school years. Definitely, self-evaluation is something that cannot be implemented in the first few grades of primary school. This may cause embarrassment in students, as well as encourage favor.

Another awareness-raising point that appeared prominently in students' diaries was the selection of topics for lessons. That was visible, in particular, in case of those who decided to comment upon a lesson plan from Nigeria. Seeing such topics as the civil rights movement, the criminal justice system or HIV/AIDS-related issues was quite a shock for a few participants. They did not expect the everyday life to intrude the language learning classroom to such an extent. At the same time, there was a feeling that language teaching and lesson planning in Poland should also be done in accordance with the principles of political correctness:

8. I am aware of the fact that Nigeria struggles with the problems that are unthinkable and hard to imagine for the Europeans. The life conditions are much more difficult and children often grow up in poverty or famine. For this reason, they might be considered to be more mature than young citizens of prosperous countries (including Poland). Also, looking at their level (intermediate and low intermediate language proficiency), I believe that the topics given by the teacher are too serious and complex to be discussed.
9. If I were to teach in Poland, I would definitely avoid such controversial, political topics – in Poland students often don't have a clue about such aspects of life.

The final important difference between the Polish culture of language teaching and those observed in lesson plans created by teachers from abroad was the role of authentic materials and the Internet. Quite a few participants were surprised at seeing the opportunity of using Internet websites as a teaching medium instead of coursebook texts, where learners' individual work on authentic online materials led to accomplishment of common objectives. On the one hand, this might indicate still low level of ICT use in the Polish primary classroom despite generally improved technical conditions at schools. On the other hand, little popularity of Internet-based teaching might also be the result of Polish teachers' preference for keeping tight control over the classroom, which is naturally loosened in case of learners working individually with computers or mobile phones.

10. I was shocked by an activity for which the students had to use computers and look for some information online. It took me aback because I have never in my school time have encountered such a task. Even though some classes were conducted in classrooms equipped with computers, the teacher perceived them as equipment for IT lessons. Also, during most lessons students are discouraged to use technology. In my opinion, nowadays we should encourage students to use technology as a tool for learning.

6. Final conclusions

Culture plays an immensely important role in the teaching and learning process and the way students learn and teachers teach the same subject varies across cultures. Cultures of learning are preferred sets of learning habits, expectations about the learning process, established views of the role of the teacher and learner, which should be familiar to a teacher in a multicultural class. Such an educator needs to carefully navigate through the rough waters of multiple cultures of learning, carefully reflecting on the most controversial concepts and trying to establish balanced approaches.

Therefore, it goes without saying that the knowledge of characteristics of cultures and the awareness of culturally-conditioned learning factors should become the essential elements of teacher training programs anywhere in the world. Student teachers need to acquire some of the components of Cultural Intelligence, not only cultural competence or intercultural communicative competence, to be skilled at appropriating language teaching methodology.

Glocalization proves to be a useful solution for teacher training programmes. This instructional approach involves taking a global methodology that is well-established and well-represented in course books (such as CLT) and teaching student teachers how to adapt it to the local settings as well as how to be critical and sensitive about materials, techniques and procedures

envisaged in coursebooks. It is to be hoped that more such instructional endeavours as described herein for lesson planning will be implemented in English language teacher training worldwide.

References:

- Ahmadi, S. A. A., Safarzadeh, H., Hozoori, M. J., & Dehnavi, F. (2013). The role of cultural intelligence of managers in promoting employees' collaboration. *Management Science Letters*, 3, 1915-1926.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3 (3), 335-371.
- Cameron, K.S., & Quinn, R.E. (2003/2011). *Diagnosing and Changing Organizational Culture – Based on the Competing Values Framework*. San Francisco: John Wiley & Sons/Jossey-Bass.
- Chowdhury, R. (2003) International TESOL teacher training and EFL contexts: The cultural disillusionment factor. *Australian Journal of Education*, 47(3), 283-302.
- Cortazzi, M., & Jin, L. (1996). Cultures of learning: Language classrooms in China. In H. Coleman (ed.), *Society and the Language Class* (p. 169-206). New York, NY: Cambridge University Press.
- Cortazzi, M., Jin, L., & Wang, Z. (2009). Cultivators, cows and computers: Chinese learners' metaphors of teachers. In T. Coverdale-Jones, P. Rastall (eds.), *Internationalizing the University. The Chinese Context* (p. 107-129). London: Palgrave Macmillan.
- Earley, P.C. & Ang, S. (2003). *Cultural Intelligence: Individual Interactions across Cultures*. Stanford, CA: Stanford University Press.
- Gesteland, R. R. (1999). *Cross-Cultural Business Behavior: Marketing, Negotiating and Managing Across Cultures*. Copenhagen: Copenhagen Business School Press.
- Gupta, D. (2004). CLT in India: Context and methodology come together. *ELT Journal*, 58, 266-269.
- Ha, P. L. (2004). University classrooms in Vietnam: Contesting the stereotypes. *ELT Journal*, 58, 50-57.
- Hiep, P. H. (2005). "Imported" communicative language teaching: Implications for local teachers. *English Teaching Forum*, 43 (4), 2-9.
- Hofstede, G. H. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10, 301-320.
- Hofstede, G. H., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organisations. Software of the Mind*. New York: McGraw-Hill.
- Hu, G. (2005a). 'CLT is best for China' – an untenable absolutist claim. *ELT Journal*, 59, 65-68.
- Hu, G. (2005b). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly*, 39, 635-660.
- Jin, L., & Cortazzi, M. (2011). Re-evaluating approaches to second language teaching and learning. In E. Hinkel (ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 558-575). New York: Routledge.

- Katz, L. (2006). *Negotiating International Business - The Negotiator's Reference Guide to 50 Countries around the World*. Charleston, S.C.: BookSurge Publishing.
- Kramsch, C., & Sullivan, P. (1996). Appropriate pedagogy. *ELT Journal*, 46 (4), 340-349.
- Krajka, J. (2010). Preparing language teachers for multinational classrooms – guidelines for foreign language methodology training. In H. Komorowska, L. Aleksandrowicz-Pędich (eds.), *Coping with Diversity* (p. 242-262). Warsaw: Academica.
- Kreyenberg, J. (2008). *Konflikt-management*. Berlin: Cornelsen.
- Kumaravadivelu, B. (2002). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven, CT: Yale University Press.
- Le Van Canh (2001). Language and Vietnamese pedagogical contexts. *Teacher's Edition*, 7, 34-40.
- Liao, X. (2004). The need for communicative language teaching in China. *ELT Journal*, 58, 270-273.
- Lu, D. & Ng, J. Y. F. (2013). The pedagogical maze: Retrospection on CLT in Hong Kong. *Open Journal of Applied Linguistics*, 3(4), 289-294.
- McKay, S. (2003). Teaching English as an International Language: the Chilean context. *ELT Journal*, 57 (2), 139-148.
- Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European Portfolio for Student Teachers of Languages*. Graz: Council of Europe.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in the EFL classroom. *System*, 30, 85-105.
- Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58, 155-163.
- Solomon, C., & Schell, M. S. (2009). *Managing across Cultures. The Seven Keys to Doing Business with a Global Mindset*. New York: McGraw-Hill.
- Trompenaars, F. & Hampden-Turner, C. (1993/1997). *Riding the Waves of Culture: Understanding Diversity in Global Business*. London/Santa Rosa, CA: Intercultural Management Publishers NV/Nicholas Brealey Publishing Limited.
- Wysocka, M. (2013). Teaching English as an international language: Problems and research questions. In K. Drożdżal-Szelest, M. Pawlak (eds.), *Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching* (p. 41-55). Berlin-Heidelberg: Springer.

COLLEGE ADMISSIONS WITHOUT ANNUAL TESTINGS MAY BE CLOSER THAN YOU THINK**Ioseb Gabelaia**

Transport and Telecommunications Institute, Latvia

iosebgabelaia@gmail.com

Abstract

Today, the college-admissions process influences many high school students around the globe. Students are so concentrated on getting into the college that they scramble to develop themselves into the individuals they inspire to become. They are more focused on obtaining a certain grade, test score, or meet certain university criteria's just to get in the college of their dreams. How does it benefit universities or students? does it drop the academic value of the college, even though enrollment numbers would be high? The study believes that one of the important reasons for that is standardized-testing systems. Different countries have different requirements. There test like TOEFL, IELTS, SAT, ACT, and so on. Students must take many of those tests during the year, or at the end of the academic cycle. If we look at college admissions, many do require tests, high school diplomas, and other supporting documents. Those tests have become a pinpoint for students. Even though standardized-testing systems are not popular among educators, we just cannot get rid of it. The study will observe and analyze how college admissions and standardized-testing systems work around the globe. It will explore why standardized tests are so important for many colleges, and why some colleges already shifting gear in a different direction. The study will receive student feedbacks through survey studies. The research will involve a comparative study analysis and reveal if/or how close college admissions in enrollment management are ready to admit students without standardized tests.

Key words: *College Admissions, Standardized-tests, Student Enrollment, Enrollment*

Introduction

Today when never student enrollment management faces many changes and challenges. Institutions use various tools to gain a competitive advantage in the student recruiting environment. Technology advancements continue to reshape college-admissions processes. In enrollment management, students expect to receive answers on admissions decisions right away. Furthermore, every minute lost results in another university influencing prospective students' college choice.

The study asks a question, do universities want to lose student because of the speed of response, or admissions decision? That is where standardized testing makes a difference. According to Zwick (2013), standardized admissions testing first took root in the United States during the early part of the twentieth century. In 1900, only about 2% of 17-year-olds-more than three-quarters of them men -went on to receive a college degree. Today, many countries require some type of testing to be admitted to college. There is a test like TOEFL, IELTS, SAT, ACT, and so on. Besides, some countries have internal college admission tests. Students must take many of those tests during the year, or at the end of the academic cycle. How does it benefit universities or students? Does it drop the academic value of the college, even though enrollment numbers would be high? There are many questions around standardized testing. Additionally, Benjamin and Pashler (2015) ask a critical question: are the benefits of testing simply a consequence of changes in motivation or desire to learn?

According to Arbuthnot (2014), in recent years there continues to be debate and controversy surrounding the use of standardized testing. Standardized testing is scrutinized by several different groups in an out of academia, including policymakers,

the business community, parents, teachers, and students alike. From theoretical and practical data, the study believes that students spend hours on preparing for tests, which might not be a decision-maker for long-term benefit. As an example, Sawyer (2016) provides guidance how to write college essays, that benefits prospective students to brag about themselves. Nevertheless, students must be crafting potential college survival skills.

Standardized testing has been around for many years. Sternberg (2010) indicates that some parents push their kids relentlessly to get better scores on standardized tests, often paying obscene fees to tutors. It has become a powerful tool for many universities around the globe. Moreover, it is a tool to evaluate student performances, likewise, to evaluate teachers, lecturers, and so on. Additionally, powering the high school and college/university rankings globally. Hypothetically, every individual who has attended any public or private school has taken some type of standardized test. Those tests are part of the educational culture. How is it viable to change the culture? (Zwick, 2013) claims that despite decades of contentious debate about standardized admissions testing, about 90% of American colleges and universities require either the ACT or SAT and both testing programs have recently announced an increase in the number of test-takers.

Many argue that standardized testing is a distinctive perception with advantages and disadvantages. On one side, tests help to find a learning gap, though, on the other side, not every student performs well regardless of having a good understanding, comprehension, and/or knowledge. Arbuthnot (2014) elaborates that understanding the test development process is central to understanding testing today. It is important to understand how tests are developed and, consequently, used.

The study identifies the following advantages and disadvantages of standardized testing:

Advantages:

- A positive impact on student achievement
- A reliable and objective measurement of achievement
- Allowing for equal and equivalent content for all students
- Teaches students prioritization
- Allows evaluating teachers, lecturers, etc.

Disadvantages:

- No positive impact on student education
- Tests can be predictable
- Assuming all students start from the same point of understanding
- Look at raw comprehension data
- Teacher evaluation tied directly to student test results
- More time is spent on test preparation instead of actual learning

The fast-paced student enrollment management and recruiting indicate that both advantages and disadvantages could be a useful tool only if utilized correctly. (Sternberg, 2010) signifies that something is lacking in the way college admissions are conducted. We are not admitting people as we ideally should and could, and the academic disciplines are not doing a perfect job of cultivating students' skills, including their ethical ones.

Every strong system has a flow, and standardized testing is no exception. Before college and universities make any changes, it must be analyzed, measured, and implemented.

Research Goal

The main goal of the study is to explore why standardized tests are so important for many colleges, and yet some colleges already shifted gear towards a new direction. The study through comparative analysis intends to showcase if college admissions in enrollment management are ready to admit students without standardized tests. The study wants to answer additional two questions:

- Does standardized testing benefit colleges/universities?
- Does standardized testing carry an academic value for universities?

Data Findings

The target population of the study was high school/university students and university employees. All participants were sympathetic and eager to participate in the survey. The study has initiated two separate surveys: first, for high school/university students and second, for university employees. Respondents willingly provided feedback and share their opinions.

The data collection was conducted between August 1st, 2019 – December 1st, 2019. The population size for the student survey was 75 and 50 for university employees with a 20% response rate. From the estimates, the study received 63 responses from high school/university students with an 84% completion rate. From university employees 46 responses, with a 92% completion rate.

The study received following demographic, male to female ratio. Out of 63 student respondents, 30 (47.6 %) were male, 28 (44.4 %) were female, and 5 (7.9%) chose "Prefer not to say". From 46 employee respondents, 22 (47.8%) was male, and 24 (52.2%) was female. The age distribution between student respondents was: 1 (1.6%) "26 and above", 3 (4.8 %) "24-25", 13 (20.6%) "22-23", 19 (30.2%) "20-21", 15 (23.8%) "17-19" and 12 (19 %) were "under 16".

The study, in both surveys, asked respondents to share their current connections with colleges or universities. Out of 63 student respondents, 12 (19%) were "High School" students, 1 (1.6%) was "Freshman" at college, 1 (1.6%) was "Masters" student, 19 (30.2%) were "Sophomore", 15 (23.8%) were "Junior" and 15 (23.8%) were "Senior". Compared to 46 university employees, the was represented by following departments, 20 (43.5%) was from "Admissions Department", 9 (19.6%) was "College marketing department", 4 (8.7%) was "Student Financial Services", 8 (17.4%) was "Faculty", and 5 (10.9%) was "College employee".

The study asked university employees, to select one if they have ever taken any type of standardized test for college admissions? Out of 46 respondents, 38 (82.6%) said "Yes", 7 (15.2%) said "No", and 1 (2.2%) said "Maybe".

The study asked students to rank standardized testing's if they have ever taken any of them at any time (For example, TOEFL, IELTS, SAT, ACT, etc.) 1-being the lowest, 5-being highest. Figure 1.1 illustrates the following. From, 63 respondents, 20 (31.7%) ranked "1", 19 (30.2%) ranked "2", 13 (20.6%) ranked "3", 5(7.9%) ranked "4" and 6 (9.5%) ranked "5".

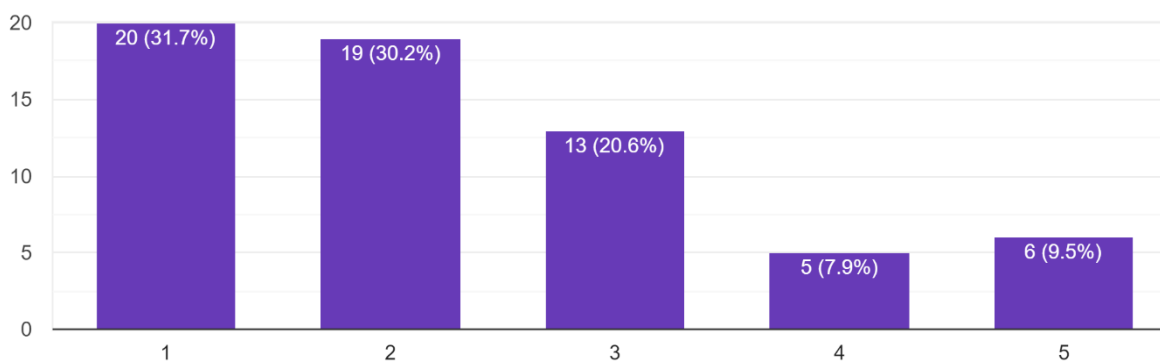


Figure 1.1 Rank standardized testing (By high school/college students)

The study asked university employees if the university has/had a standardized-testing as one of the admissions requirements. From 46 respondents, 28 (60.9%) said "yes", 9 (19.6%) said "no" and 9 (19.6%) said "maybe". On the contrary, students were asked, how important it was to be admitted into college without any annual standardized testing (TOEFL, IELTS, SAT, ACT, etc.). From 63 respondents 6 (9.5%) said "Extremely important", 21 (33.3 %) said "Very important", 13 (20.6%) said "On average", 12 (19%) said "Not Important", and lastly, 11 (17.5%) said "Unnecessary".

The study asked university representatives, how strict was their college/university on admissions requirements. From 46 respondents, 3 (6.5%) said "Extremely strict", 17 (37%) said "Very strict", 8 (17.4%) said "On average" and 18 (39.1%) said "Not Strict". On the Contrary, students were asked if they agree that colleges must simplify admissions processes? Figure 2.1 illustrates the following. 14 (22.2%) said "Absolutely agree", 16 (25.4%) said "Agree", 22 (34.9%) said "On average", 7 (11.1%) said, "Disagree" and 4 (6.3%) said, "Absolutely disagree".

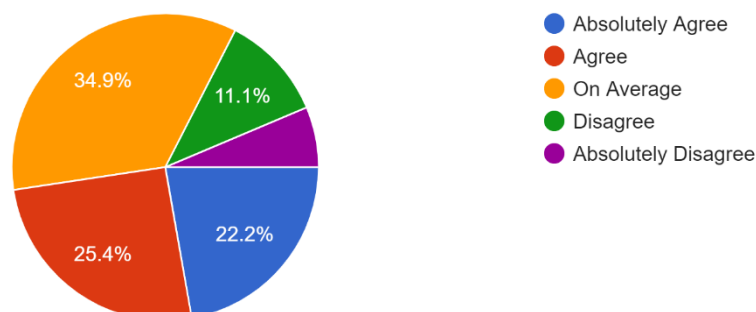


Figure 2.1 Colleges must simplify admissions processes

The Study asked university representatives to indicate how important was it for prospective students to meet admissions requirements, especially standardized testing? 1-being less important, 5-being extremely important. Figure 3.1 illustrates the following. From 46 respondents, 3 (6.5%) ranked "1", 15 (32.6%) ranked "2", 4 (8.7%) ranked "3", 9 (19.6%) ranked "4" and 15 (32.6%) ranked "5".

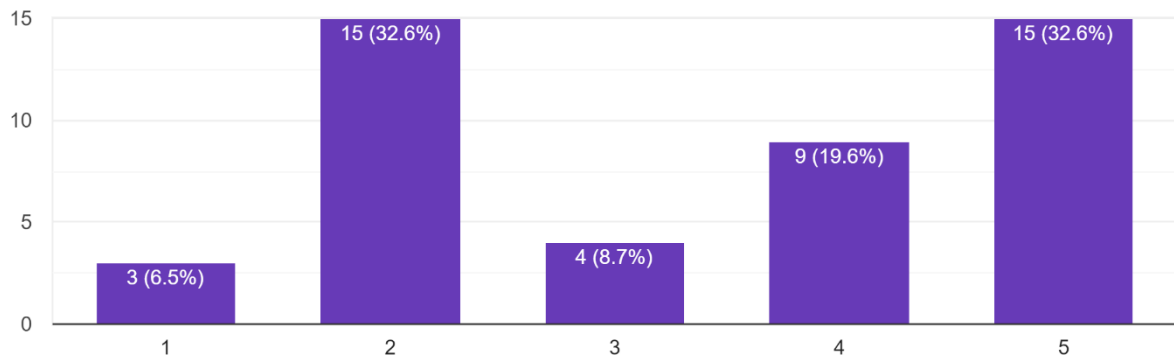


Figure 3.1 Indicate importance to meet admissions requirements, especially standardized testing

The study asked students if they could decide to eliminate a standardized-testing requirement from the admissions process, how would they have behaved? Of 63 students 15 (23.8%) chose "I will eliminate without much thinking", 37 (58.7%) chose "I will eliminate with substitute requirement" and 11 (17.5%) chose "I will not eliminate". Contrary, the employees were asked if it was time to eliminate standardized testing. From 46 respondents, 17 (37%) said "yes", 7 (15.2%) said "no", and 22 (47.8%) said "maybe". Besides, when asked if they had the power to eliminate standardized testing from college admissions requirements, 7 (15.2%) said "yes", 10 (21.7%) said "No", 11 (23.9%) said "maybe" and finally 18 (39.1%) said, "Only, with substitute requirement".

The study chose to ask several problematic questions. The university employees were asked to select what kind of value does standardized testing carry besides being an admissions requirement? From 46 respondents, 9 (19.6%) indicated "the student's readiness for the rigor of college academics", 16 (34.8%) selected "A more complete view of an applicant's academic capabilities", 5 (10.9%) selected "A qualification for scholarships", 2 (4.3%) "A qualification for athletics, and other performances", and 14 (30.4%) selected "While academic results and test scores are important, know that they are not the only deciding factors in your students".

The study asked students if standardized testing benefited colleges/universities. From 63 respondents, 25 (39.7%) said "Yes", 16 (25.4%) said "No" and 22 (34.9%) said "Maybe". For comparison, university employees were asked to rank the statement that standardized testing benefits college/university. 1-being lowest, and 5-being highest. Figure 4.1 illustrates the following. 8 (17.4%) ranked "1", 10(21.7%) ranked "2", 9 (19.6%) ranked "3", 11 (23.9%) ranked "4" and 8 (17.4%) ranked "5".

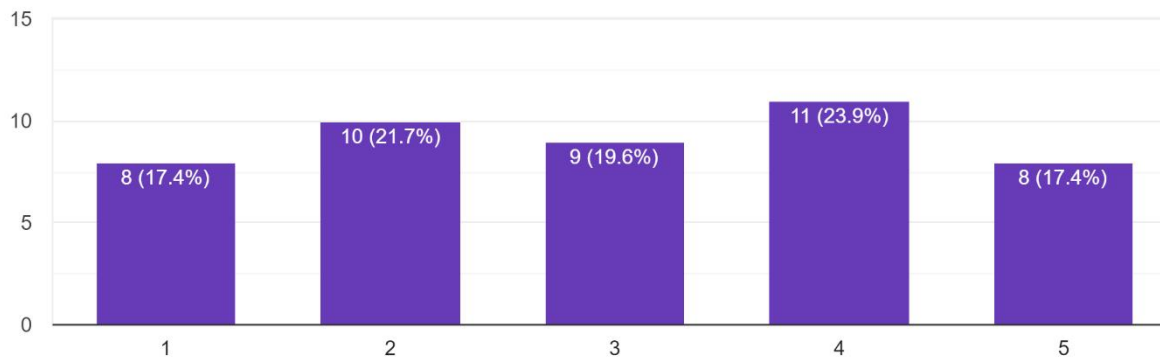


Figure 4.1 University employees ranking if/how standardized testing benefits college/university

The study asked students, from their perspective if standardized testing carry and academic value for universities. From 63 respondents, 24 (38.1%) said "yes", 14 (22.2%) said "no", and 25 (39.7%) said "maybe". On the contrary, university employees were asked to rank, if standardized testing carries an academic value for universities. 1-being lowest, 5-being highest. Figure 5.1 illustrates the following. From 46 respondents, 9 (19.6%) ranked '1', 10 (21.7%) ranked "2", 10 (21.7%) ranked "3", 9 (19.6%) ranked "4" and 8 (17.4%) ranked "5".

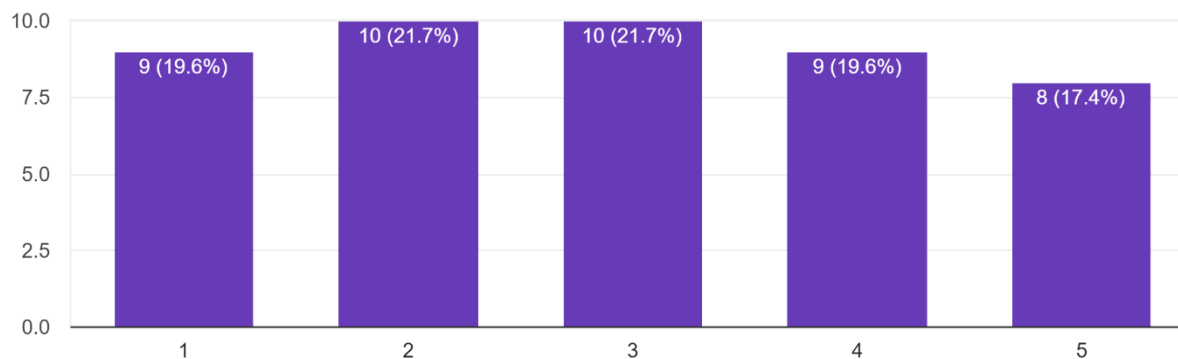


Figure 5.1 university employees ranking if/how standardized testing carries an academic value for universities

Discussion

A key component of the past and present college admission process has been standardized testing. Testing has been used for various assessment processes. Zwick (2013) indicates that standardized tests, in general, attracted the attention of educators, admissions officers, and testing experts. Opinion on standardized testing has been widely criticized which led some universities to soften admissions criteria. In today's competitive student enrollment environment universities listen to students and adjust to modern requirements. Is it the right approach? The study does not have a direct answer. If universities listen to student perspectives, then universities must soften admissions requirements, or even eliminate standardized testing. The university official perspectives tend to be complicated.

Every university wants students with a strong academic background. The faculty believes that students must be college-ready to learn provided courses. It is something that cannot be argued. Students must be ready for rigorous college educational demands. It is essential to remember that universities must produce educated professionals. Graduated students are the workforce. Faculty might care less about student enrollment numbers. Now, the admissions team must reach every single student in the student funnel and offer equal admissions opportunities. Popkova (2019) mentions that formation of information society and digital economy led to modernization of the educational system. Now, consumers can obtain educational services on flexible terms. For them, standardized testing is one of the important tools, however, not always. There might be cases where communication and relationship might awkward because of the sensitive topic as is standardized testing. Students want fast admissions decisions.

Today, every student believes that they must be admitted to college no matter of educational records or results on standardized testing. The study believes that it is a wrong approach that breaks the consistency of the educational process and requirements for student admissions.

The questions in the survey designed to have a critical approach, where respondents could freely share their opinions. The study participants were 12 (19%) "High School" students, 1 (1.6%) "Freshman" at college, 1 (1.6%) "Masters" student, 19 (30.2%) "Sophomore", 15 (23.8%) "Junior" and 15 (23.8%) "Senior". University employees were represented by following departments, 20 (43.5%) "Admissions Department", 9 (19.6%) "College marketing department", 4 (8.7%) "Student Financial Services", 8 (17.4%) "Faculty", and 5 (10.9%) "College employee". For the survey, it was essential to have feedback from students as well as from university various departments.

Most study participants had taken some type of standardized test. An interesting fact, whether students or employees, they did not feel comfortable eliminating standardized testing from admissions criteria. Even though they indicated that testing is unnecessary or not important, they still not decide on elimination. This thought arrangement was seen in the following questions where they had to rank standardized testing. Figure 4.1 illustrates that from 46 university employees, 3 (6.5%) ranked "1", 15 (32.6%) ranked "2", 4 (8.7%) ranked "3", 9 (19.6%) ranked "4" and 15 (32.6%) ranked "5" the importance of standardized testing as a requirement in the admissions process. The study believes that there is a division within employees, and not only. Employees pay attention to the competition. They see institutions are moving to a softer admission format, which makes their jobs harder. The student tends to choose universities where admissions and enrolling process are simple.

The study asked students if standardized testing benefited colleges/universities. From 63 respondents, 25 (39.7%) said "Yes", 16 (25.4%) said "No" and 22 (34.9%) said "Maybe". For comparison, university employees were asked to rank the statement that standardized testing benefits college/university. 1-being lowest, and 5-being highest with following results, 8 (17.4%) ranked "1", 10(21.7%) ranked "2", 9 (19.6%) ranked "3", 11 (23.9%) ranked "4" and 8 (17.4%) ranked "5". The study saw that students are not decided on the benefits of standardized testing. The study believes that today's technological advancements must have an impact on overall college admissions thinking. Even university employees do not have consistency in their rankings. In this case, attention goes to two different thinking: student and university. (Sternberg, 2010) believes that it is not that we are doing a bad job; it is that we can do much better. Neither testing companies, not admissions officers, nor any other group is entirely to blame.

The study believes that admissions procedures must have an appropriate formula where each student receives a comprehensive evaluation and admissions decision. Zwick (2013) believes that admitting students to a college or university should be based on

three principles: First, students should be judged based on their actual achievements, not on ill-defined notions of aptitude. Second, tests must have a demonstrable relationship to the specific subject taught at school, and third, universities should employee admissions processes that look at individual applicants in their full complexity.

Conclusions and Recommendations

Standardized tests are important for many colleges, and yet some colleges already shifted gear towards a new direction. The trend of shifting to alternative solutions in the admissions process has been in the process for some time now. Globally, many universities are experimenting with and adopting new tools; however, the trend is not done. The discussions, arguments, decisions, and so on will continue. The study understands that there are no definite solutions or decisions.

The college admissions process will continue to revolutionize. Institutions must gain a competitive advantage in the Student enrollment market. They must follow technological developments, like today, it is what catches student's attention. The process must be simple to accept and adapt. The student population is pro-active. They expect an on-spot admissions decision. Many universities apply 15-minute, or 24-hour response time limit to communicate with prospective applicants from the moment of completing an application. It is important to clarify that automated email or text communication, does not count.

The study took into consideration student and employee feedbacks on standardized testing benefiting college/university. Both equally identify that it is not clear whether or how it benefits. The same applied to whether it has academic value or not for universities. Nevertheless, it is crucial to identify that from 46 employee respondents 9 (19.6%) indicated " the student's readiness for the rigor of college academics", 16 (34.8%) "A more complete view of an applicant's academic capabilities", 5 (10.9%) "A qualification for scholarships", 2 (4.3%) " A qualification for athletics, and other performances", and 14 (30.4%) selected "While academic results and test scores are important, know that they are not the only deciding factors in your students".

The study through a comparative analysis between student and university employee perspective concluded that college admissions in enrollment management are not ready to admit students without standardized tests. A college admission without annual tastings maybe closer than you think.

The study with a theoretical and practical overview provides the following recommendation. First, college/university student enrollment must understand that assuming all students start and learn from the same point is a wrong judgment. It does not provide a positive impact on a student's education. Second, test administer institutions must understand that it is a must to provide an equal and equivalent content to all students that allow students to showcase their achievements. Finally, teachers and lecturers must not be assessed based on test results. There must be a more reliable and objective measurement.

References

- Arbuthnot, K. (2014). *Filling in The Blanks: Standardized Testing and the BlackWhite Achievement Gap*. Charlotte: Information Age Publishing.
- Benjamin, A.S. & Pashler, H. (2015). The value of standardized testing: A perspective from cognitive psychology. *Policy Insights from the Behavioral and Brain Sciences*, 2 (1) 13–23.
- Popkova, E. (2019). Remote education in the modern world: A unique possibility of formality. *International Journal of Educational Management*, 33 (3), 494-502.
- Sawyer, E. (2016). *College Essay Essentials: A Step-by-Step Guide to Writing a Successful College Admissions Essay*. Naperville, Illinois: Sourcebooks.
- Sternberg, R. J. (2010). *College Admissions for the 21st Century*. Cambridge, Massachusetts: Harvard University Press.
- Zwick, R. (2013). *Rethinking the SAT: The Future of Standardized Testing in University Admissions*. New York and London: Routledge.

INQUIRY-BASED LEARNING IN ONLINE CLASSROOMS**Irina Chikovani**

International Black Sea University, Georgia

19300182@ibsu.edu.ge

Abstract

Teachers nowadays are required to develop and to create more effective teaching and learning approaches for the 21-st century learners. Education should be much more about thinking that involves creative and critical approaches to problem-solving and decision-making processes. Inquiry-based learning enables teachers to transfer these skills in a productive way. With its student-centered approaches. Inquiry-based learning enables students to ask questions, gather information, seek answers, produce practical solutions and take actions. In response teachers are constantly trying to adequately arm students with required skills and to be innovative in the approach. However, teaching with inquiry-based approaches is especially difficult and challenging in online classrooms. Learning takes on many different forms and can take place in many different settings, but transitions from one type of learning to another is not easy, as such kind of remote learning experience is absolutely new for everybody. The current situation has forced all of us to change our daily work, home and school routines. Teachers have faced a great challenge to mobilize the resources in a relatively short period of time in order to launch online education, to cover the curriculum and to retain high-quality teaching that is followed up with appropriate classwork, homework, assessment, differentiation, feedback and at the same time follows inquiry-based approaches in online classrooms. Effective, high-quality online teaching is totally different and it requires a different set of methods, resources, activities, and approaches, as students should cover all the learning goals without losing motivation and inspiration. So this paper will examine inquiry-based education inside and outside of online learning environments and new challenges and barriers for inquiry-based teaching in online classrooms. The article will also highlight some major themes connected to distance learning and provide practical strategies for effective online, inquiry-based lessons.

Key Words: *Inquiry-based learning, distance learning, remote learning, online classrooms*

Introduction

Online teaching and learning is an integral part of today's world. 21st century is an era of technological advancements and century of computer-based education. Distance learning is not a new phenomenon, but the whole shift from face-to-face to online teaching is a new challenge which all the educational institutions have faced so far. To create an engaging online learning environment, well-designed teaching and learning experience and at the same time to implement inquiry-based approach through online classrooms is quite a difficult issue which requires thoughtful actions and planning from teachers.

In the process of implementing inquiry-based teaching through online learning environment, the article tries to shed light on the prospects and problems of inquiry-based education in online classrooms.

Distance Learning- An Unprecedented Reality

In its simplest form, distance learning takes place when the instructor and the learners are not face to face in a classroom setting during a substantial part of the instructional process, and the instructional gap created by the physical separation of the instructor and the students is connected by technology (Rahman, Karim, Byramjee, 2015).

There are two kinds of online learning and teaching that all the educational institutions try to balance based on the circumstances: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback). Online and blended learning provide opportunities for learners to work more independently, expand their agency, and learn to use tools and strategies that they otherwise might not have. While it is not recommended to experiment in emergency situations, innovation, creativity and resilience are required to make things work.” (International Baccalaureate Organization, 2020).

Distance Learning (DL) is one of the productive experiences that students, teachers and lecturers have faced so far. Over the course of the current situation, students are engaged in various learning activities that improve their thinking skill and create new ways of development even though they are not physically present at school. Students grow from new experiences, they become independent learners and develop together with their peers.

Focused on meeting students’ needs and all the learning outcomes defined for the whole academic year, teachers have managed to build a strong Distance Learning Spaces where they use every chance to create and develop new opportunities in teaching and learning process and to adapt all the learning material to online space, at the same time learners are constantly open to do things differently in an unusual reality and to meet the learning goals. Despite of the fact that distance education is different, challenging and requires time to be well-mastered, teachers’ great enthusiasm has made it possible to launch a high quality teaching through online platforms. Dedicated teachers attend professional development online trainings as well as webinars to become more innovative in approach, they use multiple teaching resources and try to make Online Learning Program as strong and attractive for the learners as possible.

The main goal of all the teachers and lecturers during this unprecedented reality is to make online lectures as similar to face-to-face (F2F) teaching as possible and keep the same quality. As a result of a successful studying students develop specific skills for further challenges which in turn is reflected in their academic performance.

What is more, students try to achieve clearly defined learning goals, are involved in online lessons, try to thoroughly think about various problems and find appropriate decisions. Students all the time face challenges, take intellectual risks and are ready for actions. In turn, teachers are inclined to model, differentiate, give specific and timely feedback, and opportunities to reflect. Teachers are the sources of inspiration, motivation and engagement for students. The success of DL or F2F teaching depends on thoughtful planning, student motivation and engagement.

Challenges of Inquiry-Based Teaching

Inquiry-based teaching is a pedagogical approach as well as a learning strategy. Through the use of questioning, the core value of inquiry-based pedagogy puts stress on discovery learning and the development of learners’ cognitive skills and metacognitive strategies. Inquiry-based teaching could easily be interpreted as merely ‘asking questions’ or perceived as an analogy for communicative approach by foreign language instructors (Horng-Yi, 2014). According to Collins and Stevens (1983), inquiry-based teaching is a cognitive educational theory as well as a teaching practice.

According to Sjøberg (2015), inquiry is an active form of learning, which involves pupils answering research questions using data (Bell, Smetana & Binns, 2005). Inquiry teaching aims to provide students with knowledge via investigation, rather than receiving knowledge directly from teachers (Lazonder & Harmsen, 2016). While solving problems, students construct a new knowledge and meaningful learning experience with great willingness. For an effective inquiry-based teaching and learning students should be deeply interested in the content. The lesson, which is based on the inquiry approach, includes: asking questions, participating in debates, critical analysis, constructing knowledge and organizing data where students are main actors.

All the methods teacher uses have a great impact on students and their acquisition process of the language. Years ago, education was teacher-centered and more emphasis was given to traditional methods. Students were the passive recipients of information without taking into consideration their ability to think and analyze. Nowadays, teacher-centered education gives the way to more student-centered approaches, where the main goal of learning is to nourish the interest in students, to develop their thinking skill and give an opportunity to inquire and master learning in a more meaningful way. According to Horng-Yi (2014),

instructors employ the inquiry technique to enhance the acquisition of vocabulary, to explore the grammatical structures, to engage in the negotiation of meaning and to discover the embedded cultural essence. This practice helps ensure the L2 learning experience stays active and dynamic which in turn keeps students engaged and attentive. (p.1237)

Such kind of approaches give students an opportunity to find out something new and to produce best for themselves. To make the process productive, teachers should diversify their methods of teaching and try to involve students in meaningful activities, to provide them with a considerable input and finally to improve their performance.

Inquiry-based education best serves students' needs. With its student-centered approaches inquiry-based teaching fosters students' interest, creates positive attitude towards learning and improves students' achievements. Teachers act as facilitators and not only providers of information in teaching and learning process. "In other words, teachers do not teach everything directly or explicitly. Instead, learners are expected and encouraged to discover the knowledge, to generate underlined rules based on a series of examples and counterexamples" (Horng-Yi, 2014, p. 1237).

In addition, inquiry activities can also add the interest and motivation to learn because they are 'hands-on' and 'minds-on'. In fact, these activities promote effective learning among students (Piburn & Baker, 1993). Additionally, teachers should try to create positive learning environment, where students will be motivated and ready for new knowledge and experiences. Teachers' all the efforts should be directed to bring about interest in students. Teacher is the person who determines students' interest, raise their knowledge, develop the necessary habits in them and foster their individual aspirations.

Inquiry in a remote-learning environment

In a remote learning environment, inquiries can provide an opportunity for students to focus on their own interests and be motivated to drive their own learning. Inquiry-based activities engage students in a deep, authentic learning experience that builds academic skills and fosters reflection. Academic skills provide students with the tools to inquire more effectively. Each interesting

experience or activity determines students' deep interest in studying process and lays the foundation for further inspired actions (International Baccalaureate Organization, 2020).

An inquiry approach requires students' active participation in different discussions and debates, where students exchange information and are not passive listeners of the process. Inquiry teaching stimulates students to discover a new knowledge and understanding no matter it happens F2F or online. Students are reinforced to actively communicate with peers to work collaboratively, however they are independent learners and work independently with great confidence too. An inquiry-based teaching facilitates learning and expands students learning capacity, as a result, students are always ready to set future goals and determine the learning outcomes.

The role of the teacher is of a very high importance in inquiry-based teaching and learning process. Teachers give students advice, support and assistance while studying. A teacher is regarded as a facilitator, adviser, the scaffolding who helps students in the sphere, they need help and try to foster their viewpoints and experiences, at the same time creating conditions for their free and bold development.

Teachers and instructors have never imagined that students would achieve similar learning outcomes through distance learning. The format of teaching and assessments are slightly different, it also requires some changes to how assignments are presented and submitted for review. It also requires teachers to monitor students' online activity more closely than in normal classroom situations, however, as it has appeared, online education has the potential to provide significant, successful outcomes. Teachers' constant feedback and encouragement facilitate students' achievements. In addition, inquiry-based learning is not only based on coursebook material, conducting additional theme-related research by students leads to additional challenges, which in turn stimulates and develops high thinking skills and increased involvement in learning. In other words, teachers all the time support the development of knowledge, skills, conceptual understandings and nurture the authentic learning experiences. Teachers raise willingness in students to get deeper in knowledge and take up the path of future development (International Baccalaureate Organization, 2020).

Teachers have crucial role in developing engaging learning environment while teaching in face-to-face or in online classroom. Active encouragement, high-level of participation and collaboration, explicit instructions, modelling and constant feedback are among the key determinant factors which will finally enable students to establish themselves as competent 21st century learners in the existing competition space.

How can we make the learning process memorable?

There are many possibilities to make the learning process memorable for students. Innovative teaching methods, content and diversity of resources, constant communication and a teacher's support determines students' satisfaction and engagement. Students are encouraged to think creatively and consider a variety of tools to best help them express themselves. Some ideas include creating journals, personal electronic walls with an opportunity to present the learning processes and progress, presentations, documenting experiences and actions, debates, web pages, videos, technical drawings, experiments, etc)

(International Baccalaureate Organization, 2020). Teachers should try to involve students in a meaningful learning environments where collaboration, interactions and group works will be highly encouraged.

To be a teacher means to be an actor, to be extremely creative in approach and to satisfy students' needs. All the teachers should use different resources for teaching and not only the coursebook material as the delivery methods are crucially important for successful learning outcomes. Teachers should try to use gamification approach, to make the learning process fun rather than a boring and monotonous process. In the 21-st century setting there are a lot of opportunities for teachers to provide quality education through creativity, they can use loads of educational websites to make the process memorable and diversified. "Teachers can create more multimedia assignments that require students to remix pictures, videos and text into their own creations" (International Baccalaureate Organization, 2020, p. 9). Teachers can create walls for critical thinking discussions, where students share their ideas, points of view and broaden their thinking skill; teachers can share PowerPoint presentations, videos, different quizzes, projects that encourage great participation and enhanced satisfaction from both sides. Readily accessible world of information through web has made the computer the most important tool of distance learning (Rahman, Karim, & Byramjee, 2015).

To meet students' learning expectations, instructors are supposed to utilize different forms of assessment, consistent with individual or group based distance learning approaches. However, not every form of assessment is equally productive and motivating (Markova, Glazkova, & Zaborova, 2017). Assessment is one of the key determinant factors of successful teaching and learning process. When it comes to assessments, supporting student learning means focusing on feedback instead of a score or grade. It means helping students to see assessments as learning tools that have an integral role in the learning process, rather than as evaluation devices that mark the end of learning (DeWitt, 2020). Not all the assessment forms are effective and motivating for students. Sometimes, students lose motivation because of low grades, so they should be aware that the main goal of assessment is to identify gaps in their knowledge, to better understand where the problem is rather than only to receive high grades. While assessing students, teachers should always take into consideration that all the assessments are appropriate for the students' level.

Effective feedback and checking in with learners regularly is crucially important. If systems allow, students can also get valuable feedback automatically from online quizzes as well as direct comments or discussion from peers and teachers.

Online education helps students to become more independent learners. Students are learning informally every day. Designing learning activities and discussions that capture students' experiences while they are away keeps them engaged and gives teachers valuable feedback on how the students are feeling. It also provides opportunities for multiple perspectives in learning that might not happen if students were all physically together (International Baccalaureate Organization, 2020). Effective teachers should know what they need to create and develop and how to manage resources in absence of physical communication.

Conclusions and Recommendations

Student engagement is considered as an important component of teaching and learning process especially when it happens online, while students are not physically present at school. Students active participation in all the tasks and activities during the lessons is the predicator of students' success and is correspondingly reflected in students' final performance.

Engaging students in learning is a challenging task both in face-to-face and distance education settings. Because the students are physically separated from the other students and teachers in distance online settings, it becomes even more difficult to engage them and to foster their interest. Because of this, teachers should be open to new experiences and should all the time be ready for improvements and updates in their teaching career. We should all keep up with the fastest pace we have faced so far to improve students' skills and to prepare them for the 21-st century education even through online teaching platforms.

With the help of inquiry-based approaches teachers should provoke students' collaboration, active learning, team-based learning, active online discussion and different kinds of assessments (Peer assessment, self-assessment, formative assessment, summative assessment) which will be followed with the timely feedback. It goes without saying that teachers should set high expectations for students, motivate them in a number of ways, provide additional assistance/support when necessary and create highly structured learning environment with innovative methods for them. However, as too much screen time is harmful for students, teachers need to balance their choices, to fulfill thoughtful actions and adapt the material to distance learning environments.

Effective online teaching is not the same as face-to-face (F2F) education. It requires different activities, so teachers should try to ensure that learners are not disadvantaged by online teaching, they should provide students with certain resources for learning independently and online. To successfully serve students' needs it is also highly important for teachers to renovate their teaching methods while facing a new, unprecedented challenge in today's world.

References

- Bell, R.L., Smetana, L. & Binns, I. (2005). Simplifying inquiry instruction. *The Science Teacher*, 72(7), 30–33.
- Collins, A. & Stevens, A. (1983). A cognitive theory of inquiry teaching. In C. M. Reigeluth (ed.). *Instructional-Design Theories and Models: An overview of their current status*, p. 247–278. New Jersey: Erlbaum.
- DeWitt, P. (2020). Assessments and grading in the midst of a pandemic. *Education Week*, April, 13. Retrieved May 10, 2020 from https://blogs.edweek.org/edweek/finding_common_ground/2020/04/assessments_and_grading_in_the_midst_of_a_pandemic.html
- Hornig-Yi, L. (2014). Inquiry-based teaching in second and foreign language pedagogy. *Journal of Language Teaching and Research*, 5 (6), 1236–1244.
- International Baccalaureate Organization (2020). *Online Learning, Teaching and Education Continuity Planning for Schools*. Cardiff, UK: International Baccalaureate Organization.
- Lazonder, A. & Harmsen, R. (2016). Meta-analysis of inquiry-based learning. Effects of guidance. *Review of Educational Research*, 86(3), 681–718.
- Markova, T., Glazkova, I. & Zaborova, E. (2017). Quality issues of online distance learning. *Procedia - Social and Behavioral Sciences* 237, 685–691.

- Piburn, M.D. & Baker, D.R. (1993). If I were the teacher.....Qualitative study of attitude toward science. *Journal of Science Education* 77(4), 393-406.
- Rahman, M., Karim R. & Byramjee, F. (2015). Prospect of distance learning . *Journal of International Education Research*, 11 (3), 173-178.
- Sjøberg, S. (2015). PISA and global educational governance—a critique of the project, its uses and implications. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(1), 111–127.

IRCEELT-2020

LANGUAGE ASSESSMENT AND PLACEMENT TEST: A VIADUCT BETWEEN LEARNING AND TEACHING

Kafi Razzaq Ahmed

University of Pannonia, Hungary

kafirazzaq1981@yahoo.co.uk

Abstract

In Iraq - Erbil many institutes teach the English language to the students, merchants, businessmen and anyone who would like to learn and speak English. The notion that speaking ability has always been a source of instructional focus in the development of L2 proficiency and in classroom-based and high-stakes assessment instruments might seem intuitive. This study shows the assessment of speaking skills according to CEFR of learners of English as a foreign language at Collins International Institute for English Language Learning in Erbil - Iraq. To do so, students are interviewed one by one in a placement test according to CEFR (Common European Framework of Reference) levels to assess their language levels. This test (interview) indicates the level at which a student will learn most effectively, the aim of the test is to create groups of learners that are homogeneous in level. It is designed to tell both teachers and students how much material the student does not know or has not yet mastered.

Key Words: *Assessment, placement test, teaching, learning*

Introduction

Students do not learn what the teachers teach, if they learned what the instructors taught, they would never need to be assessed. It is that assessment is perhaps the central process in effective instruction (William, 2013). The College Board's English Competence Examination (1930) was the first test to include a speaking section and one of the criteria was "fluency." The importance of fluency in assessing speaking is not difficult to understand: to be able to communicate successfully, one needs to translate intended messages into comprehensible speech fast. In subsequent speaking tests, fluency has always recurred in scoring rubrics, Jong, (2018)

English is the international language of science, commerce, trade, politics, and communication among a vast number of people in the world (Hashemi & Daneshfar, 2018), and it has the most number of learners, too. It is used as a basis to employ people, to teach, and as the medium of interaction and instruction in the world's top universities as well. Language assessment plays a pivotal role in applied linguistics, operationalizing its theories and supplying its researchers with data for their analysis of language knowledge or use (Clapham, 2000). Clapham cites Bachman and Cohen, (1998) who decry the compartmentalization of second language acquisition (SLA) and language testing, saying that most mainstream researchers in the two sub-disciplines are unaware of research taking place in the other. However, they hope that this lack of awareness may now be changing.

Literature Review

Jong (2018) briefly describes the role of fluency in the published speaking rubrics of four current tests of English, which represent different approaches to language testing:

- The Test of English as a Foreign Language Internet-Based Test (TOEFL iBT), on the independent speaking tasks of the computer-delivered TOEFL iBT (Educational Testing Service, 2004), judges consider the combined impact of delivery, language use, and topic development. Fluency is mentioned in the "Language Use" and "Delivery" descriptors.
- The International English Language Testing System Academic (IELTS), in this test which uses a face-to-face speaking test format, the descriptors for "Fluency and Coherence" mention length of the performance, pauses, hesitations, repetitions, and self-correction, the term "pausing" is mentioned exclusively at the lower levels; at the higher levels, "hesitations," in combination with repetitions and self-repairs, are mentioned.
- The oral proficiency interview of the American Council on the Teaching of Foreign Languages (ACTFL OPI), describes speaking proficiency from "Distinguished" to "Novice." The descriptors differentiate levels by functional can-do statements, but there is also mention of aspects of coherence, grammar, vocabulary, pronunciation, and fluency. In a separate glossary, fluency itself is defined as follows: "the flow in spoken or written language as perceived by the listener or reader. Flow is made possible by the clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context." At most levels there are specific mention of fluency, referring to unnaturally lengthy hesitations, pauses, reformulations, and self-corrections.
- The Pearson Test of English Academic (PTEA). While fluency is determined in no small part by the speaking task, In the PTEA (Pearson Education Ltd, 2017), which is scored automatically, speaking is assessed through reading aloud, sentence repeat, image description, and lecture retell tasks. The construct of fluency, therefore, includes reading ability for those items where participants are asked to read aloud, and it also explicitly includes (working) memory, for items asking participants to repeat or to retell. She also focuses here on the assessment criteria and cites Weigle (2002) notes, they represent the theoretical basis on which the tests are founded and thereby the embodiment of a test's construct. She asserts that the role of the task in speaking assessment is considered more fully elsewhere in this special issue by Galaczi and Taylor.

Giraldo (2018.) in his research states that there is a need for language teachers to have solid assessment literacy. Likewise, language teaching programs should be more profoundly engaged in providing quality.

Lázaro (1996) showed that assessment comprises three basic purposes:

- Checking the students' progress:** It should give teachers feedback on their students' performance at different stages of the course.
 - *Initial assessment* is done at the beginning of the course and tries to identify the students' particular strengths and weaknesses.
 - *Formative assessment* is done throughout the course to check the students' progress.

- *Summative assessment* is designed to find out what students can and cannot do at the end of the course.
- b) Reinforcing the students' learning:** It should also be a way of giving students regular feedback so that they are aware of their excellence or their failures. This has very important implications for the students:
 - Self-control
 - Learning from errors
 - Taking their learning seriously
- c) Evaluating the teaching/learning process:** It should give teachers basic information about how successful the teaching is, so that they can see whether
 - The approach is correct,
 - The aims of the course are appropriate,
 - The materials used are good,
 - The assessment itself is done properly.

Having this information, teachers can make the necessary changes before it is too late and plan remedial work for those areas of difficulty encountered by the class.

Agcam and Babanoglu (2016) have indicated in their study that learners consider testing and assessment is necessary for language instruction and they regard listening and speaking more important than the other skills in learning a language, entailing that they want to learn it primarily for communicating with other people with whom they do not share a mother tongue. Furthermore, they label grammar and reading the least important skills. To meet their needs, which do not seem to contradict the general objectives of the implemented curricula, we might put more emphasis on listening and speaking skills and focus on fluency without totally ignoring accuracy while teaching English.

Jones (2005) shows the assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. Learners need to know and understand the following before learning can take place:

- What is the aim of the learning?
- Why do they need to learn it?
- Where are they in terms of achieving the aim?
- How can they achieve the aim?

When learners know and understand these principles, the quality of learning will improve. Sharing this information with learners will promote ownership of the learning aims and a sense of shared responsibility between the teacher and learner to achieve those aims. Improving learners' confidence and self-esteem reflects positively in learners' work and their motivation is improved (ibid, p.4).

About the Institute

They offer a wide variety of courses at their English language institute. They aim to help people improve their English language skills, make progress and achieve their aims. Learning English in an English-speaking country is ideal because it allows you to perfect your skills quickly and easily with practice both inside and outside the classroom.

Their General English courses are designed to help students communicate successfully and confidently in real-life situations. Classes have a maximum of twelve students, to ensure that every student receives personal attention from their teacher. Although classes have a focus on speaking and listening, students have the chance to practice all four skills, helping them reach their full potential. Students can choose to study for 8 weeks.

Their English for starter Course is a carefully structured program for 8 weeks. It is perfect for students with little to no English language knowledge, and aims to teach essential language skills and build confidence. Supportive group classes focus on basic grammar and vocabulary and speaking and listening skills.

One-to-one General English Courses are the most flexible option because they allow the student to tailor their learning experience to their requirements. During classes, the student can focus on their own needs, developing their skills in a short amount of time. Students can also combine one-to-one lessons with any of the group programs of the Institute (Collinsbil.com).

The Syllabus of the Institute.

Speakout is a Pearson syllabus of Eight-level English course for adult students who are suitable for students from Beginner (CEFR A1) to Advanced (CEFR C2).

The common European framework of reference for languages more commonly known at the CEFR was developed by the Council of Europe to describe language learner's ability in European languages including English. In the past, words such as Beginner, Intermediate, and Advanced were used to describe language learner's different levels of ability. One of the problems with that is different people interpret these terms in different ways, so one person's intermediate might be seen by another person as being quite advanced depending on their experience with particular learners (CEFR, 2011).

The *Speakout* Placement test is designed as a diagnostic tool for use at the beginning of a course. It will help the teacher to place students at the correct level in groups of similar ability and/or to decide what pace and approach to adopt as Crusan (2014) defines placement test as testing that separates students into groups based on their ability in a specific area (for this entry, the ability of interest is a linguistic one and it is in reading, writing, speaking, and listening). She states also that placement is connected with larger ethical issues of assessment; specifically, with the need to assess the ability to produce a fair and accurate placement.

The test has a multiple-choice format of **200 questions** and covers the grammatical structures and vocabulary in the six levels of *Speakout*. Two versions (A and B) of the test are provided so that students can be divided into two groups while administering the tests (pearson.com, 2011).

Suggested entry points are:

- For Starter and Elementary level students, questions 1-50
- For Pre-intermediate level students, questions 51-100
- For Intermediate level students, questions 101-150
- For Upper Intermediate and Advanced level students, questions 150-200

Scoring and placement based on the questions.

- Question 0 – Question 15 = Starter level
- 15-30 = Elementary Unit 1
- 31-50 = Elementary Unit 7
- 51-75 = Pre-intermediate Unit 1
- 76-100 = Pre-intermediate Unit 7
- 101-125 = Intermediate Unit 1
- 126-150 = Intermediate Unit 6
- 151-170 = Upper Intermediate Unit 1
- 171-185 = Upper Intermediate Unit 6
- 186+ = Advanced level

It is important to note that the placement test is **not** designed to test listening, speaking or writing skills. A short oral interview, alone or in pairs, would give you a more realistic picture of the learners' communicative ability and help you decide if he/she should be placed at a slightly higher or lower level than that indicated by the placement test. If feasible, a short piece of writing would also help your final evaluation (pearson.com, 2011).

Conclusion

The present work tried to investigate and show the learners' level of language due to placement tests in Collins International Institute for the English Language- Erbil/Iraq. The findings provided information about learners' linguistic levels. One of the main aims of the placement test is to identify the learner's strengths and weaknesses to place them at the right level of classroom instruction by assessing their level of language ability. The placement test is a mean that tells both the learners and the instructors how and from where to start.

Reference

- Agcam, R. & Babanoglu, M. P. (2016). Students' perceptions of language testing and assessment in higher education. *Üniversitepark Bülten*, 5 (1-2), 66-77.
- Bachman, L.F. & Cohen, A.D. (1998). Language testing-SLA interfaces: an update. In Bachman, L.F. and Cohen, A.D. (Eds.). *Interfaces between Second Language Acquisition and Language Testing Research*, p. 1-31. Cambridge: Cambridge University Press.
- Council of Europe (2011). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe. Strasbourg: Council of Europe.
- Clapham, C. (2000). Assessment and testing. *Annual Review of Applied Linguistics*, 20, 147-161.
- Crusan, D. (2014). Placement Testing. In J.L. Lontas (Ed.). *The Encyclopedia of Applied Linguistics*, 1-7. Hoboken, N.J.: Wiley.
- de Jong, N. (2018). Fluency in second language testing: Insights from different disciplines. *Language Assessment Quarterly*, p. 1-18. DOI: 10.1080/15434303.2018.1477780.
- Erbil, Collins Institute. (2019). Collinserbil.com / Retrieved 16.01.2019 from: <https://collinserbil.com>
- Galaczi, E., & Taylor, L. (2018). Interactional competence: Conceptualisations, operationalisations, and outstanding questions. *Language Assessment Quarterly*, p. 219-226. DOI: 10.1080/15434303.2018.1453816
- Giraldo, F. (2018). *Language Assessment Literacy: Implications for Language Teachers. Profile: Issues in Teachers' Professional Development*, 20 (1), 179-195.
- Hashemi, A. & Daneshfar, S. (2018). A review of the IELTS test: Focus on validity, reliability, and washback. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 3 (1), 39-52.
- Jones, C.A. (2005). *Assessment for Learning*. London: Learning and Skills Development Agency.
- Lázaro, L.A. (1996). Introduction of language assessment. In Lázaro, L.A ((Ed.). *Acquisition and Assessment of Communicative Skills*, p. 9-20. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá.
- Pearson. (2011). *Speakout Placement Test Instructions*. Pearson Education Limited. Retrieved 17.01.2019 from: http://www.uwm.edu.pl/studium/sites/default/files/uploads/Studium/speakout-placement_test_a.pdf
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge, UK: Cambridge University Press.
- Wiliam, D. (2013). Assessment: bridge between teaching and learning. *Voices from the Middle*, 21(2), 15-20.

PARENTAL PARTICIPATION IN THE LEARNING PROCESS

Kristina Pirtskhalaishvili

International Black Sea University
kristinapirtskhalaishvili@gmail.com

Abstract

"It takes a village to raise a child ", this is a popular proverb with an important message, which claims that parents, school, and community play a significant role in the process of child growing up. It is important to distinguish, how and in what way should be parents involved in their child's life. In the past fathers seldom participated in the process, nowadays the situation has changed and the sphere people involved in children's rearing has increased and become much more inclusive. As experience shows, the modern model of parental participation in the teaching process is more helpful and useful than it used to be in the past. But still, according to discussing some events, it is obvious that there still exist some obstacles towards awareness of parents what means their involvement in school and their children's life and how it should be led due to getting a more convenient environment for learners' success. The main problem is that parents who try to be involved in the educational process are mostly interested in academic performance (grades) and not other vital issues, such as social communication or relationships with classmates. Most of them prefer to attend the traditional form of teacher – parents' meetings and discuss their children's problems/success in public. In general, in Georgian schools parental involvement in school life is low. Parents are less involved in their children's learning process or are participating in a harmful way (overload children with extra activities, do homework instead of them, etc.). Experience shows that nowadays parents prefer a digital relationship with teachers than face-to-face meetings, which is caused by multiple reasons, especially lack of time. Schools need more social programs that can increase parental awareness toward this issue. Educators should necessarily dedicate time to parent partnerships in schools. Due to it classroom's capacity for growth will be facilitated. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents do not just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are the key for helping students on a personal and classroom level to reach their academic potential.

Keywords: parental participation, raising a child, academic achievement

Introduction

'It takes a village to raise a child', this is a popular proverb with an important message, which claims, that parents, school, and community play a significant role in the process of child' growing up. It is important to distinguish, how and in what way should be parents involved in their child's life. In my childhood, as I remember, from the parental side, only mothers or grandmothers were involved in the learning process and very seldom fathers. But nowadays I think the situation is changed and the sphere of involved people has increased and become much more inclusive. As I see in my school, the modern model of parental participation in the teaching process is more helpful and useful than it used to be in the past. But still, according to discussing some events and my observation, it is obvious that there still exist some obstacles towards awareness of parents what means their involvement in school and their children's life and how it should be led due to getting a more convenient environment for learners' success. The main problem is, that parents who try to involve in the learning process, major of them are interested in academic performance and not other vital issues, such as social communications or classmates' relationships are. Most of them prefer to attend the traditional form of teacher – parents' meetings and discuss their children's problems/success in public. In general, in Georgian

schools parental involvement in school life is low. I read the article about education testing service - standards, flexibility, and accountability, where is talking about lack of parental involvement and its results.

"The lack of parental involvement is viewed by teachers, administrators, the public, and even parents of school-age children, as the single biggest problem facing our nation's schools." (Education Testing Center, 2007 as cited in NEA.org, 2008, p. 2). I think not only American nation's problem, but it's a big problem in Georgia, too. Parents are less involved in their children's learning process or are participated in an incorrect way, such as only concentrated on academic performance or demanding from them more subject learnings and not social or physical development. According to my experience, nowadays parents prefer a digital relationship with teachers than face to face meetings. I think this is caused due to multiple reasons. "The factors behind this change in parent involvement at school are multi-faceted. Some parents have scheduling or transportation issues that make volunteering or attending parent-teacher conferences tough. Others, like low-income or minority families, feel that the staff makes them uncomfortable or shows a lack of cultural awareness" (Waterford.org, n.d., par.10).

According to empirical reality, which happened in Georgian schools, I think we need more social programs that increase parental awareness toward this issue. I searched for some information about this and found an interesting article published by web site Waterford.org where a parent-teacher relationship is discussed as one of the most important issues in the learning process: "When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents don't just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are key for helping students on a personal and classroom level reach their academic potential" (ibid, par.11). I think we, as educators should necessarily separate space for parent partnerships in our schools, due to this we will facilitate our classroom's capacity for growth. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents don't just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are key for helping students on a personal and classroom level reach their academic potential (Morin, 2020). If we as educators do not make space for parent partnerships in our schools, we are limiting our classroom's capacity for growth.

Literature review

Erikson (1950) in his theory of human psychological development where explained stage by stage what happens during the process of human's bringing up process. According to Erickson's theory, the fourth stage of a child's development involving industry (competence) vs. inferiority crisis covers the most crucial period, this stage covers ages from 5 to 12. In this period parents should be interested not only in academic performance or helping in doing homework, but also help their children to develop their competence. According to Ericson, another very significant stage is the fifth, role vs. confusion stage which occurs during adolescence, from about 12-18 years. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals.

I think these two stages work in a practical situation and both of them are very sensitive. But parents and teachers as well are not enough aware of these stages. Most of them do not care for children's psychological development and they don't try to help them

manage this crucial period. Most of the parents are only concentrated on academic performance and sometimes social communications.

Lara and Saracostti (2019) held research with 498 parents or guardians whose children attended second and third grade in 16 public schools in Chile. They found that there were significant statistical differences in academic achievement scores between the groups of parents according to the degree of their involvement in their children's school life and education.

Đurišić and Bunijevac (2017) summarized the leading principles for the successful partnership of parents and school and present six factors (Parenting, Communicating, Volunteering, Learning at home, Decision-making and Collaborating with the community) and six models (Protective Model, Expert Model, Transmission Model, Curriculum-Enrichment Model, Consumer Model and Partnership Model) of parental involvement.

Research

According to these theoretical issues I decided to conduct a small-scale research at my school. 131 parent participated in the research. As the respondents were Georgians, I made up the questionnaire in the Georgian language: The main questions I searched were about: Do they agree with the statement that parental involvement is important or not? and How do they try to be involved in their children's school life?

Questionnaire results

Question 1. The question was: How do you think, is it important for parents to be involved in the teaching process?

97% answered: yes

3% didn't answer

0% said: no

Question 2: My daughter/son studies in first grade, second grade, third grade, fourth grade, basic grade, secondary grade:

The majority of respondents were second and fifth graders' parents, who showed willing participation in research.

Question 3. Please, mark the activities you do at school.

The possible answers were: I attend school excursions, I attend parents' meetings, I'm a member of my child's class committees. I don't think it is important to participate in any kind of school activities, I have a face to face communication with the teacher. As it's obvious from the grid, most parents take part only in traditional parent-teacher meetings.

Question 4. School – Family communication. Please, mention the most convenient form of communication for you.

The possible answers were: Letter, brought by a learner, mailing, Calling by phone, individual meeting, notices made in learner's diary, face to face communication.

The most percentage came on calling by phone, individual meetings, and making notes in the diary. Unfortunately, face to face meetings held only 8%.

Parents think they are involved in the teaching /learning process if they will attend meetings conducted by a tutor of the class, (as in the previous questions they said, they don't take part in anything besides traditional meetings).

Question 5 was about the kind of involvement in the school life from parents, possible answers were: I help him/her in developing reading skills, I help him/her to develop mathematical skills, I help him/her in physical development, I help him/her to do homework, I only check his/her homework, I don't participate in the learning process, I pay a private teacher and she helps my child in everything.

The result is, the majority of parents try to help their children in reading activities, doing homework, or checking homework. Besides, they could make their comment, if some other additional activities they do with their children, but no one did any comment.

Question 6: Beside approaches in learning subjects, on which questions are you focus on while talking to your child's teacher?

The possible answers were: How does a teacher appreciate the learner's social development, how does he/she behave, does a child feel safe and free in society, how does he/she communicate with others.

In the case of additional answers, parents could add.

If we observe the chart we will find that parents mostly ask questions about children's behaviors and communication skills.

Question 7: Which activity/activities do you do with your children?

Most parents answered, that they help their children to write their homework.

Question 8: How do you think, till which period is advisable parental participation in the teaching process? The possible answers were: at the primary level, at the basic level, at the secondary level, at all three stages, option 1 – respondents didn't express their opinion.

The results are the following: 48.4% argue that parental involvement is important at all three-level (primary, basic, and secondary). While 32.3% think that parental involvement is important only at the primary stage.

According to open-ended question № 7, it could be concluded, that parents are not enough aware of their role and meaning of participation in the learning process. In conclusion, I can state, that in Georgia, parents need to be more informed in benefits and the ways of parental participation in school life.

Conclusions

The research has revealed that in most schools parents' meetings are not sufficiently productive, as they focus on grades rather than concentrate on improving learners' academic achievement and helping the academic process. Schools and their management do not involve parents in the learning process as they do not give specific and clear guidance. It is worth mentioning that the

information gap exists among teachers, school management, and parents. As a solution to the above-mentioned problem, parents' role should be actively discussed in educational processes, as it is one of the vital roles playing a huge part in a person's development in social as well as in the educational field. However, as research has shown it is not paid enough attention to by teachers/school administration. Proper planning and preparation, cooperation between parents and educators will increase parents' awareness of their role in the educational process. It will lead to students' success in the academic field as well as boost their confidence to socialize better in their professional field. Concerning all the above-mentioned problems and issues, most Georgian schools suffer from lack of communication between schools and parents, and there is a crucial need to implement radical changes to improve the situation in the educational sector.

As for recommendations, I'd like to think about increasing parental awareness of their role and ways how to help their children in the learning process. Activities, such as communicative meetings from early periods between teacher and parents, performing statements about the role of parents in the learning process. When the communicative bridge will be built between these two sides (parents-teacher), children's academic and behavioral achievements will grow.

References

- Đurišić, M. & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal (CEPS)*, 7 (3), 137-153.
- Education Testing Service. (2007). *Standards, Accountability and Flexibility: Americans Speak on 'No Child Left Behind' Reauthorization*. Princeton, NJ.
- Lara, L. & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*. Retrieved from <https://doi.org/10.3389/fpsyg.2019.01464>
- Morin, A. (2020). How parents and teachers can work together for the child's benefit. Retrieved from <https://www.verywellfamily.com/parents-and-teachers-working-together-620922>
- Erikson, E.H. (1950). *Childhood and society*. New York: Norton.
- NEA.org. (2008). Parent, family, community involvement in education. *National Education Association*. Retrieved from http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
- Waterford.org. (n.d.). How parent involvement leads to student success. Retrieved from <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

CHALLENGES OF LITERARY TRANSLATION: DEALING WITH A DIALECT IN TRANSLATION (SHARING THE EXPERIENCE OF TRANSLATING PROSE AND POEMS IN PSHAVIAN DIALECT)

Lela Ebralidze

Tbilisi Iv. Javakhishvili State University, Georgia

lelaebr@yahoo.com

Abstract

Literary translation has always been considered as a very special kind of translation due to the challenges it faces, namely literary creativeness in addition to the thorough knowledge of the source and target languages. It is not only the contents of a text that a literary translator has to transfer correctly to another language, but he or she has to reproduce the flavor of the original, creating a text that will have the same emotional effect on target readers. This is made difficult by the author's individual style, figurative language, dialects, the difference between source and target cultures and other factors. A translator needs to find the equivalent means of expression in the target language. However, translators have to be careful, as they are more limited in their choices than authors are. One of such limitations concerns the dialects encountered in original works. *The present paper addresses the issue of standard language use in dialect translation. Particularly, it concerns the translation of prose and poems written in Pshavian dialect.*

Key words: *literary translation, original, source language, target language, dialect*

Introduction

The simplest definition of translation is "a process of replacement a text in one language with a text in another" (House, 2013, p. 3). A more thorough definition would describe this process as transference of contents, which is foreign in origin, to a target language with the help of the expression means of that language, which is made difficult by the difference between the source and target languages and cultures. Considering this difficulty, it is not surprising that for centuries the possibility of translation, especially translatability of literary works has been questioned by different scholars, authors and translators. Hence the Italian pun '*raduttore traditore*' (translator a traitor). *Such an attitude can be accounted for by a translator's being in a dilemma about staying faithful to the original or focusing on target readers. There have been different attitudes some of them giving preference to an accurate translation and others following the principle of free translation. This seems to have prompted the famous German linguist and philosopher Wilhelm Humboldt to state the following view:*

All translating seems to me simply an attempt to solve an impossible task. Every translator is doomed to be done in by one of two stumbling blocks: he will either stay too close to the original, at the cost of the taste and the language of his nation, or he will adhere too closely to the characteristics peculiar to his nation, at the cost of the original. The medium between the two is not only difficult, but downright impossible. (cited in Blakesley, 2014, p.28).

In my opinion, a translator is equally responsible to both – the original and target readers. To refer to that double responsibility, Juliane House has introduced the term **double-bind relationship** in her book titled Translation: "In translating there is both an orientation backwards to the message of the source text and an orientation forwards towards how similar texts are written in the target language. So we have in translation something like a double-bind relationship." (House, 2013, p.3).

The dual nature of translation is analyzed in Dali Panjikidze's monography "Issues of the History of Georgian Translation" (Panjikidze, 2005). The term used in the book is the "ambivalence" of translation stressing its being a synthesis of foreign matter and native form. Such synthesis is made firmer by neutralizing the contrast between the setting and the means of expression and this, in the first place, is achieved through maintaining the local color of the original. As for the local color, it is revealed through the author's narration and the literary characters' speech. The foreign contents of a literary work is best reflected in the national realia (geographic, ethnographic, political, social etc.) of the world described by the author. The loss of national realia of the foreign text and their substitution with the target readers' national realia will defeat one of the main purposes of literary translation, which is to provide an insight into a foreign culture.

Dialect discussed from the point of view of its translatability

Speaking about the national specifics of literary characters described in the original literary work, special emphasis should be placed on dialects as a significant component of the author's style. Being a provincial, rural, or social variety of a language, which is distinguished from the standard language by phonological, grammatical and lexical features, a dialect is used by authors to depict literary characters' geographical location or origin, social class and cultural background. Therefore, it is important to retain this important element in translation of literary works. However, that is a big challenge. To be more precise, translating dialects is a rather subtle issue, which should be treated very carefully. As the present paper deals with literary translation from Georgian, it would be interesting to find out about the approaches and traditions of translating Georgian dialects into foreign languages and analyze examples. Examples include extracts from my own translations.

The issue of translating dialects is addressed in the article "The Problem of Dialect and Recent Translations of Modern Georgian Literature" by Diana Anfimiadi (2019). The mentioned article deals with the means and approaches, and the best ways of transferring "the complex and peculiar lingual realia to a different cultural context without losing the original message and the idea implied by the author reflecting dialectal reality in his/her work."

As it is known, a dialect is not only the means of showing a literary character's identity or geographical origin, but major literary means that plays a significant role in the creation of a stylistic effect of a literary work. So how to translate dialects? Is it correct to replace a dialect with a similar dialect in the target language? Other alternatives are using standard language, maybe with small language deviations, or inventing a new dialect.

The article contains examples of different choices made by translators. It quotes Khatuna Tskhadadze sharing her experience of translating "Street Boys" by Pier Paolo Pasolini. The translator says she went categorically against translating the dialect, as that would suggest to readers a completely different cultural environment. "What dialect could I choose for Roman boys?" she asks, "the ones used in Guria, Imereti, Kartli, Kakheti or Mtiuleti would have been absolutely impossible"... "The only thing that could be done was playing upon the social layer of the language, or the so called register" (Anfimiadi, 2019).

Dialects were not retained in the Russian and English translations of Konstantine Gamsakhurdia's "The *Right Hand* of the Grand Master" as well as in the Russian translation of Nodar Dumbadze's prose. However, the German translation of the novel *Santa Esperanza* by our contemporary Georgian writer Aka Morchiladze reveals an interesting solution found by the translator. Santa

Esperanza is an invented country whose residents speak an invented dialect that has common features with different Georgian dialects. Since the experiment with a dialectal language offered by the author was significant, the translator Natia Mikeladze also created a dialect from Swabian and Saxon dialects to reach dynamic equivalence with the original.

However, the cases of introducing new dialects by translators are quite rare as well as transportation of dialects even if it involves only vocabulary or phonetics. More often translators use colloquialisms as the means of functional compensation. Another common solution is to employ standard language with small deviations at different levels.

This fact can be accounted by the danger of losing the strangeness of the original and too much domestication instead of introducing target readers to a new culture. The foreignness of the original literary work does not only lie in a different language, but the realia and dialects. Indeed, replacement of foreign realia and dialects with those native to the target readers is sure to result in a conflict between the contents and the form of the text. It is difficult to imagine foreign literary characters speaking any particular Georgian dialect and it would have been inconceivable if I had translated the Pshavian dialect as one of the British dialects like Scottish, Geordie, Welsh or others. It might seem disappointing to accept losses for a translator, but accomplishment of a hard task with minimum losses is much better than offering readers a domesticated translation devoid of the local color of the original, misleading and confusing them by the wrong associations and effect it causes.

Translations of Dialects. Comparative Analysis.

This chapter offers a few examples of dialect translation. The translation of „Samanashvilis dedinatsvali“ [Samanishvili's Stepmother] performed by Maya Kiasashvili has been brought as an example of successful translation. „Samanishvili's Stepmother“ by Davit Kldiashvili is a tragicomedy describing the grave situation of impoverished gentry in 19th century Imereti, a district in the Western Georgia. The main heroes of the story are Platon Samanishvili, a poor Imeretian aznauri (the translator M. Kiasashvili has retained the Georgian name „aznauri“ of the lowest-ranking nobleman to preserve the original's local color and defined it in a footnote), his father Bekina Samanishvili and wife Melano. The dialogues between them are in Imeretian dialect. Thanks to exclamations and emotional questions, the heroes' speech sounds dramatic and funny. Here is a short extract as an example:

“ - Erti shen! dajinebulad laparakob dghes, platon!... dedaberma rava unda shegashinos, she glakhako? ase ratom unda shetsukhde?! eg sheni shisi, mamashvilobam, sruliad usafudzvla... rame gevtsebat ki ara, tu damijereb, sasargeblots iqneba; satskyl melanos cota shghavati maints mietsema, tvara agharaa qali! – utchirs ert adamians, teli ojakhi kiserze atsevs!

- Batono! melanos jafas ras daedzeb, shen nu...

- Ratom ras davedzeb? – gaatskhvetina sitkhva bekiam. – ratom ar davedzeb... isits shvili araa chemi”

[Stop that! You're too stubborn today, Platon! How can a woman scare you so much, you coward! Shouldn't worry at all... Your fear, my dear boy, is absolutely groundless. Believe me, instead of harm, it'll be useful, really... Poor Melano will have someone to give a hand with her work, otherwise she's much too tired. Difficult for a single woman to run the entire house and the family! Too heavy a load!”

“Please don't worry about Melano's work...”

“Why shouldn't I worry?” Bekina interrupted. “Why? Isn't she like a daughter to me?”]

As it was mentioned above, translating one of the local Georgian dialects as a local English dialect would make it sound misleading and ridiculous. Therefore, this loss has been compensated by informal style, namely colloquialisms ("You coward!" "My dear boy", "Believe me", "really...", "She's much too tired", "the entire house and the family" "Too heavy a load!" etc.), idioms ("to give a hand with her work") contracted forms (shouldn't, it'll, don't etc.) and incomplete sentences ("Shouldn't worry at all", "Too heavy a load!" etc.). Moreover, thanks to exclamations, rhetorical questions and exaggerations (too stubborn, absolutely groundless, much too tired, the entire house and family, too heavy, the translator has managed to make the translation sound dramatic and humorous like the original.

Below are given two short extracts from the collected stories "The Wish Tree" by the 20th century Georgian poet and writer Giorgi Leonidze (n.d.) and their English translations performed by the same translator. The mentioned literary work is remarkable for its lyricism, eloquence, peculiar vocabulary enriched with folk speech, particularly the Kakhetian dialect. The first extract is about a village deacon:

„diakvani elefteri saghamo khans sofli moedanze idga da glekhebshi saubars guls akholebda“. ... „elefteri ghvinis katsi ufro ikho, vidre sulisa, tavqeifa, lkhiniko, ghvinis khapia! tsirvalotsvaze saghvto tserils sul ughinghamod, lughlughit chaikitkhavda, magram fsalmunis im adgils, sadac tseria: — ghvino akharebs gulsa katsisao —, didi sikhvarulit, didis rikhita da khmis amaghlebit tarmotqvamda“.

It is a challenge to retain the national spirit and local color so strongly felt in this text due to its style and vocabulary. It is replete with folk humor, contains emphatic expressions (sul ughinghamod, lughlughit, didi sikhvarulit, didis rokhita da xmis amaghlebit) and diminutives (tavqeifa, lkhiniko, ghvinis khapia). Let us see how all this has been reproduced in the translation:

"At dusk deacon Elepter was standing among the peasants in the village square, conversing with them just to amuse himself. ... Deacon Elepter was more a man of wine rather than of spirit. Adored a good bottle, appreciated a good feast. During services his reading was more of a distracted mumble, as if trying to get through with it in a rumble. But as soon as he used to reach the psalm words "Wine that maketh glad the heart of man," he never failed to pronounce the line with extreme fervor and verve."

The style of the translation is more neutral than that of the original; however, it conveys the humor, the flavor and spirit of the original. The style is informal ("was more a man of wine rather than of spirit," "more of a distracted mumble," "as if trying to get through with it in a rumble" etc.). Due to the right choice of words to sound funny in colloquialisms ("adored a good bottle", "appreciated a good feast "more of a distracted mumble", "with extreme fervor and verve") the translation has retained the humorous effect of the original. The quote from the psalm is given not in the modern, but archaic language (maketh), which, creating contrast with the colloquial style, strengthens the humorous effect.

The next example deals with translation of the Pshavian dialect into English. I would like to share my experience of translating the book that represents a story told by Vazha-Pshavela's daughter Gulkan written down by Eter Tataraidze (n.d.). One of the challenges was translating the title „mamama ghmertschamahkhara sakheli“(literally meaning, "Father obtained/took a name (fame) from God"). Translating this statement literally would be risky, as some versions I tried could sound blasphemous, so I chose more general version: "Graced from God," which had to indicate that Gulkan's father was blessed with great talent, and consequently fame, from God.

Considering the format of a conference paper, I will only bring a few examples.

"Me da mamas ert kalapotshi gvidga fekhebi da ertnairad davberdit... mamaCemi ikho tamjuli da exla mena var aseti. me da mamam xo tsutisofelsa veraferi gaviget... tavis dedis saxeli damarqva – gulqani. Sikvdilis tsutebshi etqo, gulqani damrcha shua gzazedao. khut shvilshi marto meghe var damrchali buvivita. khutmetisa vikhav, mama ro dameghupa... moxrili var, dzlvis davtsotsav. veraferi ver vitsi tsutisofelisa. khalkhi aqamde mashinebda, ekhla mivechvie..."

[Father and I had the same life and we got old in the same way...

My father suffered a lot and now I am suffering the same fate. Neither of us could find joy in our life... He named me after his mother – Gulkan. As I was told, Father said on his deathbed that he was sorry to leave me like that, not having secured my future. Out of his five children, only I have survived to live a lonely life like an owl. I was only fifteen when my father died... Now I am crooked and can hardly crawl. There's nothing good in my life. Before I used to be afraid of people, but now I've got used to them...]

It was impossible to retain the dialectal speech. Moreover, I was not sure whether it would be a good idea to use some unusual, incorrect grammatical forms (some unusual word forms from Gulkan's speech even seemed difficult to understand at first, e.g. var damrchali buvivita (var darchenili busavit - I stayed alive like an owl)) in translation to make it sound like the original. However, after several attempts, I decided that it would be too difficult and too risky, and confusing to English-speaking readers. Therefore, I used the standard language, but made it sound simple and casual by employing colloquialisms ("suffered a lot", "was sorry to leave me like that", "live a lonely life like an owl" "I am crooked and can hardly crawl" etc.). For dramatic effect, I also used parallel constructions ("had the same life and we got old in the same way," "My father suffered a lot and now I am suffering the same fate.").

Another extract contains a small poem, which I transferred as a rhymed poem like the original. Along with colloquialisms ("I think I was about nine or ten," "everyone except me covered themselves with the things their parents had brought them", "I had nothing to cover myself but a thin dress", "and I got warm, and hungry too," "I had a tiny piece of stale bread" etc.) I also used figurative language ("It was raining cats and dogs," "freezing to death") to reproduce the expressiveness of the original. The gentle words said by Father (shena mkhvandio, shenao") have been transformed as a common English expression of affection ("Oh, my dear, dear child!"). The translation as well as the original is a first person narrative – a very informal narrative intended to elicit empathy from its addressee. Below are given the original and the translation:

„Tsvimda chqefita, mashin tskhra-atis tslisha viqnebodi. dzrokhashi vikhav. khvelas mouvide patroni da saxvevebi moutanes, me ki ara, aravina. Mama chagals ar ikho. chamdioda tskrialasa tskhali kabis bolozeda da videg ai, iqa... gakhina. movida utseb tskheli mze. gavtbi. momshivda kideca. zafxuli ikho, momshivda da erti patara purai mqonda, isits gamxmari, davfiqrdi: me ro oboli ara vkhifilikhav, gana egre viqnebodio. davfiqrdi da vtqvi:

rad gamachine, ufalo,
ratom ar moed tsvimada,
amitvisebdnen ghrubelni,
tan matarebden shvilada...

chemi obloba da mtskhemsoba emag or-sam sitkhvashi chabkhate. shena mkkhandio, – mitkhra, – shenao, pirvelad mashin makotsa. shevnandi mamasa da imita.”

[It was raining cats and dogs. I think I was about nine or ten years old at that time. I was grazing cattle like other children. Soon everyone except me covered themselves with the things their parents had brought them. Only I had nothing to cover myself but a thin dress. Father was away. My dress was soaked through. I was standing there and freezing to death. Then the summer sun shone brightly again and I got warm, and hungry too. I had a tiny piece of stale bread. Suddenly I thought that if I had not been an orphan, my life would have been different and this verse came to my mind:

Why have you made me human, Lord?

I wish I had been born as rain,

A child of clouds, by them absorbed,

With them in skies would I remain.

I put all my pain caused by orphanhood and hard life in those few words. Hearing that verse, Father was deeply touched and he kissed me for the first time saying “Oh, my dear, dear child!” He felt pity for me.]

At the end of the analysis, I would like to present a translation of Vazha-Pshavela’s poem, where I attempted to retain the symbolic meaning of the original, along with its imagery, rhymes, rhythm and melody.

ra turfa, ra lamazia**Still by Its Beauty I Am Charmed**

gushitsin vnakhe, gushinats,

I saw a snake a while ago

gvli stsamlavda iasa,

Spew venom where sweet flowers grew,

ashlida shkhamsa da gelsa,

The violet survived it though,

ver ki adzlevda ziansa.

Its petals stayed still soft and blue.

dghes vkhedav, ia mtelia,

The violet has spread its scent,

surnelovani, nazia,

It did not change, it was not harmed,

vutsqer da vambob imasve:

It looks as if no harm was meant,

ra turfa, ra lamazia!

Still by its beauty, I am charmed!

gvli daloghavs mutslita,

The snake’s beginning to resent

axrchobs bighma da brazia.

Its spite and anger being disarmed.

Conclusions

Based on the analysis of translations of literary works involving dialects, and the experience of translating such works, it can be concluded that a dialect is an important literary device used to distinguish fictional characters based on their geographical and social background.

Sometimes it is possible for a translator to produce a dialect similar to the one used in the original, but such cases are rare. More often translators use standard language with little deviations to hint at the dialect.

The most common ways of compensating for the loss of dialects in translation is through informal style or colloquialisms.

It is not correct to replace a local dialect of one country with a local dialect spoken in another country, as that would lead to a strong form of domestication and loss of foreignness, national spirit and local color of the original.

Translation of dialects is a challenge, which should be dealt very carefully.

References:

- Anfimiadi, D. (2019). *Dialektis sakitkhi da tamanedrove qartuli literaturis uaxlesi targmanebi* [In Georgian: Issue of dialect and newest translations of contemporary Georgian literature]. <http://mastsavlebeli.ge/wp-content/uploads/2019/03/apples.jpg>
- Blakesley, J. (2014). *Modern Italian Poets: Translators of the Impossible*. Totonto: University of Toroto Press, 2014.
- House, J. (2013). *Translation Quality Sssessment*. London: Routledge.
- Kldiashvili, D. *Samanishvilis dedinatsvali* [In Georgian: Samanishvili's Stepmother]. Retrieved from <http://www.nplg.gov.ge/civil/statiebi/saskolo/samaniSvilis-dedinacvali.htm>
- Leonidze, G. *Natvris khe* [In Georgian: The Wish Tree]. Retrieved from <https://eon.ge/book/%E1%83%9C%E1%83%90%E1%83%A2%E1%83%95%E1%83%A0%E1%83%98%E1%83%A1-%E1%83%AE%E1%83%94/>
- Panhikidze, D. (2005). *Qartuli targmanis istoriis sakitkhebi* [In Georgian: Issues of History of Georgian Translation]. Tbilisi State University Press.
- Tataraidze, E. (n.d.). *Mamama ghmerts chamahkyara saxeli: Gulqan razikashvilis naambobi* [In Georgian: Father obtained a name from God: A story told by Gulkan Razikashvili"]. Retrieved from <https://evergreen.tsu.ge/eg/opac/record/26584>

THE ROLE OF THE LOST GENERATION IN AMERICAN LITERATURE**Manana Aslanishvili**

Georgian Technical University, Georgia

manana.58@mail.ru

Abstract

"Lost Generation" refers to the post-World War I generation of American writers who reached adulthood during or immediately after the war. The term came from Gertrude Stein after realizing that the generation at hand had started to lose faith after the war and considered them a 'lost generation.' It was an age of miracles, it was an age of art, it was an age of success, and it was an age of satire, wrote F. Scott Fitzgerald and he nostalgically looked back to the jazz age-the period that began about the time of the May Day riots in 1919, and leaped to a spectacular death in October 1929. The years between 1919 and 1929 were declared as a unique era, a period of paradisaal bliss. The Americans had been feeling highly comfortable and the American mood was usually optimistic and up beat. People talked of a new era and a new Eldorado. 'The Aspiring Age' 'the Roaring Twenties', 'the Gay Twenties', 'the Jazz Age', 'the Era of Excess', 'the Mad Times', 'A time of Fords', 'Flappers and Fanatics'- these are but a few of the labels pasted on the decade of the 1920's in America. The years between 1919 and 1929 were years of change. Though all American history is a record of change, the change in the early years of the Twenties is especially remarkable because it was sudden, shocking, and stimulating.

Key words: *"Lost Generation", the post-World War I generation, the jazz age, Eldorado, 'the Roaring Twenties', 'the Mad Times'*

The Lost Generation defines a sense of moral loss or aimlessness apparent in literary figures during the 1920s. World War I seemed to have destroyed the idea that if you acted virtuously, good things would happen. Many good, young men went to war and died, or returned home either physically or mentally wounded, and their faith in the moral guideposts that had earlier given them hope, were no longer valid...they were lost (Mellow, 1991: 273).

Lost Generation, in general, the post-World War I generation, but specifically a group of U.S. writers who came of age during the war and established their literary reputations in the 1920s. The term stems from a remark made by Gertrude Stein to Ernest Hemingway, "You are all a lost generation." Hemingway used it as an epigraph to *The Sun Also Rises* (1926), a novel that captures the attitudes of a hard-drinking, fast-living set of disillusioned young expatriates in postwar Paris.

The term came from Gertrude Stein after realizing that the generation at hand had started to lose faith after the war and considered them a 'lost generation.' She also hated that American expatriate writers were living in Paris after the war. They went to live there because they didn't like what was going on in America at the time. The lost generation ran mostly through the 1920's. The 1920's are also referred to as the roaring twenties or the jazz age.

The generation was "lost" in the sense that its inherited values were no longer relevant in the postwar world and because of its spiritual alienation from a U.S. that, basking under Pres. Warren G. Harding's "back to normalcy" policy, seemed to its members to be hopelessly provincial, materialistic, and emotionally barren. The term embraces Hemingway, F. Scott Fitzgerald, John Dos Passos, E.E. Cummings, Archibald MacLeish, Hart Crane, and many other writers who made Paris the centre of their literary activities in the '20s.

The whole reason for the lost generation is because of World War I. Some of the writers even wrote about the war and the disgust they had toward it. After the world war, people in America started to lose some hope and faith in their country and along with that came loss of faith in literature. The writers of the time weren't happy how the country was going either. Their style of writing was a little different than literature had been written the past. With that said, a lot of things were different after the war then before. Things beside literature were different as well. Women of the time started to dress and act a little differently. In a way they might have been trying to rebel. They were wearing less clothes and smoking cigarettes.

However, beneath the surface glamour and glitter lay the moral corruption and spiritual frustration. The society was dominated by materialism and sex promiscuity, envy and ambition, and greed and lust. All means were considered justified to attain private and selfish ends. There was no value for human sentiments and virtue had lost its meaning. Born and brought up in such an age many sensitive souls lived in an acute state of mental and emotional torment. While they had physically to live and work against the old moral values of life, their conscience did not approve of it. The destruction of old value by their own hands bruised their souls. The excess of materialism destroyed their mental peace and isolated them from themselves. They appeared to have found themselves in a bottomless pit from which they could neither escape nor redeem themselves. They knew that the lane through which they were passing would lead them nowhere. They realized that they had sunken in a condition which could be called 'lost' and there was no way out of it.

The twenties were strange and wonderful years in America. As Fitzgerald (1996: 80) stated in his word that "the uncertainties of 1919 were over, there seemed little doubt about what was going to happened. America was going on the greatest, gaudiest spree in history." At this point in the time, America had become a great place in the end World War I. In fact, the increasing of economic system in America is not experienced by all of the people in America especially by the poor. It also makes the rich is richer and the poor is poorer. The level of criminality and poverty more increase and morality go into destroy.

It was an age of miracles, it was an age of art, it was an age of success and it was an age of satire, wrote Fitzgerald. Fitzgerald, American short story writer and novelist was famous for his depictions of the Jazz Age, his most brilliant novel being, "The Great Gatsby", in which affluent disillusion youth living in a dissipated and morally ambivalent society grapple with issues of identity. It is quite obvious that Fitzgerald the barometer of his generation's extremes, cannot be separated in either his life or his work from the time which formed him its magic glamour, its poverty of faith and at the end, its sickness and ruin. There is thus the closest correspondence between, on the one hand, Fitzgerald's personal psychic compulsions and the predominant aspirations evident in his protagonists, and these aspirations and the pattern of American of life and culture, on the other. These aspirations stem from a lofty, unrealized conception of self-a conception central to Fitzgerald's psychic economy.

Fitzgerald appeared on the literary scene of America in what has been termed as 'the Jazz Age', and soon became one of its most famous writers. He sketched a perfect picture of the paradise that was America, but sketched it in such a way as to reveal the other side of this paradise too.

It was an age that believed in money and power and established the thesis that beauty is a concealed form of money. In this age of materialism men bowed down and worshipped at the altar of goddess success while seeking quick something for nothing riches. This was the generation whose girls dramatized themselves as flappers, the generation that corrupted its elders and eventually over –reached itself less through lack of morals than through lack of taste-the whole race went hedonistic deciding on

pleasure. All the changes that were forced on a rigid society were a direct result of the war. The disenchantment behind the flamboyant and hedonistic lifestyle of the Jazz Age is portrayed in the works of the lost generation, a group of American Writers that included Fitzgerald, Ernest Hemingway, Gertrude Stein, Theodore Dreiser, Sinclair Lewis and others.

The Jazz Age was also called the time of a ten-year-long weekend party whose hangover never really started till the stock market crash. Though the Jazz Age is generally remembered as a period of hedonism and insouciance, it was also paradoxically an age marked by an outburst of creative activity, so vigorous that we are still stunned by it. It was a remarkable age of literary effervescence and efflorescence – a stimulating and exciting period in fiction, drama and poetry written mostly by the young Americans who had left the shores of their country. Despite the superficial gaiety and ease of the decade, its major literary scenes were often grim and tragic. The intellectual life of the Twenties was therefore, at once tragic and profound. It was from the disillusionment, discontent and sense of alienation in the intellectuals that there sprang the most marvellous flavouring of American literary achievement. H.L. Mencken, Ring Lardner, William Faulkner, John Dos Passos, Theodore Dreiser, Sinclair Lewis, Sherwood Anderson, Thomas Wolfe, Ernest Hemingway and F. Scott Fitzgerald, all appeared at this important moment of American History.

Many writers of literary work in the lost generation period are influenced by that condition, for example Ernest Hemingway's "*The Sun Also Rises*", Fitzgerald's "*Great Gatsby*", John Dos Passos "*Manhattan Transfer*" (2003), etc. Their works tell the story which are related to the theme of the lost generation. When at that period talked about the lost generation more, in fact, at this time many researchers still interested in analyzing this issue.

Jay Gatsby, in *The Great Gatsby*, is a war hero who tries to find happiness in the post war period in the United States surrounded by superficiality of other novel's protagonists. Despite the fact, he finds a friend in Nick Carraway, Daisy finally disappoints him. The woman of his heart refuses his love, cuts dead and even does not come to his funeral. She shuts her eyes to Jay's broadmindedness, generosity and honesty. She prefers to continue life with her unfaithful husband and denies the past moments with Jay. Daisy lives through aimless, but comfortable life without looking for a deep sense. As I have demonstrated in

the analysis of *The Great Gatsby*, Daisy sometimes behaves as a little girl who wants to have everything what enters her mind. Jay is lost because he dies misunderstood. Daisy is lost because she lives with a lack of understanding. War, ended not long ago, has a great influence on the protagonists' lives. In wars, men are losing their ideals and see the basis of life. After such experiences, they may perceive everyday life too vacant.

In *The Sun Also Rises* (Hemingway, 1926, 2006), the group of friends lives their lives at the same time as Gatsby, but in Paris. They are also stigmatized by the recent war, in which, most of them, took place as soldiers. Their assimilation to 'normal life' is very difficult, so they only hopelessly screw around and fulfill their time with alcohol and entertainment. In the analysis of *The Sun Also Rises* could be seen that alcohol is indisputable companion of all characters and enjoyment is the main contents of their days. As well as in *The Sun Also Rises*, the protagonist of the *Bright Lights, Big City* (McInerney, 2007) also uses alcohol to make his mind dull.

During a few weeks of the characters' lives nothing change, beginning is very similar to the end of the novel. Especially Brett and her way of thinking about her life and her attitudes to people around seem to be unchangeable. This is proved in the analysis of

The Sun Also Rises where I describe the last dialogue between Jake and Lady Ashley. Hemingway is realistic in describing their feelings, in comparison to *The Great Gatsby* (1993), where Fitzgerald avoids personal judgments. In *The Sun Also Rises*, the protagonists are lost in their lives generally. At times, the reader may conceive an idea that their lives are completely useless.

The main theme of *The Lost Language of Cranes* (Leavitt, 1986) is homosexuality and its perception by different groups of people in the 1980s. The story is set in New York and dwelling situation of the city is touched as well. So far, a quiet family life of Owen, Rose, and Philip starts to get serious crashes. They deal with moving from their flat where they spent whole time during their marriage. Next thing they have to cope with is their son's homosexuality and finally with homosexuality of the father of the family. In comparison to *The Sun Also Rises* or *Bright Lights, Big City* (McInerney, 2007), the protagonists do not help themselves with alcohol or drugs. They deal with their feelings in order to be stronger and look for a better way of living. They feel to be lost in their own lives because of lie and inner dissatisfaction. Philip and Owen finally come to solution as well as the main character of *Bright Lights, Big City* and the end of the novel seems to be a new beginning for them. On the other hand, Rose gets lost at the same time because of pretence she has lived in. The theme of being lost in *The Lost Language of Cranes* is more implicit and is described on the part about the baby who adjusted to the cranes. The baby was lost like Philip and Owen but assimilated as well as they did. Philip and Owen finally admitted their homosexuality but for a long time they lived in a lie, adjusted to their surround.

All four novels have some motifs in common. Whether it is superficiality, naivety, trust in people's well-being, the protagonists are always lost in some way. The period and the society they live in is mostly the main cause of this phenomenon.

This paper views the generations in the American society of the twentieth century. There were generations of people who strongly influenced American culture and literature. The First World War, Vietnam War, Cold War and other political events had a great impact of American inhabitants and became important turnings in creating new generations and changes in people's mind.

References

- Dos Passos, J. (2003). *Manhattan Transfer*. US: Mariner Books.
- Fitzgerald, F.S. (1993). *The Great Gatsby*. Hertfordshire: Wordsworth Editions.
- Fitzgerald, F.S. (1996). *The Jazz Age*. New York: New Direction Publishing Corporation.
- Hemingway, E. (1926, 2006). *The Sun Also Rises*. New York: Scribner.
- Leavitt, D. (1986). *The Lost Language of Cranes*. London: Penguin.
- Mellow, J. R. (1991). *Charmed Circle: Gertrude Stein and Company*. New York: Houghton Mifflin.
- McInerney, J. (2007). *Bright Lights, Big City*. London: Bloomsbury.

SCRUM METHOD FOR STUDENT PROJECT

Margarita Elkina

Hochschule für Wirtschaft und Recht (HWR) Berlin, Germany

margarita.elkina@hwr-berlin.de

Abstract

The Module "Project" is a common ingredient of the Bachelor degree program. Normally, within the frame of this module, a scientific or applied question/problem is independently analyzed by the students under the moderating guidance of the lecturer, and solution proposals are elaborated. Depending on the qualification profile of the learning course, the accompanying lecturers employ different ways of project management. The attached paper describes the usage of the agile project management method "Scrum". A self-organized team is the focal point of this method. Every student should try her/himself in different roles of project management and strengthen the capacity for teamwork. The author possesses experience of many years of project implementation in the area of software development. She analyzes the merits of agile methods, describes the approaches adapted to the student projects. She aims, while implementing the projects, at structuring the collaboration and growing together of the team. Additional benefit of the Scrum method for lecturers is a motivated and efficient team, as well as clear flat organizational structure and distribution of tasks, that is also helpful during the assignment of grades at the end of the project. Practice has confirmed the following benefits for the students: experience in goal-oriented implementation, time management and collaboration in a big project, encouragement of the individual merits of the project participants and development of specializations, ensuring structuring and project management.

Key Words: *Project Management, Agile Method, Collaboration Work*

Introduction

The module "Project" is a common ingredient of the Bachelor Degree program. Its purpose is to make the students acquainted with the typical tasks and challenges that are encountered during the implementation and finalization of a project. The average group consists of 15-18 participants who, in the previous modules, have acquired sufficient scientific knowledge, pertaining to the chosen field. In most of the cases, the topics are suggested by the teaching staff, although quite often the students come up with their own initiative and prepare many up-to-date proposals. The final judgement on the choice of the topic is taken in the course of the joint discussion in the group. The course is moderated by the lecturer who decides how to structure the group for better cooperation, which methods of the project management should be applied, what aims should be achieved and how the results should be presented. Awarding the grades to separate participants at the end of the semester also belongs to the tasks of the lecturer. The students should independently analyze the problem/the topic and elaborate suggestions for the solution. In this, they learn how to specify a "loosely" formulated topic, and how to identify realistic aims. Since typically the "correct" solution of the problem is not unique, the students should investigate different possible approaches, check them against the requirements of the end-users and be able to assume the responsibility for the results of the project. Summarizing, this course should be a reproduction of professional life, but, at the same time, it should remain a study program course.

Remarkably, in the situation of the student group, classical methods of management with a project manager and, sometimes, with two or three subproject managers cannot be applied: all of the students must share equal responsibility for the project workflow, must be equally integrated into the work and should be highly motivated in order to achieve their aims. Besides, such a group

tolerates no internal hierarchical structure that would lead to unhealthy rivalry and sometimes also to the struggle for power or for a better grade.

In this article, we describe the use of the agile project management method **Scrum**. Usage of this method puts into focus the self-organized student project team. Every student should try her/himself in different roles of project management, strengthening the capacity for teamwork. All of this fosters motivation, activity and efficiency of the team members. In this, the task of the lecturer is to adapt the team to Scrum and to ensure that the group grows together.

Project management method Scrum

The creators of Scrum, Ken Schwaber (Schwaber, Hundhausen, & Starr 2015) and Jeff Sutherland, (Sutherland, 2014) have defined it as a framework for developing, delivering, and sustaining complex products. Rather, this is a process framework, a procedural model for the project- und product management. The method was originally developed for the software projects; however, nowadays it is widely used in many other areas. The framework consists of the **Scrum events**, the **Scrum team** and the **Scrum artefacts**. Each of these ingredients has its own specific function, which always serves the attainment of the aim (www.scrumguides.org).

Scrum events include the Sprint and the Sprint-Meetings. A Sprint is a time interval (time box), maximally a month long, in which an increment of the product functionality is implemented. It begins with the Sprint planning and ends with the Sprint review and the Sprint retrospective. During the review stage, it is checked whether the Sprint aim has been achieved, whether arbitrary problems have been hampering the collaboration work and whether collaboration work can be improved. The Sprint retrospective takes place after the Sprint Review and concerns the next Sprint. Besides, in the beginning of every working day the meeting of the development team to a maximally 15 minutes long Daily Scrum is scheduled, giving each member of the team a possibility to state what she/he has achieved since the last Daily Scrum, what she/he plans to achieve until the next Daily Scrum, and what may hinder the progress. The development team, together with the Product Owner and the Scrum master, form the **Scrum team**.

The Product Owner is responsible for the implementation of the concrete version of the product. In addition, he formulates the technical requirements to the project and prioritizes them. He is accountable for the business success of the project and stays in frequent contact with the team. The Scrum master is responsible for keeping the rules of Scrum and cares for removal of disruptions and obstacles, for example, the personal conflicts in the team. However, he does not provide work instructions to the participants. He works together with the development team being not a member of the latter. He educates the Scrum team, i.e., by helping everyone understand the theory of Scrum, its practice, rule and values.

The developer team develops the product and delivers the features of the product in the order, prescribed by the Product Owner. It is important to structure the team so that it is able to self-organize.

SCRUM FRAMEWORK

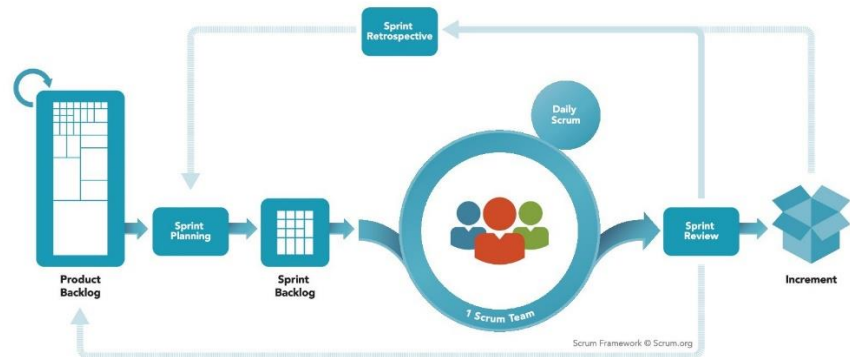


Figure 1: Scrum Framework (www.scrum.org)

The **Scrum Artefacts** consist of the Product Backlog (working tasks) and Sprint Backlog. The Product Backlog is a list with the demands of the projects, prepared by the Product Owner. The Sprint Backlog is a table of tasks that should be fulfilled to achieve the Sprint aims, defined preliminarily by the Project Owner. Members of the team choose separate tasks from the Sprint Backlog table for processing, in accordance with their own interests and qualifications. Nobody should be forced to implement a task that is either not interesting for her/him or that she/he cannot handle.

Scrum for student projects

Scrum is conceived for the teams that consist of from three to nine developers. A student group commonly consists of 15-18 persons. Besides, this module is an elective one and the group is chosen voluntarily, which sometimes leads to rather heterogeneous composition of the participants. This means that in the first line, the procedure should be adapted to the demands and specifics of the given student group. There is nobody to assume the role of Scrum Master, and Daily Scrum is not practicable because the event takes place only once a week. Further, the workload should stay in accordance with the Credit points, respectively the ECTS-Points. Not the least: the teaching stuff does not have at its disposal such motivating instruments as salary or bonuses, in order to raise the commitment of the team members. Nevertheless, the Scrum method with amendments, listed below, proved its worth for the implementation of the project modules:

The Semester can be divided into three Sprints, each one with duration of 4 weeks. One week before it is allocated for the presentation of the method and getting acquainted with it; two weeks at the end of the semester are required in order to prepare the presentation about the results of the projects and to compile the project report. The Sprint Review and the Sprint Retrospective fit very well into the 4-week cycle. The Daily Meetings are abolished, and the weekly courses are implemented in the form of the project meeting. In order to retain the contents and the decisions of the meeting, the written transcript of every meeting is kept.

The role of the Product Owner is assumed by the lecturer. She/he is responsible for the creation of the concrete product version. In addition, she/he formulates professional requirements to the project and prioritizes them. She/he also sets the time intervals (Sprints) and defines the aims that should be achieved. The role of the Scrum Master (who must be also a protocol writer) is, in the rotary order, assumed by the students. This person must prepare a protocol during the meeting that is chaired by the other Scrum Master. The protocol includes the pertaining agenda, the discussed contents/backlog and the corresponding items that were negotiated during the project meeting. Having prepared the protocol, the protocol writer should publish it within two days before the next session, in order to give everyone the possibility to read it. For the publication of the protocol, as well as for recording all relevant documents, the Learning Management System Moodle is employed. Subsequently, this person is obliged, as Scrum Master, to chair, or better to say to moderate the next project meeting. The Scrum Master is not the leader of the project, but bears the main responsibility that the Scrum as method is functioning and the rules of the agile project management are strictly observed. This involves successful communication within the team, moderation of discussions and planning of the new Sprint Backlog. The Development Team (all students in this course), the third role, implements the product, in this case the current project. A short feedback to the current meeting at its end fosters the activity of all participants and conveys the feeling of togetherness. The team organizes itself by its own, and delivers the properties of the product in the order, prescribed by the Product Owner. As a result, by the time when the project ends, every member of the team can surely and competently accomplish the tasks of a moderator, protocol-writer, task-planner, rapporteur, tester etc.

The Sprint Review and Sprint Retrospective take place at regular time intervals. During the events it is checked, whether the tasks, planned for these time intervals, have been accomplished and tested in due time. The developed functionalities are also tested and reviewed by the Product Owner. The forthcoming steps are discussed as well. Some members of the team can summarize their positive experience on the blackboard. This procedure, on one side, raises motivation within the team and, on the other side, renders overview of the aims and provides estimates, how far the team still is from those aims. Of course, negative experiences are described as well. By identifying the negative events and experiences, the team members can attempt to turn them during the next Sprint into the positive ones. Wishes and requests can be expressed as "neutral". By means of the wishes, every team member is enabled to steer the team meetings so that everyone in the team feels good.

As a special feature of this Module, it should be highlighted that all members of the team are equally valuable, and the moderation through the lecturer becomes redundant. The students themselves organize and carry out the learning process: the decisions and procedures are determined by the team, the projects are not only selected by the students but are also supervised by them, the problems are analyzed and the results of the joint effort are created in the independent teamwork. During the process, the work packages are planned by the team at its own responsibility, and processed in accordance to the self-generated time schedule.

Outcomes

At the end of the project, everyone writes down her/his personal learning experience. Since none of the students had ever used the Scrum method before, everybody has got acquainted with this method and have gained knowledge. During the project time, the idea behind the method has been properly understood, and the participants have recognized, how strongly it promotes cooperation and equality in the team. Further, everyone has had the chance to become the Scrum Master and to moderate the

project meeting, which for many students has been the first experience in such a “leading” role. Everybody has learned to work as part of the team: jointly accumulate the ideas, in order to implement and materialize them. Many students see the chance to distribute independently the tasks in such a big team, to process them and to come to terms with everyone else as a learning experience that they take home from this module. The work on the project provides training in self-studies and in time management. The students have learned how the project is structured, and how much research and knowledge stands behind a project. By the end of the work, they have also noticed the importance of good documentation for a project. Listening to each other, letting the others speak and not interrupt them while speaking is important for the discussions. Through this experience, the students have realized how difficult it may be to steer and moderate a discussion. Since the outcomes of these discussions are commonly less promoting and satisfying than originally hoped, the collaborative decision processes are often tiresome and protracted

Conclusions

The outcomes of the projects can be briefly summarized as follows:

- SCRUM Method was accepted by the students willingly.
- All students were motivated and on their own initiative took on the subtasks in due time.
- The goals of the projects were achieved.

Excerpt from the project report of the students: *"The project has given us opportunities to promote the strengths of the individual members of the project team and to crystallize their specializations. Besides, for many members of the project team it was the first project, which they pursued to this extent. The newly learned procedure of Scrum has enabled the high degree of the project structuring that would be very difficult to achieve otherwise".*

We have been using the Scrum method and we will use it further for such courses as a Student Project.

References

Schwaber, K, Hundhausen, R, & Starr, D. (2015): Agile Project Management With Scrum (Developer Best Practices), Microsoft.

Sutherland, J. (2014). Scrum: The Art of Doing Twice the Work in Half the Time. New York: Crown Publishing Group.

www.scrumguides.org

www.scrum.org

THE IMAGE OF RED POPPIES IN SYLVIA PLATH'S POETRY

Marina Zoranyan

Georgian Technical University, Georgia

marinaziger@gmail.com

Abstract

Sylvia Plath is one of the most dynamic and admired American poets of the 20th century and one of the founders of the genre of confessional poetry in English-speaking literature. Confessional poetry emerged in the United States in the 1950s-60s. It is associated with Robert Lowell, Sylvia Plath, Anne Sexton, John Berryman and others. The term 'confessional poetry' was coined by critic Rosenthal. This kind of poetry has been described as poetry of the personal or 'I'. The dominant style in Plath's poesy is confessional. Significant place occupy the so-called 'flower' poems, where she personifies the flowers, suggesting their connection with life. Of particular interest are Plath's two poems: *Poppies in July* and *Poppies in October*. Though the titles of both poems are connected with poppies, they present contrasting ideas regarding these flowers. In Greek and Roman mythology, poppies have been employed as a symbol of sleep, peace, and death. In Classical mythology the bright scarlet color signifies a promise of resurrection after death. Another symbolic function of the poppy is its denotation of 'oblivion'. In *Poppies in July* Plath uses images from the world around her to portray her attitude and feelings toward her inner self. The poem is abundant with intense, surreal imagery which conveys Plath's suffering and confusion. *Poppies in October* is a strange poem with an ambiguous title. The meaning can be easily lost behind the description, but the gist of it, seems to be about the contrast between life and death. The use of poppies as symbols to convey emotions allows for multiple interpretations. Proceeding from the analysis of poems *Poppies in July* and *Poppies in October*, it is concluded that the image of the flower can change and thus broaden its meaning.

Key words: Symbolism, symbol, confessional poetry, Confessionalism, Postmodernist Poetry, life, death, Hypnos, oblivion

Sylvia Plath is one of the most dynamic and admired American poets of the 20th century and one of the founders of the genre of confessional poetry in English-speaking literature. She won the Pulitzer Prize posthumously in 1982 for *The Collected Poems* (2018).

Confessional poetry or 'Confessionalism' is a style of writing that emerged in the United States in the 1950s-60s. It is associated with such poets, as Robert Lowell, Sylvia Plath, Anne Sexton, John Berryman, Allen Ginsberg and W. D. Snodgrass. 'Confession' here means a disclosure of some sort which is strictly personal and which has not been made public so far. The genre of confessional poetry deals with taboo topics that were not previously discussed in poetry, such as addiction, mental health and interpersonal relationships. Its main purpose was to give to personal experiences and negative feelings a new artistic significance through the creative craft of poetry.

The term "confessional poetry" was coined by critic Rosenthal (1967) while reviewing Lowell's book of poems and prose *Life Studies* (1959). As Rosenthal (1967: 26) asserts, the word 'confessional' seemed appropriate enough to him, because of the way Lowell brought his private humiliations, sufferings and psychological problems into the poems of *Life Studies*. "*The private life of the poet himself, especially under the stress of psychological crisis, becomes a major theme*" (ibid: 15). This kind of poetry has been described as poetry of the personal or 'I'. A true confessional poem puts the poetic 'I' at its centre in such a way as to make the speaker's shame and psychological vulnerability an embodiment of his civilization (ibid: 79).

According to Rosenthal (1967), "*a genuine confessional poem has to be superbly successful artistically if it is to achieve this fusion of the private and the culturally symbolic, but it must at any rate be far more highly charged than the usual poem*" (p. 80).

Focusing on extreme moments of individual experience, it includes such matters as mental illness, sexuality, and suicide that are still considered taboo, and are often related to broader social themes. (Ousby, 1995: 199) As Molesworth (1976) states, instead of focusing on external factors of universal emotions, confessional poetry portrays the poetic self as the poems deal with issues such as death, trauma, depression and mental illness.

Confessional poetry is sometimes classified as Postmodernist. In his article *"Postmodernist Poetry: a Movement or an Indulgence?"* Jacoby (2000: 1) calls Plath and Sexton *"tragic pioneers of the offshoot of postmodernism known as Confessional Poetry, each in their individual voices and forms and in their very American ways"*.

Plath has expressed her own feelings, experiences, thoughts, relationships with her parents, friends, husband and society in a confessional mode, thus, the dominant style in her poetry is confessional. Characterizing her poetry, Donoghue (1987: 299) states that it *"spoke the hectic, uncontrolled things our conscience needed, or thought it needed"*.

Significant place in Plath's poetry occupy the so-called 'flower' poems. The use of floral imagery is typical for several of her poems, where she personifies the flowers, suggesting their connection with life. In this paper I am going to consider two of them: *Poppies in July* and *Poppies in October*. Though the titles of both poems are connected with poppies, their analysis presents contrasting ideas regarding these flowers.

Poppy is one of the brightest flowers in the world, attracting a lot of attention. It is a magical mystery flower that symbolizes both the beauty of life and the horror of death. In Greek and Roman mythology, poppies have been employed as a symbol of sleep, peace, and death. They are associated with sleep because the opium extracted from them is a sedative and their connection with death results from the common blood-red colour of the red poppy (Chwalkowski, 2016: 267). As Gauding (2009: 308) states, in Greek and Roman cultures, *"poppies were used as offerings for the deceased"*. In Ancient Greek mythology poppy is an attribute of Hypnos, the deity of sleep and also twin-brother of death (Thanatos) (Dykman, 1993: 167).

Poppies used as emblems on tombstones symbolize eternal sleep. This symbolism was evoked in the children's novel *The Wonderful Wizard of Oz* (Baum, 2019: 200), in which a magical poppy field threatened to make the protagonists sleep forever. The other interpretation of poppies in Classical mythology is that the bright scarlet color signifies a promise of resurrection after death (Graves, 2017). In Europe the corn poppy became symbol of the fallen soldier in the First World War, because it was the only plant that continued to grow in the war-torn fields. (Gauding, 2009: 308)

Another symbolic function of the poppy, tightly connected to the previous ones by a semantic bond, is its denotation of 'oblivion', 'forgetting', 'amnesia'. In a *"group of poetic texts – which came into European tradition at a much later stage – the poppy has an additional function: it symbolizes ... 'the dark feminine element'"* (Dykman, 1993: 169).

Plath wrote *Poppies in July* (2018: 203) in 1962, shortly after the discovery of her husband's adultery. At that time she was emotionally distressed and deeply depressed. *Poppies in July* is a concise personal and confessional poem written in free verse. It consists of fifteen lines, divided into eight stanzas. The first seven stanzas are couplets, and the eighth one is a single line.

Here Plath uses images from the world around her to portray her attitude and feelings toward her inner self. The poem is abundant with intense, surreal imagery which conveys Plath's suffering and confusion.

The poem begins with an unusual description of the poppies. The opening metaphor sets a disturbing tone to the poem:

"Little poppies, little hell flames

Do you do no harm?"(ibid.)

From her hospital bed, the speaker regards the flowers as 'little hell flames'. She associates them with evil and is afraid of them. She addresses the poppies directly asking them: *"Do you do no harm?"* (ibid). The woman seems to be agitated at the sight of these flowers. They are not a source of enjoyment, but rather increase her fear.

Their color is so vivid that the narrator feels necessary to *"put [her] hands among the flames"* (ibid), but is surprised that *"Nothing burns"* (ibid). Her pain has become so overwhelming that it has almost made her numb and devoid of feeling. Being agitated with the poppies, she claims: *"it exhausts me to watch you / Flickering like that, wrinkly and clear red, like the skin of a mouth."* (ibid) Looking at the poppies makes her tired. She wants to feel something from them, even if it is a painful sensation. The petals of these small, red flowers remind her of the *"skin of a mouth"*. Then the image is extended and in the fourth couplet she views the poppies as being like a *"mouth just bloodied"*. This image links the poppies with physical violence. It is quite an unusual association for these beautiful flowers. Then she goes on to say that these flowers remind her of *"little bloody skirts"*. She is amazed by them.

When the speaker realizes that poppies can *"do no harm"* physically, she, being aware of the poppies' scent, now looks to their pharmacological effect to dull her senses:

"There are fumes I cannot touch.

Where are your opiates, your nauseous capsules?" (ibid)

She wants to sink into oblivion in order not to be aware of herself, her feelings and her surroundings. She wants to forget about her husband's infidelity.

In the sixth couplet, the imagery becomes more disturbing:

"If I could bleed, or sleep!

— If my mouth could marry a hurt like that!" (ibid.)

We see how the narrator craves to get free from her numbed state. She desperately wants to escape from her world. She envies the poppies and wishes her mouth *"to marry"* such a pain. She is longing for this pain. Her desire is to *"bleed or sleep"* under the effect of opium (drug, derived from poppies) rather, than to be in the kind of petrified state she is.

The closing lines of the poem say:

"Or your liquors seep to me, in this glass capsule,

Dulling and stilling.

But colorless. Colorless." (ibid.)

The above-mentioned lines could be interpreted in such a way: the narrator is exhausted from watching the *"clear red"* poppies and she longs for oblivion, for a world devoid of colour. The image of the *"glass capsule"* here implies that woman is both trapped

and isolated from the rest of the world and can only watch the outside world through the glass. The juices of the poppy continue to seep into her and as a result, she feels that her senses have been weakened. Finally, the desired outcome is achieved: everything around her becomes 'colorless' and she sinks into oblivion.

Poppies in October (Plath, 2018: 240) is another Plath's short poem which presents contrasting ideas regarding the poppies. It was written in 1962, on Plath's thirtieth birthday before her suicidal death. It has always been positively received by critics but it is less popular with casual readers. It is written in free verse and consists of four stanzas. Plath uses stanzas of three lines of varied length. The language of the poem is laconic and devoid of any superfluous words.

It is a strange poem with an ambiguous title. Though the title of the poem is *Poppies in October* (ibid), neither the flower nor the month are mentioned there by name. Plath, through vivid imagery and unusual sentence structure, employs the image of the beautiful poppies in October, which in reality do not bloom then. The season of their blooming is summer. Poppies are delicate flowers. Their lifetime is short. That is why they are never displayed on flower stalls and are unsuitable for sale.

Plath draws a colourful striking landscape that reveals her mental state:

"Even the sun-clouds this morning cannot manage such skirts.

Nor the woman in the ambulance

Whose red heart blooms through her coat so astoundingly —" (ibid).

Poem begins with morning scene and a comparison between sunny clouds and petals of poppies that look like skirts of a woman. The poppies and the sun clouds are red and so is the heart of the woman in the ambulance. Plath directly compares the poppies to the woman in ambulance, whose wound is bleeding so heavily that it can be seen through her coat. Red colour symbolizes life, vigour and beauty.

In the next stanza the speaker becomes delighted at the sight of late blooming poppies:

"A gift, a love gift

Utterly unasked for

By a sky" (ibid).

As we see, she calls them "A gift, a love gift", but in the next line she conveys her sadness expressed in the words "utterly unasked for". Generally gifts are always welcoming, but the speakers' reaction is quite contradictory. She feels that this gift from God is sent to her late and out of the season. Poppies symbolize sleep and even death. As suicide is ever present in Plath's life, it is no surprise that she cries out to God for the gift of death.

The following stanza conveys the anxiety of the speaker:

"Palely and flamily

Igniting its carbon monoxides, by eyes

Dulled to a halt under bowlers" (ibid).

These lines are based on the "sky" concepts in the sense that the earlier mentioned "sun-clouds" are connected with the adverbs "palely and flamily," i.e. the "clouds" are "pale" and the "sun" looks like "flame". Suddenly the speaker is alarmed. Some destructive elements attract her attention. She talks directly about carbon monoxide, which is harmful not only for human-beings but also for plants. This chemical destroys the nature and objects related to it.

Her words have some hidden symbolic sense when she talks about the effect of worst days on happy days of life. It is difficult to balance our life. Therefore, the incidents that throw us off balance make our life hard. These unexpected incidents affect the life in a way as carbon monoxide affects the lungs. Similarly, the sky is also harmful for the flowers. Since the sun is at the peak, the sky may destroy the beauty of poppies.

The choice seems to be made to "dull" that brightness with "bowlers." It can be interpreted as people keeping their "eyes" from the "sun" by utilizing a "bowler" hat. The deeper meaning here is to dim light and choose between life and death in favour of death. Just as people can lower their head and allow a "bowler" to block light, Plath has chosen to shift focus from the light of life just enough to dim the brightness coming from it.

She notes, that "igniting" of carbon monoxides "dulled" the eyes "to a halt", which indicates the demise rather than just a dull existence. These words demonstrate, that Plath's obsession with death was growing stronger, it was escalating to bring her "to a halt".

The last stanza of the poem is rather complex. Plath writes:

"O my God, what am I

That these late mouths should cry open

In a forest of frost, in a dawn of cornflowers" (ibid).

Since the poem was written just before Plath's suicide attempt, therefore, here she is close to death. By saying "O my God, what am I", poet tries to discover herself. She uses the words "what am I" instead of "who am I", trying to learn what people think about her, whether she is for them an object or a human-being.

The redness of poppies and morning sun-clouds contradicts to the paleness of the frost, forest and cornflowers. Although Plath does not concretely mention the poppy in her poem, she, however, mentions the cornflower. The poppies cause sleep and even death in contrast to them the cornflowers have healing effect and are often used in herbal medicine. Plath unites the red addictiveness of the poppy to the blue soothing and healing properties of the cornflower.

Analysing the last stanza, De Nervaux-Gavoty (2011) pays attention to the fact that "the bloodied mouths of *Poppies in July* are no longer silent; the vivid red is perceived instead as the synaesthetic equivalent of a voice announcing the emergence of a speaking 'I' in a 'dawn' heralding a new beginning" (p. 124). The forest of frost is an obvious connection to death, but the word dawn implies rebirth.

Poppies in October (Plath, 2018: 203) is a poem where the meaning can be easily lost behind the description, but the gist of it, seems to be about the contrast between life and death. The sad atmosphere of the poem displays Plath's diminishing interest in

life and her increased interest in death. Suffering from extreme mental pain and depression, in February 1963, at the age of 30, Plath was found dead by carbon monoxide poisoning in her kitchen with her head in the oven.

Plath's poetry is extremely powerful and thought provoking. She depicts her own personal experience of suffering, applying expressive poetic techniques, imagery and language. The abundance of ominous shades of red in *Poppies in July*, as well as the extraordinarily vivid and intense colour combinations of *Poppies in October* are the main features of Plath's mature work. As we can see the use of poppies as symbols to convey emotions allows for multiple interpretations. Proceeding from the analysis of poems *Poppies in July* and *Poppies in October*, it is concluded that the image of flower can change and thus broaden its meaning.

References

- Baum, L.F. (2019). *The Wonderful Wizard of Oz*. USA: SeaWolf Press.
- Chwalkowski, F. (2016). *Symbols in Arts, Religion and Culture: The Soul of Nature*. UK: Cambridge Scholars Publishing.
- De Nervaux-Gavoty, L. (2011). Coming to terms with colour: Sylvia Plath's visual aesthetic. In S. Bayley & T. Brain (eds.). *Representing Sylvia Plath*, p. 110-128. Cambridge: Cambridge University Press.
- Donoghue, D. (1987). *Reading America: Essays on American Literature*. New York: Alfred A. Knopf.
- Dykman, A. (1993). *Poetical poppies: Some thoughts on classical elements in the poetry of Marina Tsvetaeva*. In V. Polukhina, J. Andrew, R. Reid (Eds.). *Literary Tradition and Practice in Russian Culture*. Conference Proceedings. Amsterdam: Rodopi.
- Gauding, M. (2009). *The Signs and Symbols Bible: The Definitive Guide to Mysterious Markings*. New York: Sterling Publishing.
- Graves, R. (2017). *The Greek Myths*. London: Penguin.
- Jacoby, P.R. (2000) *Postmodernist Poetry: a Movement or an Indulgence? (A Study of Elizabeth Bishop, Sylvia Plath, and Anne Sexton)*. Retrieved 28.12.2019 from https://web.archive.org/web/20140714182241/http://classroom.sdmesa.edu/pjacoby/Postmodernist_Poetry.pdf
- Lowell, R. (1959). *Life Studies*. New York: Farrar, Straus and Giroux.
- Molesworth, C. (1976). *With your own face on: The origins and consequences of confessional poetry*. *Twentieth Century Literature*, 22 (2), 163-178.
- Ousby, I. (Ed.). (1995). *The Cambridge Guide to Literature in English*. NY, USA: Cambridge University Press.
- Plath, S. (2018). *The Collected Poems*. Reprint edition. New York: Harper Perennial Modern Classics, 384p.
- Rosenthal, M. L. (1967). *The New Poets: American and British Poetry since World War II*. New York: Oxford University Press.

CULTURAL VIOLENCE REPRESENTATION IN AND THE MOUNTAINS ECHOED BY KHALED HOSSEINI**Mustafa Wshyar**

Koya University, Iraq

University of Szeged, Hungary

mustafa.1987@yahoo.com

Abstract

This paper explores the topic of cultural violence as it is represented in Khaled Hosseini's *And the Mountains Echoed* (2013). The aim is to look at the possibilities of translating various forms of violence into fictional context. I will accordingly analyze the novel in order to see how violence is represented in a fictional form. For this, this article will apply cultural violence of Johan Galtung's theory on violence triangle. This is the incipient form of violence defined by Galtung as invisible violence - cultural.

Key Words: Khaled Hosseini, *And the Mountains Echoed*, cultural violence, narrative representation

Introduction

Khaled Hosseini published his third novel, *And the Mountains Echoed*, in 2013. The novel is mainly focusing on the Afghan family ties and structures. Violence is a theme represented widely in the fictional work. The text can be related to nonfictional Afghan context when the social and cultural context of the country is considered. Johan Galtung (1990: 291) defines this type of violence as the following:

By 'cultural violence' we mean those aspects of culture, the symbolic sphere of our existence -exemplified by religion and ideology. Language and art, empirical science and formal science (logic, mathematics) - that can be used to justify or legitimize direct or structural violence.

This type of violence has a role of mediation in Galtung's violence triangle theory. Structural violence can change to direct violence only through cultural violence as this type can stop the violence or make let it progress and change into another type. Cultural violence is seen frequently and clearly in this novel.

Trauma has influence on creating the cultural violence as the characters have a fear back in their mind created from their past experience. It is not only that, the cultural violence itself creates possible future traumatic situations. The future regret as a result of remaining silent stays as a traumatic moment at the life of the characters. There will be always a feeling and wish of going back to the moment to stop the violence rather than being a part of the action through cultural violence. The impossibility of the wish remains as a traumatic event with the character and s/he keeps narrating the past in the search of remedy.

Cultural Violence in *and the Mountains Echoed*

The second part of violence triangle is cultural violence which demonstrates the ignorance of people towards structural violence. That is true that the difference of the power among the individuals of the society and lack of freedom are the main reasons for this type of violence, but ignorant characteristics of some individuals is another reason for the existence of this type of violence. Some people may fear to react when the witness an unfair act around them, but some others just see it normal and unstoppable. In the first case, the individual can be understood as there is a threat on him/her to stop a structural violence but for the second

type there is not any reason. Thus, in all the case such ignorance is cultural violence as far as there is no commitment to stop structural violence to not let it turn into a direct violence on an individual basis.

In Hosseini's *And the Mountains Echoed*, cultural violence exists mostly because of the personal interests of the characters although there are some forcing factors at some points. The characters have to keep silence in many cases to preserve their interests as they disclose of secrets or their actions against the unfair happenings may affect their interests negatively. That is the reason they would rather accept the structural violence and ignore all the facts they are aware of.

A child adoption or giving a child to another family due to poverty is a main issue on which the main points of the novel is based on. Everything starts from that point when a small child is given for adoption from a poor family in a village to a wealthy family in a city. The poor family decides that they cannot feed their child and in order to make her life better and to let her have a better future, they give their small girl, Pari, for adoption. The deal is made by the uncle of the child, Uncle Nabi, who roles as a mediator between the rich and poor family as he works at the house of the rich family, Mr. Wahdati. Uncle Nabi takes Pari and her children to meet the family first: "Uncle Nabi's head rolled back on his shoulders as he laughed. "That would be something. No, this is my employers' home. You're about to meet them. Be on your best manners, now" (Hosseini, 2013: 41). His smile shows his acceptance towards the situation. He does not think about any other way of helping his relative rather he finds out this solution which affects the life of few individuals negatively from the beginning and this continues for several years for the next generations. Beside the effect of sadness of the siblings and the family who have to give their young daughter into adoption, the next generations face an identical loss as they all will have a new life very different from the one they are born in. Adopting a child, especially orphans, is a regular practice in Afghanistan in a condition of the religion of the family of which should be Islam, but non-Muslim children can be adopted by non-Muslim families too (Ijaz, 2014: 235-236). Thus, according to the Islamic laws, the people who adopt a child can be only guardians, not parents but it seems these rules are not followed in Afghanistan very strictly (Richards, 2013: 409-410).

It should not be easy for everyone to stay silent in front of a situation which is clearly known unfair. Nabi chooses to stay quiet:

Pari was four years old at the time, but, despite her young age, there were forces in her life that needed to be reshaped. She was instructed not to call me Kaka Nabi any longer, for instance, but simply Nabi. And her mistakes were gently corrected, by me included, over and over until she came to believe that we bore no relation to each other. I became for her Nabi the cook and Nabi the driver. Nila became "Maman," and Mr. Wahdati "Papa." Nila set about teaching her French, which had been her own mother's tongue. (Hosseini, 2013: 117)

The small child is trained to forget her past memory and to be a new person. Nabi is a key character having a role in reshaping Pari's life. She is a child, but she already has some memories as she is four years old. Most of the memories are erased but it will be seen towards the end of the novel that it was not possible to make her forget all the memories especially some events related to her brother, Abdullah. They start with the relationships especially between her and Nabi as she is trained to not call him uncle any more. Language is mentioned as an important element of identity. Pari starts calling Nila as "Maman" and Mr. Wahdati "Papa"; she starts to be taught French as well and this is another stage in changing her identity after cutting her ties with her previous biological ties.

Nabi continues ignoring the situation and he accepts the fact of the adoption rather than attempting to deal with the situation by any other means. He stops visiting his sister's house when he realizes that Saboor is not very happy about his visits: "Whatever the reason, I was, in the end, the instrument of his family's rupture. Saboor did not want to set eyes on me again and I understood. I stopped my monthly visits. I never saw any of them again" (Hosseini, 2013: 120). The adoption act causes the problem in the family ties and the two close relatives stop meeting. When the general picture is looked at, Nabi is one of the key person who is involved in the cultural violence stage and he might be able to stop the structural violence between the two social classes in the second stage in order to not let it continue into direct violence. But he rather ignores the situations even he stops his connections with his relatives. He deals with the situation in a way which looks strange as he would be able to support his sister's family and help them all to live together but he arranges for the adoption instead. There is no legal reference in the novel to understand the legitimacy of the situation according to the legal system of Afghanistan at the time. When it comes to the social and cultural norms, the action seems fine and acceptable; there is even no religious reference interpreting the situation as in Islamic religion such an act is arguable. Nabi is symbolizing the culture, society and religion; according to his acceptance, all those factors accept the commitment and the action is seen acceptable.

When there is a wish to stop structural violence in the stage of cultural violence, a possibility can be found easily even fear may disappear. Nabi succeeds this once he reacts against the humors about Mr. Wahdati:

That was when I rose and told them that I had heard enough. I berated them for gossiping like a sewing circle of old women and reminded them that without people like Mr. Wahdati the likes of us would be back in our villages collecting cow dung. *Where is your loyalty, your respect?* I demanded. A brief moment of quiet passed during which I thought I had made an impression on the dullards and then laughter broke out. Zahid said I was an ass-licker, and perhaps the soon-to-be mistress of the house would ink a poem and call it "Ode to Nabi, the Licker of Many Asses." I stomped indignantly out of the shack to an uproar of cackles. (Hosseini, 2013: 93)

Nabi willingly defends Mr. Wahdati when there are rumors about him and his prospectus wife. He highlights the class differences and what the less privileged class do without the wealthy men like Mr. Wahdati. It is very brave of him to stop the gossiping which is seen impolite and not acceptable, but Nabi did not stand against the adoption of his niece of which effects were worse. His reason for the adoption was a better future for his niece while there should not be any better future for any child rather than staying with the parents. The reason for stopping the gossiping can be to stop something unpleasant but a question comes to mind and it is not known if he would stop gossiping against anyone else or this case is special to Mr. Wahdati only. Such a paradoxical situation proves that an individual is able to resist against unfairness if there is a will. Another claim would be it is easier to defend a powerful person rather than defending a person who is less fortunate.

Sometimes, people see what is happening around but rather they stay silent. The observant status shows acceptance towards the actions. The case is coming to a conclusion that it is not possible to stop or change a situation which is against the wills. So, the easiest is to help ourselves or people around:

I can sum it up in one word: *war*. Or, rather, wars. Not one, not two, but many wars, both big and small, just and unjust, wars with shifting casts of supposed heroes and villains, each new hero making one increasingly nostalgic for the old villain. The names changed, as did the faces, and I spit on them equally for all the petty feuds, the snipers, the land mines,

bombing raids, the rockets, the looting and raping and killing. Ah, enough! The task is both too great and too unpleasant. I lived those days already, and I intend to relive them on these pages as briefly as possible. The only good I took from that time was a measure of vindication about little Pari, who by now must have grown into a young woman. It eased my conscience that she was safe, far from all this killing. (Hosseini, 2013: 138)

Nila is aware of all the "wars" but she is obliged to remain observant. It is not avoidable to be unfamiliar with all the common scenes caused by the "wars" but people may try to ignore all the results caused by the conflicts. While many people may suffer psychologically as a result of all those unpleasant events, but they rather accept the facts and the only attempt which they can make is protecting their most beloved ones: for Nila, protecting Pari is the priority. That is understandable as everyone can do what they can. For the rest without any control, there can only be verbal protests. It is the same situation for most of the other characters including Masuma: "On the streets, the Taliban walked past me as though I were a grazing cow. I helped them in this by willfully taking on a muted bovine expression so as to avoid any undue attention" (Hosseini, 2013: 142). Taliban was in power for some time in Afghanistan even now they are in control in some parts of the country. The organization is against all the modern acts and human rights. It is not only difficult for people but almost impossible to react and take any action against them. In such a case, people cannot be blamed for remaining observant and committing a cultural violence. Only to not be happy about uncontrollable and irresistible actions or scenes is a form of reaction. There is not only Taliban militia suppressing the people, but the Afghan military does the same even if not the worse (Bincof & Omar, 2019: 21). Sometimes people may have no control over something and because of the threats in undemocratic systems, they are muted. It is not the people to blame for cultural violence but the creators of the system. Thus, any unpleasant action should be first denied even internally and then voiced out when possible.

Nila is stating her fears for her daughter in an interview again of which she left the country to make her daughter have a better life:

EB: Which was why you moved to France in 1955.

NW: I moved to France because I wished to save my daughter from a certain kind of life.

EB: What kind of life would that be?

NW: I didn't want her turned, against both her will and nature, into one of those diligent, sad women who are bent on a lifelong course of quiet servitude, forever in fear of showing, saying, or doing the wrong thing. Women who are admired by some in the West—here in France, for instance—turned into heroines for their hard lives, admired from a distance by those who couldn't bear even one day of walking in their shoes. Women who see their desires doused and their dreams renounced, and yet—and this is the worst of it, Monsieur Boustouler—if you meet

them, they smile and pretend they have no misgivings at all. As though they lead enviable lives. But you look closely and you see the helpless look, the desperation, and how it belies all their show of good humor. It is quite pathetic,

Monsieur Boustouler. I did not want this for my daughter. (Hosseini, 2013: 207)

International wars are beyond the control as they all depend on the interest of super powers which is something global and international. Even when they are denied and rejected, they still happen and are not stoppable. Nila as a female is aware of the situation and she knows that she cannot do anything against the situation but trying to protect her daughter. There are systematic and institutional barriers for a woman in Afghanistan to let her have an active role in the community (Samar, 2019: 154). The Iraqi war in 2003 was one of those incidents of which people had no control over:

The twenty or so guests sit on cushions around the room. The floor is covered with a burgundy red Afghan rug. The décor is understated, tasteful, what Idris has come to think of as "expat chic." A Nina Simone CD plays softly. Everyone is drinking, nearly everyone smoking, talking about the new war in Iraq, what it will mean for Afghanistan. The television in the corner is tuned to CNN International, the volume muted. Nighttime Baghdad, in the throes of *Shock and Awe*, keeps lighting up in flashes of green. (Hosseini, 2013: 161-162)

The world watch the war trying to make some meaning out of it but the most important was to see the influence of the war on the future of themselves and their countries. It was a war in which more than a million of people were killed in reality and it happened in front of the eyes of all the humans; everyone were the observant and no one could stop it either tried or not. For a group of the characters watching the news about the incident only means to find a relation between the war and the future of their country. An interesting element is seeing that they are just watching without even listening "volume muted". The horrific scenes of the war are watched without even listening to the words uttered about the real fact. This shows that the characters are giving less important as they just watch without trying to comprehend the situation fully. The question can be even if they understand what is going on, what will happen? If not, then why they watch the scenes if they can do nothing to stop the war which is something they even do not attempt to get in to its details. This brings back a question and if humans enjoy watching conflicts and they rather remain observant only without even thinking to react. If this is the case, it is a very clear cultural violence act. It is obvious that many characters are aware of what is going on: "What she says is true. She does follow the news, reads in the papers about the war, the West arming the Mujahideen" (Hosseini, 2013: 260) but no one can do anything to stop the wars and conflicts, at some points even no one makes any effort.

It is not only there is no reaction towards unacceptable actions, but in cultural violence sometimes the acts are legitimized which is more dangerous than remaining silent due to fears:

They had done it for their country, Baba jan said, and they had done it for God. This was what jihad was all about, he said. Sacrifice. You sacrificed your limbs, your sight—your life, even—and you did it gladly. Jihad also earned you certain rights and privileges, he said, because God sees to it that those who sacrifice the most justly reap the rewards as well. (Hosseini, 2013: 277)

The war is legitimized in the name of religion. "Jihad" is the religious terms used to make wars and fighting holly and special. Such attitude make a child character dream of being a character in such conflict:

Looking at the pictures, Adel wished he had been around to fight jihad alongside his father in those more adventurous days. He liked to picture himself and Baba jan shooting at Russian helicopters together, blowing up tanks, dodging gunfire, living in mountains and sleeping in caves. Father and son, war heroes. (Hosseini, 2013: 277)

"War heroes" is the dream of a child who dreams of for himself and his father. Adel is portrayed an image in his mind which is cool to fight as he is told that jihad is religiously important. He legitimizes the fight in his mind and he even takes this further as he wants to be a part of that. Caroline Picart (Picart, 2017) introduces the term "Jihadi Cool/Chic" in her recent book stating fighting in illegal/terrorist groups become more attractive nowadays due to using the most recent technological techniques especially when it comes to filming their actions as well as the promotional methods of recruiting new members. Even a child cannot avoid committing cultural violence while he is directly affected by an adult.

Structural violence can be stopped in the second stage of cultural violence if there is a desire which requires only some courage and will. Pari, the daughter of Abddullah, who is just a child cannot remain audience to the adoption of her father's sister and she cannot stand their separation:

The whole time we talked like this, a fantasy played out in my head. In it, I would save all my money, not spend a dollar on candy or stickers, and when my piggy bank was full—though it wasn't a pig at all but a mermaid sitting on a rock—I would break it open and pocket all the money and set out to find my father's little sister, wherever she was, and, when I did, I would buy her back and bring her home to Baba. I would make my father happy. There was nothing in the world I desired more than to be the one to take away his sadness. (Hosseini, 2013: 401)

Any attempt even very small is better than no attempt. Pari has nothing except her piggy bank but her thoughts are enough to see that there is no cultural violence as she tries to solve an old issue which was a structural violence and her father was separated from her aunt. If all the characters resist even at very low level like the small child, there would not be any cultural violence. All the characters need some courage and self-identification to see what they can do at their level. That is not enough to dislike discriminations or any type of violence on a structural level, but making commitments is important too.

Conclusion

Cultural violence is represented in Hosseini's novel *And the Mountains Echoed*. This type of violence is leading to traumatic experience, but it is also the result of traumatic events. Using religion as an evidence to make a war leads to future traumatic events not only in the life of the involved characters, but anyone else who is influenced by the war either directly or indirectly. Remaining silent toward the ongoing Iraqi war is another scene which shows that cultural violence is the result of the old traumatic experiences which all come from the invasion of Afghanistan by the USA, Soviet Union and other civil wars and conflicts. The characters are traumatized by the old events as they know that they have no power over the situation. They can all be only audience to the situation without becoming a part of the solution; they can only follow up with the developments to see how their lives will be affected by the wars and conflicts in their own country and outside of their borders.

References

- Bincof, I.N., & Nyadera, M.O. (2019). Human security, terrorism, and counterterrorism: Boko Haram and the Taliban." *International Journal on World Peace*, 36 (1), 7–32.
- Galtung, J. (1990). Cultural violence. *Journal of Peace Research*, 27 (3), 291–305.
- Hosseini, K. (2013). *And the Mountains Echoed*. New York: Riverhead Books.
- Ijaz, K.K. 2014. Shifting paradigms: Promoting an American adoption campaign for Afghan children. *Syracuse Journal of International Law & Commerce*, 42 (1), 234–70.
- Picart, C.J. (2017). *American Self-Radicalizing Terrorists and the Allure of "Jihadi Cool/Chic."* Newcastle upon Tyne: Cambridge Scholars Publishing.
- Richards, A. (2013). Bombs and babies: The intercountry adoption of Afghanistan's and Iraq's war orphans. *Journal of the American Academy of Matrimonial Lawyers*, 25, 399–424.
- Samar, S. (2019). Feminism, peace, and Afghanistan. *Journal of International Affairs*, 72 (2), 145–58.

STRATEGIC MANAGEMENT IN EDUCATION AS A KEY ELEMENT FOR LEARNERS' AND THEIR INSTRUCTORS' SELF-ACTUALIZATION

Nana Aleksidze

independent scholar, Georgia

nana_aleksidze@yahoo.com

Abstract

The 21st century world is more demanding for changes and restructuring. The demands on educational institutions are focused on the schools and higher educational institutions to find the ways to meet the needs of students' effective learning and teachers' productive work. Students are no longer seen and perceived as only learners who follow the directions passively without expressing their opinions and asking the questions "why" and "how", but they are active, curious, and demanding. In order to maintain the effective management of the classroom and the whole educational process the need to analyze, evaluate and implement appropriate strategies and principles of the educational management aspects have become indispensable. Strategic management in education is one of most effective and appropriate ways and tools to satisfy students' interest, their needs and make fundamental bases to give profound answers to students' questions beginning with why and how.

Key Words: Educational Management; Strategic Management; Self-actualization; Educational Leadership; Classroom Management

Introduction

Contemporary world pushed the managers of education to focus on the major and globally significant themes of educational management. There are themes which are the most challenging issues in all countries in the field of education, but their solutions often depend more on local circumstances rather than on improving ready-made guide-lines and regulations. During the last decade education systems have been undergoing a long process of restructuring from a model of educational management that was deeply rooted in the past to a strategic management model that is focused on the future (Medina & Encomienda 2013). The 21st century world is more demanding for changes and restructuring. The demands on educational institutions are focused on the schools and higher educational institutions to find the ways to meet the needs of students' effective learning and teachers' productive work.

Teachers as managers should address to apply two necessary factors while managing their classrooms:

1. **Diagnosis:** the process of assessing the situation and highlighting the main issues
2. **Evaluation:** determining the most appropriate solution to the problem(Bush & Bell, 2002, p. 30)

Students are no longer seen and perceived as only learners who follow the directions passively without expressing their opinions and without asking the questions "why" and "how", but they are active, curious, demanding and full of questions. This challenge of contemporary image of the 21st century learner motivated teachers and educators to maintain the perspective of the managerial approaches and create the management model which will fit to the demands and challenges of the contemporary educational development and the learners. In order to maintain the effective management of the classroom and the whole educational process

the need to analyze, evaluate and implement appropriate strategies and principles of the educational management aspects became indispensable. Strategic management in education is one of most effective and appropriate way and tool to satisfy students' interests, their needs and to make fundamental bases to give profound answers to the students' questions beginning with why and how.

Problem Statement

Today's classrooms are different from what they were 30 years ago, the climate and the atmosphere there now also face challenges of being or becoming safe and acceptable, motivating and interesting, entertaining and academic, all together create that kind of classroom environment which ensures and facilitates students' and their instructors' active and joyful engagement in the classroom life and educational process, making them empowered and self-actualized. As students became involved and engaged in the management process with planning and operating the classroom activities and classroom life, they become motivated and responsible, realizing that their voices are heard and their opinions are understood. These aspects of motivation and encouragement will foster students' being active and actualized, empowered to seek, identify and maintain the interesting and useful strategies of classroom management under the teachers' guidance.

Strategic Management in Education

Strategic thinking involves the integration of several types of mental skills and techniques, as well as certain habits and attitudes, in the context of defining the problem to be solved and then solving them. Good strategic management is essential for long-term educational process. It involves defining different educational strategies and choosing the most relevant one among many, it guarantees the flexible operation and strategy implementation tailored to the students' needs, considering the existed environmental, cultural and other essential peculiarities of the learners in the classroom. Through maintaining the strategic management aspects in educational process teachers and students collaboratively express the opinion regarding their learning with clear objectives, creating meaningful plans as to how these objectives will be achieved, aligning classroom activities to support those objectives, and allocating the resources needed to achieve them (White, 2004).

Appropriate implementation of strategic management in education is a key skill for instructors and students which involves not only identifying and developing the right educational, managerial and classroom activity strategies in complex but also creating the needed and tailored, safe and acceptable, student-centered, flexible and constantly changing classroom environment based on successfully implemented chosen strategies. Adopting strategic management aspects in teaching and learning comprises the mix of analytical and management development skills as well as strong leadership skills for maintaining team building concept, aligning classroom activity options and fostering internal and external, intra and inter relationship and communication skills. One of the most demanding and important skills among other needed ones within the frames of strategic management implementation is analytical skill. Highly developed analytical skill helps instructors to act like transformative leaders in their classrooms, leading their team/students and the whole educational process. While speaking about the analytical skills, we cannot avoid mentioning the good strategic thinking, critical thinking and problem solving abilities. Well-developed analytical

skills help teachers to identify problems and challenges, choosing the relevant strategies and techniques, implement the activities and create the satisfying and acceptable classroom environment. Strategic management can only be successful if it starts with a clear and honest understanding of the **internal and external factors** that will determine success - **today and in the future** (White, 2004).

Applying strategic management approach in education maintains sustainable improvement and is considered as a key aim of educational management. As any field and any process in those fields experience changes and challenges of being innovative and flexible, creative and great problem-solver also are considered to be the most needed and desirable abilities among others. The classroom life and the process there which is associated with teaching and learning should be at the heart of any call for changes or innovation, as ultimately it is what the teaching staff deliver throughout the educational process which makes the effective difference in the learning outcomes of students. According to Riley, Heneyeld and Harris (2002, cited in Medina & Encomienda, 2013), there are two main central factors in educational management referring managerial strategies and sustainable improvements:

- The strategic management of learning;
- Effective educational leadership.

According to Elmore (2002, as cited in Medina & Encomienda, 2013), the central aim of these processes has to be the achievement of significant improvement in learning for all students. The chosen approach of implementing the strategic management aspects and applying strategic management in education, facilitate and foster fresh management thinking and practices form the basis of that kind of improvement in the education which aims:

- To actualize learners and instructors;
- To maintain effective transformative leadership strategies;
- To apply and implement challenging and relevant strategic management in education.

According to Pozner (2000, as cited in Medina & Encomienda, 2013), this involves acknowledging that successful educational transformation stems from integrated strategic management in order to create acceptable and safe classroom environment oriented to learners' satisfaction.

Integrated strategic management comprises all the needed and useful teaching and learning, general educational and managerial, leadership and psychological aspects and strategies combined in the classroom management model.

Strategic Management in Learning

Strategic management of learning is oriented to find the ways and approaches of learning, to consider the different styles of learning and the peculiarities of the learners, of their abilities and needed skills. Each student on his/her stages of age and development has his/her own way of learning. Strategic management is oriented to seek and identify relevant strategies and make objective analyses of the chosen approaches and the forecasted outcomes along with the ongoing process and activities. Student-centered approach focuses on students' needs and their actualization. This kind of approach is considered to be one of the most

important aspect of strategic management implementation in education and classroom management. Effective student-centered teachers while planning classroom activities always consider not only the whole scheme of the activity beginning from the goal of the activity to the forecasted outcomes, but also the correct form of the language and communication and take into consideration their students' age, interests, cultural background, social status, personal abilities, the rate of their self-confidence and the psychological and pedagogical aspects of the learner-oriented teaching. The social and intercommunicative functions of the student-centered education defines the main direction of the students' development as individuals who through the process of self-actualization can reach their desired self-realization. These aspects of education: social, cultural, self-developmental, according to Piaget (1977), emphasize the self-initiative ability of the students and fosters the process of their self-actualization.

Strategic management in learning outlines the following educational aspects:

- Identifying the different styles of learning and individual peculiarities of the learners;
- Choosing and maintaining appropriate approaches and strategies in combination with other techniques of teaching and learning for facilitating students' active participation and self-actualization;
- Creating relevant atmosphere and environment acceptable and safe for instructors to be productive and for students to be attentive;
- Implementation of the adopted approaches and team-building techniques collaboratively and cooperatively.

According to Medina & Encomienda (2013), only deep-seated change in educational working practices will bring the education system up to the optimum level for progress towards the strategic objectives that currently prove so challenging.

The basic characteristics and components of this strategic management reflects the following:

a. The core nature of pedagogy - comprising flexibility of adopting approaches, being responsive and considering teaching, learning, managerial and psychological aspects.

b. Skills for dealing with complexity - being actively involved in the process, being responsive and having relevant reaction towards the challenges and actual agendas in the live educational process and having motivation of developing more and necessary skills.

c. Teamwork - collaborative working in the educational context is based on processes that facilitate shared understanding, and promote joint planning, action and reflection regarding what needs doing and how it needs to be done.

d. Openness to learning and innovation - this involves breaking down underlying barriers such as fear and inertia and fostering clarity of goals whilst highlighting the need for change and improvement.

e. Advice and guidance - support for teaching staff, to enable them to address issues and identify specific solutions to challenges that arise in the teaching process, is vital.

f. An organizational culture bound together by a clear vision for the future - the aim here is to look to the future and the challenges it may bring by clarifying objectives, generating consensus, and identifying goals.

g. Strategic systemic interventions - strategic planning refers to the combined processes of design, development and ongoing maintenance and monitoring of an action or set of actions, that links the aims and competences with demands and opportunities.

Effective Leadership in Education

As for the leadership aspects in education within the frame of strategic management, this is also the factor which expresses the opportunities of creating team-building spirit and encouragement to students to have freedom of choice. Contemporary educational system is being restructured in many aspects and in many parts of the world. Governments began seeking the ways and methods to improve the quality of educational outputs to increase competitiveness in the global contexts. Highly educated workforce is seen to be the major way of promoting flexibility in many areas of the developed world. Education became priority not only for the developed but also for developing countries. As they all seek to retain their strong economies by investing in education to prepare competent work force and professionals. The process of restructuring is defined as taking steps for decentralization of power to schools or local administrative bodies to enhance the satisfaction of local community needs. By taking the concrete steps to improving the solutions will make the relevant responses to the Global problems. Educational system has taken the approach of restructuring by imposing the huge expectations on educational establishment which have to lead to a significant change in the nature and scales of accountability, creating and designing the strategies to sustain working frameworks and develop leadership and management skills that are needed at many points in the organizations. In the process of policy making teacher acts like manager and encourages students to be active in participating in the policy-making process. They should pass several stages of effective planning and designing (Bush, 2002, p. 45):

- Creating contributive conditions of the effective learning and learner-oriented teaching
- To ensure the clear and explicit, well planned links, either direct or indirect between the classroom activities related to the actual problems of and supporting learning and teaching.
- To make strong association between knowledge and skills of the classroom members, learners and employ, select and utilize professional development programmes to ensure the needed outcomes.
- Teachers should provide conditions to make well defined and acceptable links between students; capacities and their self-management abilities and learning outcomes.

Being a student-centered teacher, means to be an effective leader leading the student-centered classroom management and ensuring the conditions for active learning. Student-centered teachers take the new set of leadership beliefs and competences that can transform the old and traditional, teacher-centered approach and all its attached constraints into the new student-centered approach, facilitates educational changes, develops an appropriate classroom environment for students and for teacher to work, to learn and to develop effectively. Student-centered teacher while managing the classroom acts like a manager and a transformative leader who employs all the needed strategies for establishing the relevant rules and procedure to organize the classroom, team, groups, monitor the whole learning process and pace of the development of the ongoing classroom events (Evertson and Harris 1990 as cited in Allen, 2010).

Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors. Class-wide strategies are implemented with all students within the class and address the needs of most

students in terms of behavior, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies (Prevention.org, 2014).

Research

In order to see the practical value and results of the above mentioned conception the research was conducted measuring teachers role , perception and awareness about those strategies and techniques they apply during the educational process and how they evaluate the benefits or effects of the management approaches they maintain in their everyday teaching and learning.

Research population in the current research are 10 instructors of different schools city, town and village schools both public and private. Research survey comprises 8 questions and the measurement of the findings is done 1 up to 5 scale Liker Scale system (0-1 means that instructors strongly disagree, score 2 means that they disagree, 3-4 means that they agree and score 5 means that they strongly agree). The table below indicates the findings and the results measuring participant teachers' awareness about the effectiveness' and the importance of application those strategic management techniques in education which they use and implement in their classes.

Table 1. Teachers' awareness about the value and importance of the strategic management in the education.

#	Question	1	%	2-3	%	4	%	5	%	total No	%
1	I as a teachers am open to any experience and novelty connected to the challenging and student-centered classroom management strategies	0	0	0	0	2	20	8	80	10	100
2	My students are actively engaged in the ongoing classroom activities and express their wish to be the partners to the instructors in creating relevant student-centered classroom environment	0	0	0	0	7	70	3	30	10	100
3	My students are able to identify real challenges and maintain problem-solving activities regarding the classroom life	3	30	2	20	4	40	1	10	10	100

4	I as an instructor always maintain activities in the classroom which enables and motivates students to develop creative and analytical thinking skills.	0	0	0	0	8	80	2	20	10	100
5	Students and instructors collaboratively are engaged to create team and develop team-building skills	3	30	3	30	0	0	4	40	10	100
6	Students and instructors maintain such kind of abilities within the classroom activities that enables them to be flexible and goal –oriented.	1	10	3	30	4	40	2	20	10	100
7	Students are so motivated and self- actualized that they are open to new experiences and not afraid of novelty and recent changes	3	30	3	30	3	30	1	10	10	100
8	Students see benefit in adopting and developing strategic management aspects in education for their self-actualization.	3	30	3	30	2	20	2	20	10	100
Total results		13	16	14	18	30	38	23	28.8	80	100

As we see according to the research findings, the majority of the instructors agree or strongly agree (38% and 28.8 % totally 66%) to the effectiveness and value of the application the strategic management aspects in education. But the rest 34% is for those instructors who strongly disagree (16%) and disagree (18%) to the effectiveness and the positive impact of the strategic management aspects in education. The reason why they apply classroom management aspect and strategic management in education is that they see and think that this way of classroom management can give needed outcome and make students active and self-actualized. But the answers why they do not agree or why they strongly disagree refers to the students' responsiveness to the activities or encouragement their instructors make or express towards them. Strategic management in education gives opportunity to the instructors and also to the students collaborative create such kind of classroom management and educational strategies which would be beneficial for students and instructors and the diversity of interesting strategies also encourage and push students be involved in the process and experience self-reflection and self-realization in creating and fulfilling the activities and the everyday action plan of their classroom life.

Conclusion

Speaking about self-actualization, environmental, socio-cultural and psychological aspects of the classroom life, we should necessarily mention the whole concept of self-actualization and facultative teaching. Humanistic conception in education is oriented to be focused on a person, individual and in our case on the learners. In order to meet the students' needs and to assist them be active and autonomous, giving them chance of being free in choices, empowered and motivated, humanistic conception is that approach in education which maintains the development of those possibilities. To achieve that position of fulfillment they need to have all the practical knowledge and skills needed for that purpose. Maslow (1970, pp.57-78) strongly considers that healthy person primarily is motivated by the instinctoid basic needs to be developed as human and then to actualize one's fullest potentials and capacities to become autonomous, more independent, more free and functional and more self-actualized. Humans like learners should be treated and respected as humans who are granted with human potential, who have their needs and demands either physical or psychological or even 'metaneeds' (Maslow, 1970, p. Xiii). Teaching can foster the process of self-actualization and self-growth and help learners to become 'Fully Functioning Humans' (Rogers, 1969). Effective teachers are leaders of their class and managers of the classroom, they need to have all the traits what the leaders are considered to possess, according to Crawford, Kydd and Riches (2002, p. 26), these traits are:

- Sense of responsibility;
- Concern for task completion;
- Energy;
- Persistence;
- Risk-taking;
- Originality;
- Self-confidence;
- Capacity to handle stress;
- Capacity to influence;
- Capacity to co-ordinate the efforts of others in the achievements of purpose.

Transformative leader as a teacher, always motivates the learners, makes new communication, tries to get the learners achieve independence in the learning process, has vision of the classroom development, maintains value creation, acts to be more communicative with students, parents and peers and fosters decision making ability in him/her self and in learners, maintains equality between the learners from the gender, ability and cultural perspective.

Classroom management strategies need to be planned, be thoughtful, and in line with curriculum fidelity. It is important to prioritize curriculum fidelity when selecting classroom management strategies. Some important points to keep in mind when creating a classroom management plan or classroom management contract with students (Prevention.org, 2014):

- Involve students in all aspects of creating the classroom management plan.

- Create no more than five rules or class norms – Keep things as simple as possible.

If you create too many rules students will feel overwhelmed by the classroom management plan. Look for rules that cover behaviors that could interfere with the learning and engagement of your students. Creating a classroom management plan should be a short, rather quick activity meant to set the tone for the rest of your time together. Always state rules or classroom norms positively and be as brief and to the point as possible. The rules that work well in most situations would be:

1. Respect yourself, your classmates, and your teachers.
2. Raise your hand before speaking or leaving your seat.
3. Keep your hands, feet, and materials to yourself.
4. Listen, follow directions, and ask questions when needed.
5. Be positive.

While some classroom management strategies focus more on setting clear rules and some focus more on transitions, the strategies should not change how the lesson is taught. Classroom management strategies should add organization for the students and classroom, but not change the content of the lessons or the fidelity of the curriculum. It is important for all providers to deliver the curriculum with the highest degree of fidelity as possible.

It is important for students to know what is acceptable and unacceptable in the classroom as well as what the expectations are. By allowing students input on developing the classroom management plan, they are invested in following the rules, but should they break a rule, they know what the consequences are.

Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well.

Students cannot learn in chaos. Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the students.

The advantage of maintaining integrated strategic management in education and in classroom management gives chance and real opportunity to instructors and also to the students create the flexible, goal-oriented, student-centered model of the classroom management where all the needed approaches and educational aspect will be integrated which will maintain concrete strategy for successful educational management in global and in local context.

Being strategically active, involved and flexible mean being in the constant process of self-actualization.

References

- Allen, K.P. (2010). Classroom management, bullying and teacher practices. *The Professional Educator*, 34 (1). Retrieved May 10, 2019 from <http://files.eric.ed.gov/fulltext/EJ988197.pdf>
- Bush, T. & Bell, L. (2002). *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing.
- Crawford, M., Kydd, L., & Riches, C. (2002). *Leadership and Teams in Educational Management*. Buckingham: Open University Press.
- Maslow, A.H. (1970). *Motivation and Personality*. New York: Harper & Row Publishers.
- Medina, F. & Encomienda, H. (2013). Strategic management as key to improve the quality of education. *Procedia - Social and Behavioral Science*, 81, 270-274.
- Piaget, J. (1977). *The Essential Piaget*. Gruber, H.E. & Voneche, J.J.(Eds.). New York: Basic Books.
- Rogers, C. (1969). *Freedom to Learn*. Columbus, OH, US: Merrill.
- White, C. (2004). *Strategic Management*. 1st ed. Hampshire: Macmillan.
- Prevention .org. (2014). *Classroom Management Strategies. Classroom Management. Resource Guide. Prevention First*. Retrieved March 10, 2020 from <https://www.prevention.org/Resources/37c3766c-ff5e-4ddf-be84-f3af1bc90765/ClassroomManagementStrategies2016.pdf>

TEACHERS AS EDUCATIONAL LEADERS

Natela Doghonadze

International Black Sea University, Georgia

nateladoghonadze@ibsu.edu.ge

Abstract

There is a certain contradiction between the student-centered approach to learning and the need in shared leadership, according to which each teacher, in order to perform his/her duties efficiently, at least sometimes needs to be a leader, both in the classroom and among colleagues. However, this contradiction is based on the misunderstandings dealing with teacher role in a student-centered classroom. The paper will try to remove this contradiction and to define what it means for a teacher to be a leader. 87 respondents took part in questionnaire survey. On the whole the obtained results are quite positive. The majority of the respondent teachers take up leaders' roles at least from time to time.

Key words: educational leadership, teachers as change agents, teacher leader, teacher facilitator

Introduction

Contemporary education is undergoing great changes caused by new demands from the society. However, school and university are quite conservative institutions which resist to these changes a lot (Avidov-Ungar & Magen-Nagar, 2014). On the other hand, Lieberman and Miller (2004) mention that teachers can become 'change agents', if they take on either formal or at least informal leadership roles. More than that, Netolicky, Andrews and Paterson (2018) state that educational system should be 'flipped', and teachers should be the initiators of change, not only its agents.

Helterbran (2010) states that, although theoretical literature (Bond, 2015) emphasizes the need for a teacher to be a leader, teachers themselves have not reached this understanding. Thus, teacher potential as leaders has not been realized yet (Crowther, 2009). Interestingly, Lambert et al. (2007) claim that teachers are ready to be (and often are) their student's leaders, but resist being their colleague's leaders. All this makes the topic of the research significant; deeper research and wider application of teacher leadership practices are indispensable for progress in education.

Definition

The analysis of existing studies on the topic heavily relies on Harris and Jones (2019), Hunzicker (2017), Lowery-Moore, Latimer, & Villate (2016), and Wieczorek and Lear (2018).

Harris and Jones (2019) discuss three main dimensions of teacher leadership: 1) influence rather than formal responsibility, 2) acting beyond their formal roles, 3) pedagogical excellence. Having reached a high level of teaching, a teacher is sort of morally obliged to help other teachers increase their qualification as well. In Ontario, Canada, Teacher Learning and Leadership Program (TLLP) was developed in 2007 to support teachers self-directed learning. A longitudinal (five years) study as revealed its success (Campbell et al., 2018).

In an analysis of 54 empirical studies of teacher leadership conducted between 2004 and 2013, Wenner and Campbell (2016) defined teacher leaders as “teachers who maintain K-12 classroom-based teaching responsibilities, while also taking on leadership responsibilities outside of the classroom” (p. 7). Collinson (2012) described these teachers as “informal leaders who ‘walk ahead’, model learning and innovation, and develop relationships and networks to extend their own learning and influence others” (p. 247). According to him, they first increase their professional knowledge and experience and then develop the desire to share it with other teachers, in order to assess it, on the one hand, and to share and spread it, on the other.

Some researchers (Poekert et al., 2016) think that teacher leadership is more related to teacher’s beliefs than teacher behaviors, however, it should be teachers’ beliefs in the important role of teachers that trigger leadership behavior. Later, according to Huang (2016), the scale of teacher-leadership may grow from a leader of a group of teachers in one’s institution to a national and even international level.

In Carver’s (2016) study teachers described teacher leadership in terms of dispositions, including professional risk-taking, lifelong learning, being a team player, and having a passion for making a difference.

Fairman and Mackenzie (2012) identified nine specific behaviors of teacher leaders: they engage in professional development, experiment with and reflecting on teaching practices; share ideas and practices, support, collaborating with students and colleagues; change the school culture for a more active one, build organizational capacity; are involved in school improvement, collaborate with parents and the community, and professionally share their work.

York-Barr and Duke (2004) define teacher leadership as the process “by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (p. 287).

According to Roby (2009), there are different levels of leader teacher contribution:

- non-contributors and part-time contributors are followers all or most of the time;
- frequent contributors actively engage in school efforts, but sometimes in superficial or negative ways;
- influential and respected contributors engage proactively, consistently, and constructively;
- respected contributors demonstrate extensive professional knowledge, high self-confidence, and a moral sense of obligation to students, colleagues, and the school.

The difference between the last two types seems insignificant and difficult to define, so we would not put it as a separate type.

Teacher-leader or teacher-facilitator?

In teacher-centered education teachers used to be not simply leaders, but even dictators. However, in contemporary student-centered educational paradigm teachers are viewed ‘in the shadow’ – as facilitator, mediator (among administration, parents, students, course book and curriculum), efficient and friendly environment creator, stage manager, etc. (Keiler, 2018). These roles seem to be in conflict with teacher leadership (Thomas, 2010).

The answer to this is offered by Schwarz (2002), who, instead of the contrasting (incompatible) dichotomy leader – facilitator, offers a gradual continuity: facilitator - facilitative leader - facilitative trainer - facilitative consultant- and facilitative coach. Leading does not mean being “bossy”, it does not necessarily mean being in front and very visible. “To lead people, walk beside them. As for the best leaders, the people do not notice their existence ... When the best leader’s work is done, the people say, ‘We did it ourselves!’” – wrote Lao Tsu, ancient Chinese philosopher (Thinking Strategic, 2016). Therefore, teacher-leaders, while fulfilling their leading role in class (presenting, organizing practice, assessing) do not give ready-made answers, they push students on the right way and co-construct knowledge together with them. On the other hand, while leading their colleagues, they treat them as equals, as experts, with whom they simply share their knowledge, ideas, and experiences and are open to discuss their colleagues’ ideas and experiences. They do not pretend to be the most knowledgeable. They are just a bit more active, and try to trigger others’ activity.

Benefits of teacher leadership

Why is it good for educational institutions when teachers are leaders?

- It enhances student learning (Lambert et al, 2007);
- It improves institutional climate (makes it more mobile democratic, contemporary and ready for change) (Nappi, 2014; Uribe-Florez et al., 2014);
- Eventually, it advertises the institution where contemporary teachers work.

Why is it good for teachers when they are leaders?

- Their qualification and professional self-confidence grow (Fairman & MacKenzie, 2012);
- They become real stakeholders, correspondingly, they feel part of the institution ((according to Maslow (1954), their belonging and self-actualization needs are satisfied));
- teachers and managers/administrators support each other and learn to understand each other

The problem is that, on the one hand, teachers are often dissatisfied with their leaders due to their authoritarian style, lower than their qualification, ignorance of teachers’ needs, interests, abilities, etc., but, on the other hand, unwilling to be leaders themselves. It is also that some teachers know how to teach well, but are not ready to share their expertise with colleagues. Why would some teachers theoretically like to be leaders, but avoid doing so? The reasons are:

- rigid school hierarchy (Nicolaidou, 2010);
- unsupportive administration (Helterbran, 2010; Johnson & Donaldson, 2007);
- resistant colleagues (Kilinc, Cemalaglu, & Savas, 2015; Wenner & Campbell, 2016);
- lack of desire to take the responsibility (Lauermann, 2013);
- lack of perception of themselves as leaders (Huang, 2016);

- tough competition for vacancies and fear to lose their job (Yilmaz & Kiliçoğlu, 2013);
- lack of loyalty and desire to contribute to their school's improvement (Rachmah, Putrawan, & Suryadi, 2018);
- lack of social responsibility (the desire to contribute to society improvement) Rachmah, Putrawan, & Suryadi, 2018).

Method

Based on literature analysis, a questionnaire was developed and then piloted on a group of 5 teachers who helped clarify some of its items. There are two questions dealing with teacher's country and institution level (school / college or university). The rest of it is a nine-item multiple choice questionnaire. To reach more teachers, it was delivered through Google Drive and social media to teachers.

Participants

87 respondents from Georgia (89.9%), Iraq (5.7%), Ukraine (3.4%), 51.7% work at school, 46% at college or university, 2.3% at courses.

Results and analysis

3. What is your role at school / college/university?/რა როლი გავისრავებთ თქვენს სკოლაში/კოლეჯში/უნივერსიტეტში?

87 responses



The most popular answer was "I am trying to introduce innovations and involve in them my colleagues" (40.2%), which is a good result, however, next answer by popularity (29.9%) was "I am just a teacher," which means that teachers underestimate their own role as leaders.

4. How do you view yourself?/როგორ ხედავთ საკუთარ თავს?

87 responses



41.4% view themselves as frequent contributors to leadership, which again is a good answer, and non-contributors' number (10.3%) is not too high, however, teachers need to be more active in sharing the leadership with their bosses.

81.4% of the respondents contribute to organization of extracurricular events, however, 18.5% (those who do not contribute) is a high number. 86.2% of the respondents answered that they take part in self-development events organized by their institution, which is a high number, but the ones who never do are 15.8%, which is too bad.

7. If your answer to item 5 and/or 6 is "yes," choose the most appropriate for you comment/6.

თუ თქვენი პასუხი მეოთხე ან მე-5 შეკითხვაზე იყო „დიახ“, აარჩიეთ თქვენთვის ყველაზე მისაღები კომენტარი:

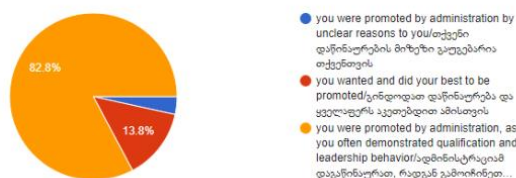
78 responses



23.1% are real leaders, as they take part in extracurricular events in self-development even against administrations and colleagues; 52% do it on their own initiative, but it is desirable that this number is higher. 23.1% do it on the initiative of administration, but enjoy it (so, maybe, one day they will become educational leaders). Only 1.8% are hopeless people who are not at all willing to participate. 70.1% of the respondents do not hold any administrative positions.

9. If yes, / თუ დიახ,

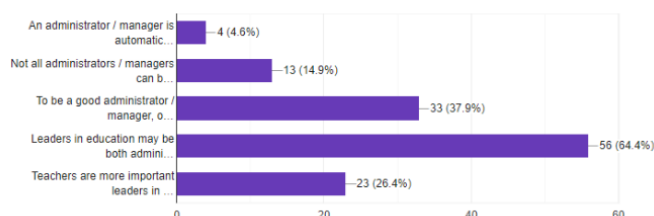
29 responses



82.8% of those who hold an administrative position were promoted as they demonstrated qualification and leadership behavior, therefore, leadership behavior may be preceding getting and administrative position.

10. What, to your mind, should relationship between leadership and administration/management? (You can choose one or two answers)/თქვენი აზრით, როგორი უნდა იყოს ლიდერობა და ადმინისტრირებას/მენეჯმენტს შორის? (შეგიძლიათ აირჩიოთ 1 ან 2 პასუხი)

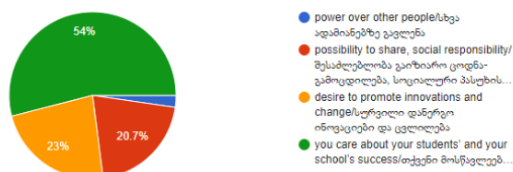
87 responses



64.4% of the respondents believe that leaders in education may be both administrators and leaders and 37.9% think that to be a good administrator one has to be a leader as well. This supports the idea that not all leaders are administrators and vice versa.

11. In leadership, what is the most important factor for you?/ლიდერობაში რა არის ყველაზე მნიშვნელოვანი ფაქტორი თქვენთვის?

87 responses



The overwhelming majority of the respondents have very positive motives for being / becoming a leader: caring about their students and their school's success (54%), desire to promote innovations and change (23%), and possibility to share their knowledge and experiences (20.7%). Only a few respondents (2.3%) believe that the desire to be a leader deals with possibility to exercise power over other people.

On the whole the obtained results are very positive. On the other hand, teachers who volunteer to fill in questionnaires are motivated ones, being or at least having the potential to be effective leaders. This is why we cannot hope that other teachers, indifferent to all sorts of research in education are not more numerous than it looks like in this research. The impossibility to involve in educational research indifferent teachers is a serious limitation of this and many other educational researches.

Discussion

The obtained results concerning the importance of teacher leadership, leadership as career path, social responsibility, teachers as change agents, relationships between leadership and position coincide with those of Lowery-Moore, Latimer and Villate (2016). The need for teachers to understand the necessity for fully realizing their teaching potential, found in this research is in agreement with Helterbran (2010) and Hunzicker (2017) research.

Conclusions

On the whole the obtained results are quite positive. The majority of the respondent teachers take up leaders' roles at least from time to time. On the other hand, teachers who normally volunteer to fill in questionnaires are motivated ones, being or at least having the potential to be effective leaders. This is why we cannot hope that other teachers, indifferent to all sorts of research in education are not more numerous than it looks like in this research. The impossibility to involve in educational research indifferent teachers is a serious limitation of this and many other educational researches.

Recommendations

Based on the literature analysis and the obtained results, the following recommendations can be given:

- Include teacher leadership into teacher education programs (Harris, Lowery-Moore, &Farrow, 2008); provide teacher development in this direction;
- support teacher initiatives;
- bring to teachers' minds that teacher leadership, like leadership in any other sphere can be taught and developed (Harris & Jones, 2019);
- conduct teacher development workshops which help them become leaders;
- increase trust among educators and their understanding that they need to serve the society (Louis & Lee, 2016).

References

- Avidov-Ungar, O. & Magen-Nagar, N. (2014). Teachers in a changing world: attitudes toward organizational change. *Journal of Computers in Education*, 1, 227-249.
- Bond, N. (Ed.). (2015). *The Power of Teacher Leaders: Their Roles, Influence, and Impact*. New York, NY: Routledge.
- Campbell, C., Lieberman, A., Yashkina, A. with S. Alexander, and J. Rodway. (2018). *Teacher Learning and Leadership Program: Research Report 2017–18*. Toronto, Canada: Ontario Teachers' Federation.
- Carver, C. L. (2016). Transforming identities: The transition from teacher to leader during teacher leader preparation. *Journal of Research on Leadership Education*, 11(2), 158-180.
- Collinson, V. (2012). Leading by earning, learning by leading. *Professional Development in Education*, 38 (2), 247-266.
- Fairman, J.C., & Mackenzie, S.V. (2012). Spheres of teacher leadership action for learning. *Professional Development in Education*, 32 (2), 229-246.
- Harris, A. & Jones, M. (2019). Teacher leadership and educational change. *School Leadership & Management*, 39 (2), 123-126, DOI: 10.1080/13632434.2019.1574964
- Harris, S., Lowery-Moore, H. & Farrow, V. (2008). Extending transfer of learning theory to transformative learning theory: A model for promoting teacher leadership. *Theory into Practice*, 47(4), 318-326.
- Helterbran, V. R. (2010). Teacher leadership: Overcoming "I am just a teacher syndrome". *Education*, 131(2), 363-371.
- Huang, T. (2016). Linking the private and public: Teacher leadership and teacher education in the reflexive modernity. *European Journal of Teacher Education*, 39(2), 222-237.
- Hunzicker, J. (2017). From teacher to teacher leader: A conceptual model. *International Journal of Teacher Leadership*, 8 (2), <https://files.eric.ed.gov/fulltext/EJ1169800.pdf>
- Johnson, S. M., & Donaldson, M. L. (2007). Overcoming the obstacles to leadership. *Educational Leadership*, 65(1), 8-13.

- Keiler, L. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5, article 34. Retrieved February 20, 2020 from <https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0131-6>
- Kilinc, A. C., Cemalaglu, N., & Savas, G. (2015). The relationship between teacher leadership, teacher professionalism, and perceived stress. *Eurasian Journal of Educational Research*, 58, 1-26.
- Lambert, L., Collay, M., Dietz, M., Kent, K., & Richert, E. (2007). Teaching as leading. In R. H. Ackerman & S. V. Mackenzie (Eds.), *Uncovering Teacher Leadership: Essays and Voices from the Field*, p.p. 107-129. Thousand Oaks, CA: Corwin Press.
- Lauermann, F. (2013). *Teacher Responsibility: Its Meaning, Measure, and Educational Implications*. PhD dissertation. Detroit: University of Michigan.
- Lieberman, A. & Miller, L. (2004). *Teacher Leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K.S. & Lee, M. (2016). Teachers' capacity for organizational learning: The effects of school culture and context. *School Effectiveness and School Improvement*, 27(4), 534- 556.
- Lowery-Moore, H. Latimer, R. & Villate, V. (2016). The essence of teacher leadership: A phenomenological inquiry of professional growth. *International Journal of Teacher Leadership*, 7 (1), 1-16.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper.
- Nappi, J. S. (2014). The teacher leader: Improving schools by building social capital through shared leadership. *Delta Kappa Gamma Bulletin*, 80(4), 29-34.
- Netolicky, D.M., Andrews, J. & Paterson, C. (eds.) (2018). *Flip the System Australia: What Matters in Education*. New York: Routledge.
- Rachmah, N., Putrawan, M. & Suryadi. (2018). Teachers' leadership and trust: Its effect on teachers' performance. *International Journal of Scientific and Research Publications*, 8 (1), 1-5.
- Roby, D.E. (2009). Teacher perceptions of levels of professional contribution to the school. *College Student Journal*, 43(3), 852-859.
- Schwarz, R. (2002). *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches*. San Francisco: Jossey-Bass.
- Thinking Strategic. (2016). 20 inspirational leadership quotes for 21st century school leaders. Retrieved February 20, 2020 from <https://thinkstrategicforschools.com/inspirational-leadership-quotes-school-leaders/>
- Thomas, G. (2010). Facilitator, teacher, or leader? Managing conflicting roles in outdoor education. *Journal of Experiential Education*, 32 (3), 239-254.
- Uribe-Florez, L., Al-Rawashdeh, A., & Morales, S. (2014). Perceptions about teacher leadership: Do teacher leaders and administrators share a common ground? *Journal of International Education and Leadership*, 4(1), 1-15.
- Wenner, J. A., & Campbell, T. (2016). The theoretical and empirical basis of teacher leadership: A Review of the literature. *Review of Educational Research*, 86(2), 1-38.

Yilmaz, D. & Kiliçoğlu, G. (2013). Resistance to change and ways of reducing resistance in educational organizations. *European Journal of Research on Education*, 1 (1), 14-21.

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

IRCEELT-2020

COMMUNICATION SKILLS OF ENGLISH FOR SPECIFIC PURPOSES LEARNERS IN THE SCOPES OF DIGITAL TECHNOLOGY

Natia Vasadze

Batumi State Maritime Academy, Georgia

vasadze.natia@gmail.com

Abstract

The aim of the research paper deals with the identification of communication skills of ESP learners in the framework of digital technology. Since, the world has currently encountered with the pandemic virus COVID-19, the teaching and learning process has promptly moved on distance education worldwide including almost all the higher educational institutions in Georgia. Moreover, learning institutions try to adopt and use various types of e-based tools for continuous education process. During this spring semester ESP learners are tightly bound to the digital equipment revealing their communication abilities through the four basic language skills by using soft skills. Therefore, it is interesting to explore how the ESP learners exchange their verbal, nonverbal and visual communication skills and what are those challenges they face during the distance learning process. The study is carried out on the samples of Georgian experience.

Key Words: ESP education, communication skills, language skills, distance education

Introduction

The Covid-19 pandemic forced the countries to lockdown the cities and made the citizens to self-isolate for almost three months in order to slow down the spread of the virus. This caused a lot of troubles in different leading spheres of countries, though this article focuses on education namely, the teaching/learning process of ESP learners and their communication skills in the frames of digital technology.

The 21st century is an era where digital technology plays an essential role not only in everyday life but in the teaching/learning process as well. This one is proofed on the immediate transfer from face to face classes into the remote meetings using different types of e-platforms worldwide in order to keep the teaching/learning pace and not to announce the spring academic semester terminated.

Communication skills of ESP learners and digital technology

It is doubtless that communication is utmost important skill for humankind and this skill is accomplished through language. Nevertheless, these two terms are different from each other however cannot exist without one another. The Collins Dictionary defines "language" as "a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing", whereas "Communication" is defined as "the act or an instance of communicating; the imparting or exchange of information, ideas, or feelings". It is clear that communication helps people to convey messages via language, exchange information, share knowledge or to build and develop relationships. Each communication engages one sender and at least one recipient. In everyday life, we communicate with a lot of people including

family members, friends, colleagues, students, and even strangers. We should learn how to communicate effectively and efficiently with them in order to make our lives better.

Since the Covid-19 pandemic went viral, almost all the high educational institutions promptly went on distance education. It is worth mentioning that distance education takes place back in 1728 and the aim of the teaching was to help shorthand students to teach by exchanging letters. As Miller (2014) mentions "in the early days of distance education, letter writing was the most widely accessible technology. In 1728, the first well-documented example of a correspondence course ran an ad in the Boston Gazette, where a man named Caleb Phillips offered to teach shorthand to students anywhere in the country by exchanging letters". Later, "Sir Isaac Pitman, the English inventor of shorthand, came up with an ingenious idea for delivering instruction to a potentially limitless audience: correspondence courses by mail" (Philips, 1998, p. 41). Year by year, century by century the distance education got evolutionized and nowadays we have different types of technologies and cyberspace to obtain access on different types of teaching/learning materials.

Besides having equipment and the internet, one could have a question were the institutions ready for distance education? Were the lecturers and students equipped with the right technology and the internet? The answer is uncertain. However, everybody tried his/her best to follow the right track and fulfill all the necessities required by distance learning/teaching procedures in order to keep the spring semester completed.

Based on personal experience, distance teaching is not simple, it is way different from the face-to-face teaching/learning process. This process requires much more energy and lesson planning for a different setting. ESP/EFL teachers make a great effort for their best, try to be innovative, enthusiastic, and technology advanced in order to involve and motivate ESP /EFL learners in the distance learning process. This process sometimes may cause feeling of dissatisfaction and disappointment in lecturers thinking that something was not correctly planned, or something could be done in a better way. It could be mentioned that this is an endless feeling during this period as teachers cannot make an eye-contact with their students, especially when their videos are off, cannot use body language, or interact with them in a virtual setting. Therefore, during the distance teaching, it was interesting to explore how the ESP learners exchange their verbal, nonverbal, and visual communication skills and what are the challenges they face during the distance learning process. For this reason, there was uploaded a post with a picture on social networking 'Facebook', which depicts no eye-contact, having an important aspect in any communication, especially while teaching process. By this feature, teachers are able to control whether learners are focused and pay attention to specific issues or simply if they listen.

Nowadays, ESP is demanded as the learners master their professions based on specific purposes. Generally, as it is known ESP is not concentrated on the grammar and language structure but teaching/learning context and vocabulary. That is why communication skills play a leading part in distance learning while mastering the English language, especially specific English. Learners try to apply all four skills reading, writing, listening, speaking distantly.

Currently, there are different platforms for the e-learning process: ZOOM, teams, google meet, moodle, blackboard; facebook live, adobe connect. However, virtual sessions are held mostly on the zoom platform at higher educational institutions in Georgia and

at the universities where I teach. Additionally, tasks are uploaded at the university-based portals and the assessments are made there as well.

At this stage, digital technology acts positively on students' communication skills. It helps ESP learners to demonstrate and effectively communicate with each other and one another based on the different types of activities: making presentations, be enrolled in group and pair activities and conduct some task-based reports. Moreover, in case discussing one of the activities 'role-play' (Ladousse, 1987) it is highly appreciated one for ESP learners, since it:

- encourages students to be involved in the task;
- works on their creativity and imagination well;
- ESP learners progress and apply their cognitive abilities;
- Improves communication and language;
- Advances problem-solving skills.

This task is well adopted on the zoom platform, since it allows to breakout rooms and let you separate students in a meeting into smaller groups, where learners can have their own private conversations, and then come back to the larger meeting later.

The digital learning process among ESP learners has so positive as negative effect on their communication skills. Based on my observation, the e-platforms provide us with almost every issue required by face-to-face meetings, though some ESP learners face difficulties. These difficulties are expressed as follow:

- The very common and spread issue is that most learners are not equipped with the proper technology and internet that does not allow them to be fully enrolled in the activities. Learners cannot take part in speaking and listening tasks since their microphones do not work and they are muted. Therefore, this is a reason ESP learners cannot reveal their speaking and listening skills properly;
- Some of them face difficulties in writing and again this is due to improper technology. That is why they write in the copybooks, picture them and afterward upload on e-based university portals;
- Reading skill is the one which is coped more or less positively. Once the material is download it is no longer requires the internet. That is why this skill is well adopted in the scopes of digital learning.

The below presented statistical graph shows the percentage of communication skills revealed by ESP Learners while using digital technology. The study is conducted on the observation of my second year ESP learners (25 students) of Batumi State Maritime Academy, specializing in Maritime English.

Based on the above-mentioned graph could be concluded that writing and reading skills are well demonstrated within the digital learning process, whereas speaking and listening skills are restricted due to the inappropriate technology and internet.

Conclusion

Digital technology is a major tool when the time of COVID-19 pandemic. Though, it challenges and acts on students' communication skills in a restricted way. Moreover, besides much effort and desire to learn at the maximum level, most ESP learners face difficulties to reveal all four necessary communication skills properly. Apart from the mentioned, it also has some advantages as well, students are flexible in schedule, they are more task-oriented and learners become digitally literate from the learning perspectives.

References

- Ladousse, G.P. (1987). *Role Play*. Oxford: Oxford University Press.
- Miller, G. (2014). *History of Distance Learning*. Retrieved from World Wide Learn: <https://www.worldwidelearn.com/education-articles/history-of-distance-learning.html> on 7.05.2020
- Phillips, V. (1998). Virtual classrooms, real education. *Nation's Business*, 86 (5), 41-44.
- Collins Dictionary (n.d.). *Language*. Retrieved from <https://www.collinsdictionary.com/dictionary/english/language>

GLOBALIZATION OF HIGHER EDUCATION: CONTRADICTIONS AND INNOVATIONS**Nika Chitadze**

International Black Sea University, Georgia

nchitadze@ibsu.edu.ge

Abstract

In the research, modern topics of the Globalization of High Education (GHE) are analyzed. The influence of globalization on the GHE transformation process is presented. The contradictions of globalization, main tendencies and new forms of the global research Universities development are reviewed.

Keywords: globalization of high education, transformation of high education, universities network, global research universities, research clusters, consortium of global universities.

Introduction

Over the past few years, under the pressure of factors such as increased demand for specialists from the knowledge economy, the loss by Western countries of the obvious educational advantage and increased competition from the new Asian economies, the process of higher education globalization has intensified.

Within International scientific literature, this issue is actively studied in several directions: sociologists and specialists in the field of higher education management (for example, Altbach, 2010; de Wit 2020; 2011); economists involved in the problems of quality and increasing the effectiveness of international education (Kirwan, 2010 as cited by Bowen, 2013, p. 41; Marginson, 2010); researchers of national innovation systems (Ezell & Atkinson, 2011); scientists specializing in the analysis of university models (Clark, 1998; 2004), etc.

The topic is being actively studied. But there are more and more new features, directions and forms of globalization of higher education. Global universities, alliances and consortia of global universities are being formed, new trends in the rating assessment of the quality and results of the activities of global universities are being determined (the "new logic" of international ratings of UN universities). In this regard, the main task of the article is connected with the considering new trends and contradictions in the process of globalization of world higher education.

Globalization and the transformation of GHE

The Internet and the low cost of air travel have created such favorable conditions for globalization, such close integration and convergence that for the first time in the history there has become a real possibility of a creation a common world community. Higher education that crosses national borders is the central driving force behind this process.

However, global connections, global comparisons and ratings, global flows of people, ideas, knowledge and capital are transforming higher education. The transformation process includes three interrelated trends:

1. Networking. Almost half of the world's population has Internet access. More than half of the world's population (including those who, according to the World Bank, live daily in the amount of a dollar or less) use mobile phones. These figures are growing rapidly (World Economic Forum, 2018).

The leaders in the growth of the intensity of such ties are universities. Annual ratings of Webometrics show the explosive growth rate of their online work. Each research university is the main user of network communications for the transfer of complex and voluminous data and for real-time collaboration. Global Leader - Harvard University. It is followed by the Massachusetts Institute of Technology, through its Internet traffic system developing an Open Course *Ware project* (Alma Mater, 2015).

For research scientists, global connections are often more important than local-national ones. In the framework of the OECD in 1988-2005, the share of scientific publications in the framework of international cooperation of researchers has increased from 26 to 46%. In the US, this figure increased from 10 to 27% (Vincent-Lancrin, 2006).

2. An unprecedented increase the role of knowledge. Knowledge and research have become the core of the economies and cultures of different nations. Many governments have been "blinded" for a long time to use the potential of science and technology to strengthen national competitiveness. In the last decade, this was supplemented by a belief in the power of public policy, which supports and stimulates creative initiative not only in applied, but also in basic (fundamental) researches.

The main concern of the growing research countries in Asia has been accelerated "cultivating a creative culture." Various methods are used for this, including accelerating the procedures for issuing entry visas for foreign researchers, building urban technology parks and other formations in which innovators in the field of art, social and technical sciences could unite together for the mutually "fertilize" the creative ideas.

3. Growing access to education. A significant increase in the participation of the population in higher education in most countries is explained by the modernization of countries and the growth of the middle class. According to UNESCO (2006), the growth rate of the number of students in 1991-2004 in the countries of East Asia and the Pacific region was more than 8% annually, in Africa - 7%, in Central Europe and Latin America - 5%. As the Nobel laureate, Professor of the Harvard University A. Sen noted, the development of human abilities through education cannot be stopped, because this process simultaneously satisfies the needs of both society and industry, as well as each individual (Sen, 1990).

The creation of global networks, research capabilities and mass participation in education increases the relevance of higher education to an unprecedented hitherto level. At the same time, the convergence of these trends, as well as the establishment of Global Research Universities contributed to the formation of a whole set of contradictions in the globalization process.

The contradiction of globalization

An analysis of the development of international higher education and research allows us to highlight the main contradictions associated with the globalization of leading universities in the world.

It is important to emphasize that the circle of these contradictions is wide and diverse. In particular, there are contradictions between the National Innovation Systems (NIS) of different countries, and since universities are participants within the NIS, they

also become involved in this block of contradictions (William, 2010). In addition, contradictions are developing between the emerging Global Innovation System (GIS) and national innovation priorities.

An attempt to highlight and systematize individual contradictions is extremely important for determining the trends and main problems of the globalization of higher education, the development of global universities and other forms of activity of modern international universities, their cooperation and competition.

In this regard, each of the indicated contradictions needs a separate consideration. Therefore, we consider in more detail the contradictions formulated by us.

Between national and global perspectives

Nation-states and some institutions (organizations) focus on their own tasks. These tasks are usually local or national. But global research universities come from global development perspectives and are driven by global ambitions. Moreover, preference for national interests is no longer customary to demonstrate explicitly. Thus, the universities of Singapore and Australia now adhere to the position of priority of global higher education with the solution of national educational problems on the basis of internationalization.

However, in the majority of national states or state administration bodies of an individual state (or other administrative territory), in the conditions of increasing importance of knowledge for a growing number of areas of society, a peculiar possessive instinct is triggered. This encourages the state to form financial assistance and management systems so that it is possible to influence research forms, plan their results, and focus on how knowledge is used. The goal here is not just to increase economic efficiency, but to keep scientific research within national borders, to make research work, research search (which is by its nature a journey into the unknown) more predictable.

Many national governments do not sympathize with the idea of global research. Many questions arise from them. What are the benefits of global open knowledge? Why does any particular state have to pay to create free benefits from new knowledge for the whole world? What is the point of paying for basic research if the results of the corresponding innovations are ultimately obtained by foreign companies, and their own national economy suffers from this? This approach is short-sighted. But it is precisely the nations that are still responsible for shaping higher education policies, and this situation seriously complicates the problem.

Political and financial assistance to universities is also almost always provided by nations. The only exceptions are tuition fees for foreign students and some forms of financial support for research work.

In the conditions of post-crisis development, the process of national scientific and educational isolation is further strengthened. This is especially evident in Europe, where there is a growing tendency to criticize European cooperation despite the achievements of the Bologna process and European programs in the field of education and research. The not so long-standing protests in various countries against the tightening of policies in the field of higher education and the increase in tuition fees, even having a predominantly national color, were largely anti-Bologna, and therefore anti-European. The arguments of some politicians who explained the tightening of educational conditions by the Bologna reforms added fuel to the fire.

The harm of national isolation is obvious. Thus, the tightening of immigration rules in the European Union has recently threatened with negative consequences for the growth of demand for highly educated talented migrants and worsens the conditions of global competition in the market of these specialists. However, another extreme is also unacceptable - exaggeration of the international role of universities.

It is believed that universities are international in nature. This view is ignored by the fact that most universities were founded in the 18th-19th centuries and had a distinct national orientation and function. In conditions of overcoming the crisis of 2008-2009, most governments (especially countries with diversified economies such as the USA and Germany) reminded to universities about this, linking further funding for their development with the criterion of "national utility". Of course, such "utility" in the context of globalization is not identical to how it was understood during, say, classical mercantilism, but the essence of this does not change much.

Universities represented and efficiently operating at national and global levels have maximum competitive advantages. Countries only benefit if they harmonize their interests with those of these universities. For example, the University of California, which is actively participating in global cooperation, is a leader among American universities, and at the same time it is one of the best universities in the Asia-Pacific region and GIS in general.

The globalization of universities is a special integration process of searching for new modern forms of interaction in the field of higher education. Multilateral and strategic partnerships can play an important role in this process.

Bilateral Partnerships

Most partnerships, however, remain bilateral. This is due to several factors. At one time, universities preferred to implement development policies aimed at rationalizing existing partnerships, striving to reduce the number of inefficient contacts and the number of partners. The development process of inter-university international networks is somehow complicated by the recently intensifying selective nature of university activities.

Universities must now operate in all dimensions simultaneously: globally and nationally. They must learn to more intelligently maintain a balance between these dimensions, and where possible, use the synergy effect instead of conflict of interest. For example, successful universities in global research can unite the efforts of those cities and nations where their head and branch structures are located by attracting creative talents and industrial investments from around the world. Perhaps this, of course, in the presence of good relations with governments and business at the national level.

Between Elite Studies and Mass Education

Some global research universities - such as the University of Toronto (about 75 thousand students), the National Autonomous University of Mexico (more than 300 thousand students), and others - are both research and educational universities (Alma Mater, 2015). Other universities focus primarily on research and are selective in recruiting students, alienating themselves from mass learning. Only in some countries it is possible to balance the division of labor between universities in this regard.

In fact, both types of universities can work efficiently provided that their functions are balanced.

The optimal balance of research and educational functions of international universities is increasingly becoming the basis for the economic development of entire regions. This is noticeable in the countries of Southeast Asia, showing more and more relevant examples.

Research clusters

In particular, the experience of creating Higher Education Research Clusters is interesting. Three clusters will specialize in healthcare and medicine, with countries coordinating these clusters being Singapore and Thailand. Two more clusters (agriculture and food industry) will be priority managed on the basis of the NIS of Malaysia, Thailand and Vietnam. The coordinating countries of the clusters in the field of energy and biological research will be the Philippines and Indonesia. Thus, the best research teams from the respective countries will be responsible for maximizing the effect of the scientific and pedagogical work of the entire ASEAN community.

Within the framework of the project to create research clusters, ASEAN will harmonize the higher education systems of the participating countries and will seriously reform the principles of research organization. This is not an easy task even for Thailand, where the special Science and Technology Post-graduate Education and Research Development Office, which oversees the work of 30 universities and research centers united in inter-university educational consortia, has long been working.

Between similarity and diversity

The system of global comparisons (traditional ratings) and the Anglo-American model of higher education make universities more similar to each other, punishing the "dissimilar", including all non-research universities that use non-English for training.

About one trend

Over the past 20 years, the tendency of studying in English as an alternative to teaching in the native language has prevailed in higher education. The trend is growing in the countries of Scandinavia, in Germany, France, Italy, in the states of Central and Eastern Europe. In Asia, a similar trend is observed, for example, in a country such as South Korea.

This trend has negative consequences. For example, for those students who use English as their native language, they are tempted to refuse to study other foreign languages, thereby obtaining preferential benefits. Thus, there are some very unexpected consequences. To a growing extent, teaching in English is seen as the equivalent of internationalization, which leads to a decrease in interest toward the other foreign languages, as well as requirements for the quality of the English language - a means of communication for students and teachers for whom it is not native. This, in its turn, leads to a decrease in the quality of education. In Netherlands for example, one can often hear the following argument: "we have internationalized because our education and research are carried out in English" (Alma Mater, 2015). This turns the tool (training in English), designed to improve communication and interaction between students and teachers with different language bases, into a goal (internationalization). In this case, often the absurd situations arise. For example, a Dutch teacher can communicate with Dutch students in poor English just because internationalization requires it.

In Anglo-Saxon countries, little attention is paid to the quality of the English language used by English students. Their simple presence in the classroom and the fact that they are studying in English is seen as sufficient evidence of internationalization. Add to this the fact of lowering the quality of written and presentation skills of students in their native language. It becomes obvious the need for additional language training at the primary and secondary stages (kindergarten and school) - along with the intensification of language education in universities.

It requires the development of a more functional and selective approach to learning in English, and to learning a second foreign language. All these efforts should be combined in the framework of the task of improving the quality of the English language in the learning process.

Global convergence is confronted with diverse forms of learning. There are already 12 languages in the world that are spoken by at least 100 million people: English, French, German, Spanish — Portuguese, Russian, Chinese (Mandarin), Arabic, Hindi — Urdu, Bengali, Malay — Indonesian, Japanese (Chitadze, 2017).

Characteristically, training in even international disciplines is increasingly not necessarily in English. So, at the University of Oslo (Norway) the teaching of the Economics at the International Higher Education course is taught in Norwegian, which can be seen, on the one hand, as a barrier to the penetration of foreigners into the process of training national cadres. On the other hand, by introducing such courses, Norway pays tribute to global education. Given the high quality of the curriculum, its popularity among international students is not ruled out. But for this they already need to learn the Norwegian language. The latter makes sense if their further research interests require working with this language, which is very promising in the context of European integration.

As the list of leading research universities becomes more diverse, it is likely that other languages will share the role of the global language with English. More diverse global ratings may appear, where different types of educational institutions will be evaluated: global research universities, technical universities of the day off and holidays, mass educational institutions, small and specialized colleges, etc.

Inside the most competitive global universities

The United States dominates in the framework of Shanghai ranking among the top 100 research universities. Second place has the UK. Then are followed Australia, Canada, Japan and countries of Western Europe. English-speaking countries occupy 73 positions among the top 100 global research universities. Based on this fact, the Anglo-American type of university is now at the peak of popularity (ARWU, 2019).

But as you know, Asian countries are also actively developing - Hong Kong, South Korea, Singapore, Taiwan, and especially China and India.

A decisive role in the development of education and research was played by the state policy. In 1995-2007 the average annual growth rate of scientific publications in English according to U.S. National Science Foundation Board was: 16.5% in China, 14.5% in South Korea, and 10.5% in Singapore. This indicator amounted to 0.7% in the USA and 0.3% in the UK in the same period (Alma Mater, 2015). It is not surprising, because public investment in research in the latter either does not grow, or even decreases.

The growth of education in Asia causes the concern to Anglo-American countries. But, the development of the level of education in the Asia-Pacific countries brings the positive results for the whole world.

The development of education and research in any region of the world generates common benefits through the flow of knowledge, innovation and human capital. This broadens and deepens the penetration of intellectual culture and also contributes to the progress of global cooperation.

Network structures always remain incomplete in terms of their coverage of the desired range.

Many countries, especially in Africa, do not have global research universities at all. The research programs at the higher educational institutions are existed at the basic level. These universities lack the funding and are unstable. Student participation in research is not enough. So, in the states of the sub-Sahara region, only 5% of students participate in the research (Chitadze, 2017). Long lines await opportunities similar to those that are already open to students from developed countries and progressive Asian countries. The development prospects of millions of people are overshadowed by the global knowledge gap between the rich and poor countries.

Leading global universities in developed countries should help to create long-term partnerships with universities in developing countries - this is the public function and mission of the first ones. Such partnerships should be organized in such a way as to create new capacities, especially in the field of research in the developing countries.

Partnership of universities of different countries

Such a partnership, by the way, already has interesting examples. So, several departments of the University of Illinois specializing in science and business education work with colleagues from the National University of Vietnam to improve the curriculum (taking into account both international academic standards and the specifics of this country). New teaching methods are being introduced, research publications are being stimulated, and academic programs are being transformed. The activities are based on the short training courses and on the mutual adaptation of the respective programs in both countries.

This direction promises to be perspective. Its goal is the creation of global universities everywhere, the spread the scientific cooperation around the world, overcoming national limits and restrictions for the sake of a more open world.

Conclusion

The above indicates that the described contradictions are not insoluble. The whole history of the university shows: it is possible to combine different and even opposing missions and forces.

The secret of the vitality of such community as a university is in its ability to find new paths of development. The university is developing new combinatorial models and strategies, changes its internal culture and updates its external mission. That is, for example, in the USA, the transition from the liberal academy of J. Newman (J.H. Newman's Liberal Academy) was carried out first to the scientific and professional university, then to the "multi-university" of K. Kerr, and now to the global university (Alma Mater, 2015).

A global research university should resolve all the contradictions that are associated with the globalization process, using them as a creative force for development in at least three directions:

To develop both mass education and research, combining them both within the same university and / or different universities, while developing cooperation between them;

To invent new general systems and standardization methods that would expand the possibilities of academic and research creativity;

To promote leading universities, while expanding the research function throughout the GHE system, thereby contributing to the development of the knowledge economy around the world.

References

- Altbach, P.G. (2010). Why branch campuses may be unsustainable. Retrieved from: <http://www.universityworldnews.com>
- Alma Mater, 2015. Globalizatsia vysshego obrazovaniya: protivorechiya i novatsii. [In Russian: Globalization of Higher Education: contradictions and innovations]. Retrieved from: <https://almavest.ru/en/node/1258>
- Bowen, W.G. (2013). *Higher Education in the Digital Age*. New York & Princeton: Ithaka & Princeton University Press.
- Chitadze, N. (2017). *World Geography. Political, Economic and Demographic Dimensions*. Bergisch Gladbach, Germany: Scholars Press.
- Clark, B.R. (1998). *Creating Entrepreneurial Universities. Organizational Pathways of Transformation*. New York: Pergamon IAU Press.
- Clark, B. R. (2004). *Sustaining Change in Universities: Continuities in Case Studies and Concepts*. Maidenhead, England: Society for Research into Higher Education & Open University Press.
- De Wit, H. (2011a). *Trends and Drivers in Internationalization*. University World News, March 20. Retrieved from: <http://www.universityworldnews.com/article.php?story=20110318125131371>
- De Wit, H. (2011b). *Misconceptions about Internationalization*. University World News. April 10. Retrieved from: <http://www.universityworldnews.com/article.php?story=20110408181353543>
- Ezell, S. & Atkinson, R.D. (2011). *The Case for a National Manufacturing Strategy*. Retrieved from: <http://www.itif.org/files/2011-national-manufacturing-strategy.pdf>
- Kirwan, W.E. (2010). *Meeting the Research University of the Future*. Speech at the AAU Public affairs Meeting, Washington, DC, March 22, as cited by Bowen, 2013.
- Marginson, S. (2010). The rise of the global university: 5 new tensions. *The Chronicle of Higher Education*, May 30. Retrieved from: <http://chronicle.com/article/The-Rise-of-the-Global/65694/>
- Sen, A. (1990). *Development as Capability Expansion*. Retrieved from https://punarjitroyc.weebly.com/uploads/4/6/3/3/46337267/sen_1990.pdf

ARWU. (2019). *The 2019 Academic Ranking of World Universities (ARWU) by Shanghai Ranking Consultancy*.
<https://www.statista.com/statistics/226665/academic-ranking-of-world-universities/>

UNESCO. (2006). Comparing education statistics across the world. *Global Education Digest*. Retrieved from
http://uis.unesco.org/sites/default/files/documents/global-education-digest-2006-comparing-education-statistics-across-the-world-en_0.pdf

Vincent-Lancrin, S. (2006). What is changing in academic research? Trends and future scenarios. *European Journal of Education*, 41 (2), 169-202.

World Economic Forum. (2018). *Half of the world's population is still offline. Here's why that matters*. May 14. Retrieved from
<https://www.weforum.org/agenda/2018/05/half-the-world-s-population-is-still-offline-heres-why-that-matters/>

TEACHING GRAMMAR IN AN ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT: DIFFERENT APPROACHES, THEIR PECULIARITIES AND STUDENT VIEWS

Nino Tsulaia

International Black Sea University, Georgia
ninotsulaia01@gmail.com

Abstract

Grammar is one of the key aspects of a language and it has always had a central role in foreign language teaching. The purpose of this paper is to describe types of grammar instruction in an English as a foreign language (EFL) context. Very often there is a wrong association of explicit teaching of grammar with deductive approach, and implicit teaching with inductive one. The paper attempts to draw a clear distinction between these terms and investigates the peculiarities of explicit and implicit grammar teaching and further looks at deductive and inductive approaches within the explicit teaching. A research was carried out at one particular higher education institution (HEI) of Georgia to examine students' general views of the role of grammar in EFL learning and explore their attitudes and preferences for grammar teaching approaches.

Key words: *Grammar, grammar teaching, explicit and implicit grammar teaching, deductive and inductive approaches*

Introduction

Teaching of grammar has been one of the most actual topics in the field of language teaching. Historically learning a foreign language meant learning of its grammar. Grammar-Translation method, the earliest language teaching method was mainly based on grammatical analysis, memorization of grammar rules and translation, teacher had a dominant role and gave factual knowledge to students. There was a lack of interaction between student and teacher and student and student. Gradually, foreign language learners realized importance of communication and the goal of language learning has shifted to development of communicative competence. Consequently, alternative methods to traditional grammar teaching have evolved.

There is no one way to define grammar and authors describe it in different ways but frequently they all deal with the rules of language that are necessary for arrangement of words in a sentence. Brown (1994) states that grammar is "a system of rules governing the conventional arrangement and relationship of words in a sentence". Ur (1991) views grammar as "a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language" (p.87). According to Zhang (2009), grammar is also a system of rules (or patterns) which describe the formation of a language's sentences (p. 184). Subasini and Kokilavani (2013) remark that "grammar is the sound, structure, and meaning system of language" (p.56).

Many scholars stress the importance of grammar teaching. According to Larsen-Freeman (1997), some learners acquire second language grammar naturally without instruction, for instance, immigrants to the United States. But even among the immigrants there are individuals whose English is far from accurate. Larsen-Freeman claims that learners need to be helped with instruction in case they cannot achieve accuracy on their own (p.1). Teaching of grammar is even more significant for foreign language learners. As stated in Zhang (2009), for foreign language learners grammar is not acquired naturally, but it needs to be instructed (p. 187).

Subasini and Kokilavani (2013) note that grammar teaching is important since using the correct grammar helps us to avoid misunderstanding and helps the listener to understand the speaker easily (p.57). According to Saaristo (2015), "grammar is the heart of language, its role is important" (p. 305). Torki and Tabatabaei (2017) convince that grammar is a prerequisite for learning other language skills: reading, writing, listening and speaking. According to them, grammar in reading helps learners understand the relationships of discourse that exist between sentences; grammar allows students to convert their thoughts into coherent sentences in writing; and grammar plays an important part in grasping and using grammatically correct spoken language (Torki & Tabatabaei, 2017, p. 44).

Explicit and implicit grammar teaching

Ellis (2006) makes a distinction between explicit and implicit knowledge. According to him, explicit knowledge consists of the facts that speakers of a language have learned, dealing with different aspects of language including grammar (p. 95). "Explicit knowledge is held consciously, is learnable and verbalizable" (Ellis, 2006, p. 95). He further states that "implicit knowledge is procedural, is held unconsciously and can only be verbalized if it is made explicit" (Ellis, 2006, p. 95). According to DeKeyser (1998) (as cited in Ellis, 2006, p. 97) explicit knowledge becomes implicit knowledge if learners have the opportunity for plentiful communicative practice.

Ellis (1998) indicates that there are two possibilities of explicit teaching – to teach grammar rules directly or lead students to discover grammar rules on their own. In case of direct explicit teaching a teacher makes explanations of grammatical phenomena that is accompanied by exercises in which students apply the rule they have learnt (p. 48). In case of indirect explicit teaching, students "complete consciousness-raising tasks in which they analyze data illustrating the workings of a specific grammatical rule" (Ellis, 1998, p. 48).

As stated in Emre (2015), explicit grammar teaching includes metalinguistic explanations – rules are presented to students, whereas implicit grammar teaching does not contain such explanations, "it relies on the exposure of the learners to the structures" (p. 23). "No rules are formulated" while implicit teaching (Dekeyser, 1994, p.188 cited in Emre, 2015, p. 23). So, Explicit knowledge can refer to conscious learning and implicit knowledge to subconscious acquisition.

Implicit grammar teaching is the same way individuals acquire their first language. It derived from Krashen's (1982) theory of second language acquisition who was in favor of natural acquisition of grammar. Krashen makes a distinction between learning and acquisition. He notes that learning never becomes acquisition. It often occurs that a performer learns a rule but doesn't acquire it. According to him, learning may not precede acquisition and acquisition without prior conscious learning is possible.

Ling & Quan-feng (2015) state that through implicit teaching "grammar is summarized through students' using of English in communication" (p. 877) but "only in the meaningful and understandable environment and scenes, can the learners acquire English grammar and knowledge points naturally" (p.877). We can relate implicit grammar teaching to the Direct Method and the Natural Approach of foreign language learning.

The effectiveness of these approaches is under discussion. Some scholars consider that explicit knowledge does not enable learners to apply their explicit knowledge when involving in real-time communication). Others claim that teaching implicit knowledge

directly is not reasonable, we should equip learners with explicit knowledge first and then process of proceduralisation will convert explicit knowledge into implicit one. (Hwu & Sun, 2012 cited in Motha, 2013)

Still both explicit and implicit methods can be implemented successfully considering cognitive style of the learner and the grammar structure to be learned. Celce-Murcia (1991) distinguishes between analytic and holistic types of learners:

Some learners, consciously or unconsciously, have an analytic style and learn best by formulating and testing hypotheses or "rules." Other learners have a holistic style and learn best by experiencing, gathering, and restructuring relevant data but doing little or no apparent analysis (p. 463).

Deductive and inductive approaches to teaching grammar

There are two basic approaches to teaching grammar: a deductive approach and an inductive approach. Norris and Ortega (2000), Erlam (2003) and Hulstijn (2005) (as cited in Kudar, 2009) ascribe both deductive and inductive approaches to explicit grammar instruction (p. 13).

According to Johnson (2013) (as cited in Takala, 2016. p. 18), in case of the application of the deductive approach a teacher starts with the introduction including explicit rules of the topic, followed by examples and practice. Once learners understand rules, they are told to apply the rules given to various examples of sentences (Widodo, 2006, p. 126). Deductive method is directed from the general to the specific. In Crystal (2003, p. 191) deductive grammar instruction refers to "top-down", direct and explicit ways of teaching grammatical structures.

Inductive approach is a contradictory procedure of deductive approach. Lessons consist of providing multiple examples and practicing on it and lets the students discover the rules themselves (Takala, 2016. p. 19). "Under the inductive approach the teacher's function is less to teach than to help the pupils learn" (Rice, 1945, p. 465).

Thornbury (1999) identifies both advantages and disadvantages of each approach. He presents the advantages of a deductive approach (ibid, p.30) as follows:

- It gets straight to the point, and can therefore be time-saving.
- Rules (especially rules of form) can be more simply and quickly explained than extracted from examples.
- Teachers have more time for practice and application.
- It respects the intelligence and maturity of many learners (especially, of adults) and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical style.

The disadvantages of a deductive approach are (Thornbury, 1999. p.30):

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones as they may not master sufficient metalanguage (i.e. grammar terminology or the concepts involved).

- Grammar explanation by the teacher is often at the expense of student involvement and interaction.

- This approach encourages the belief that learning a language is simply a case of knowing the rules.

According to Thornbury (1999) the advantages of an inductive approach are (p. 54):

- The mental effort involved ensures a greater degree of cognitive depth which again ensures greater memorability.

- Students are more actively involved in the learning process, rather than being simply passive recipients.

- This approach favors pattern-recognition and problem-solving abilities.

- If the problem-solving is done collaboratively and in the target language, learners get the opportunity for extra language practice.

- Students increase self-reliance and develop learning autonomy.

The disadvantages of an inductive approach are (Thornbury, 1999. pp.54-55):

- Much time and energy are spent in working out rules and it may mislead students into believing that rules are the objective of language learning, rather than a means.

- The time taken to work out a rule may be at the expense of time spent in productive practice.

- The approach places heavy demand on teachers in planning a lesson. They need to select and organize the data carefully in order to guide learners to an accurate formulation of the rule.

- The approach frustrates students who prefer simply to be told the rule resulting from their personal learning style or past experience.

The deductive method is more teacher-centered approach, whereas inductive method inclines to be student-centered learning.

Abraham (1985) (as stated in Moeller & Ketsman, 2010, p. 97) differentiates between field-dependent and field-independent learners. Field-dependent learners are those who focus on a big picture, rather than its parts while learning. They prefer to work collaboratively. Field-independent learners prefer to concentrate on parts and work independently. According to Abraham, field-dependent learners prefer inductive approach to grammar teaching, whereas field-independent learners favor deductive approach to grammar instruction.

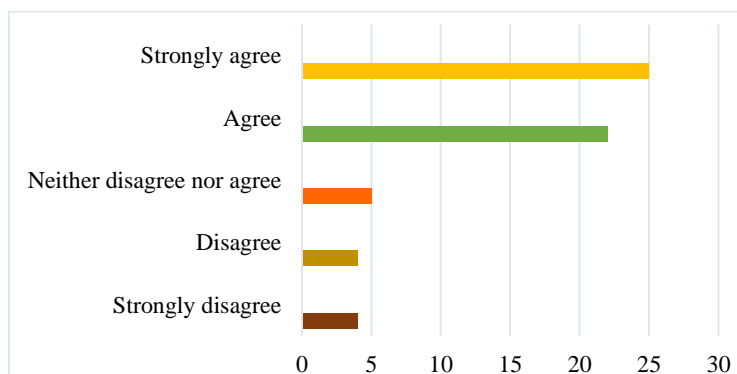
Research

The goal of the research was to explore Georgian students' feelings towards grammar learning in general and find out their preferences for explicit or implicit grammar teaching and deductive or inductive approach within explicit grammar instruction. The research was conducted at "X" state university of Georgia. The quantitative method was chosen as a method for the research.

Respondents were year 1 and year 2 students of Bachelor educational programmes taking General English course, 60 students in total. The participation was voluntary and their names were kept anonymous.

Q1. I think that grammar teaching in English as a foreign language (EFL) learning is important.

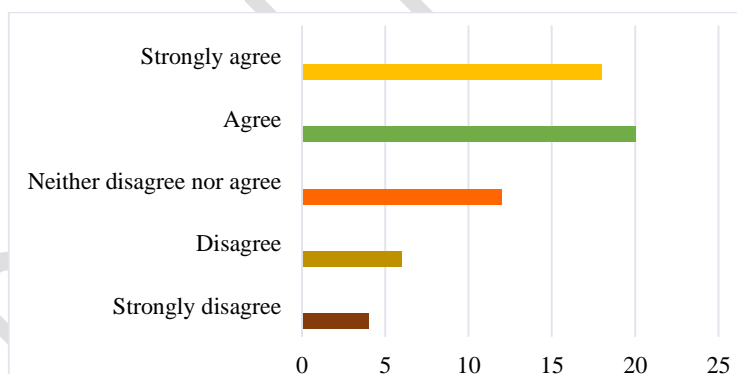
Figure 1. The students' perception of the role of grammar in EFL learning.



78.33% of the students agree with the statement that grammar plays an important role in EFL learning. The significance of grammar teaching was confirmed by them.

Q2. I like to study grammar in EFL.

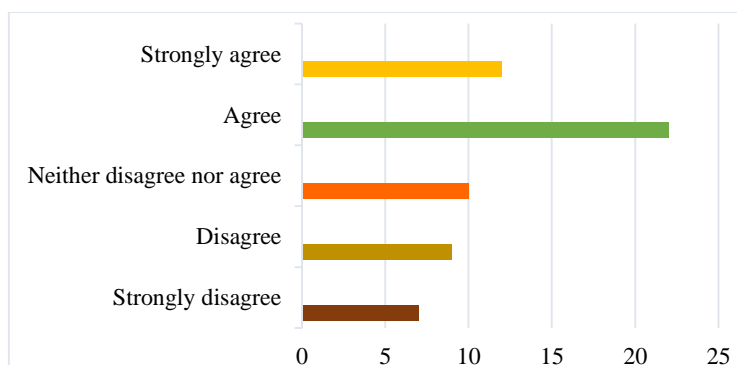
Figure 2. The students' feeling about studying of grammar.



63.33% of the respondents answer that they like to study grammar.

Q3. My language improves while studying and practicing grammar.

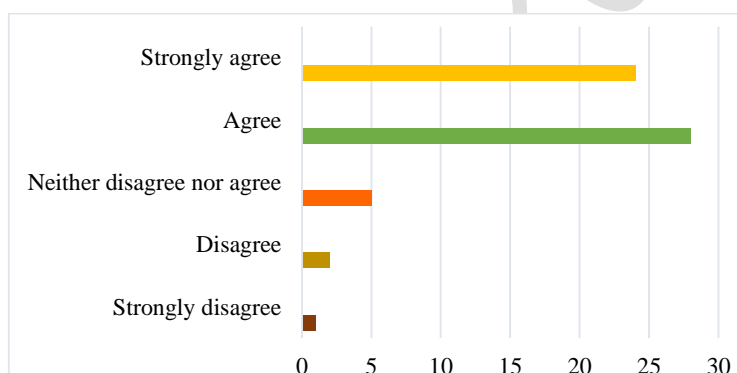
Figure 3. The students' perception of grammar connection with language improvement.



In regard to language improvement, we got quite colorful picture. The votes were divided into each category. As it is well known grammar helps develop writing ability, is connected to accuracy but improper grammar teaching might not lead to the development of other language skills. But still, 57% of the respondents admit the connection of grammar learning to their language proficiency.

Q4. I understand grammar when explicit discussion of grammatical rules occurs at the lesson.

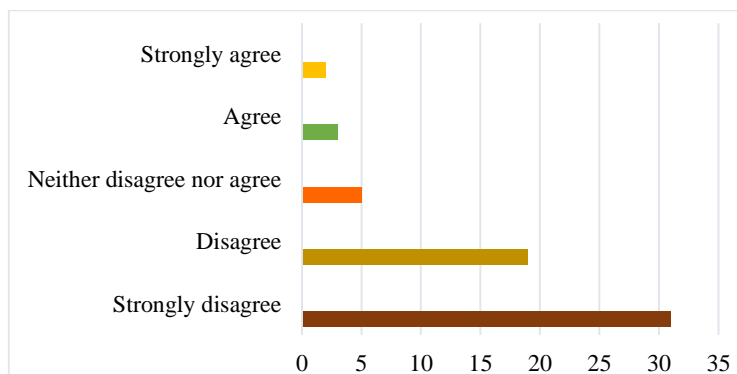
Figure 4. The students' perception of explicit grammar teaching.



From the survey, it turned out that about 87% of respondent students prefer explicit grammar teaching. They like to have clear and straightforward explanation about grammatical structures.

Q5. I can learn grammar through exposure to language in natural use.

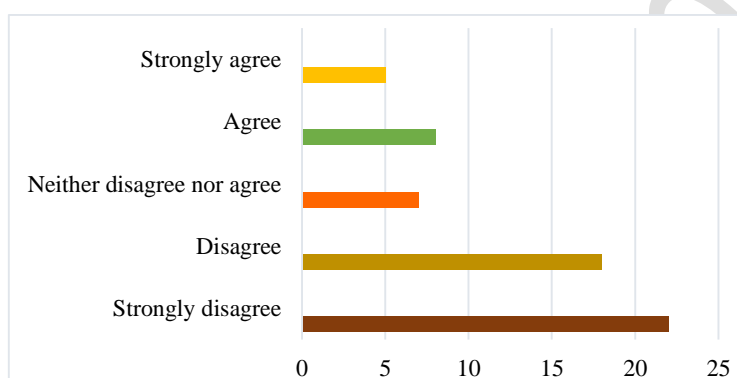
Figure 5. The students' perception of implicit grammar teaching.



The figure illustrates that the absolute majority of the students (83.33%) find it difficult to learn grammar through implicit teaching. As mentioned above, implicit grammar teaching means that students have to internalize grammar of the target language naturally. The respondents turned out not to be in favor of naturalistic language learning and perceive it difficult to “pick up” grammar naturally. This might be conditioned by the fact that grammar generally is taught in traditional explicit way, students are unfamiliar with implicit teaching and feel unconfident in it, or another issue that arises regarding implicit grammar teaching is that it might be decoded as a minimalistic approach to grammar teaching, more related to communication with relatively less emphasis on grammar.

Q6. I prefer to receive explanations of grammatical rules from my teacher before I do exercises.

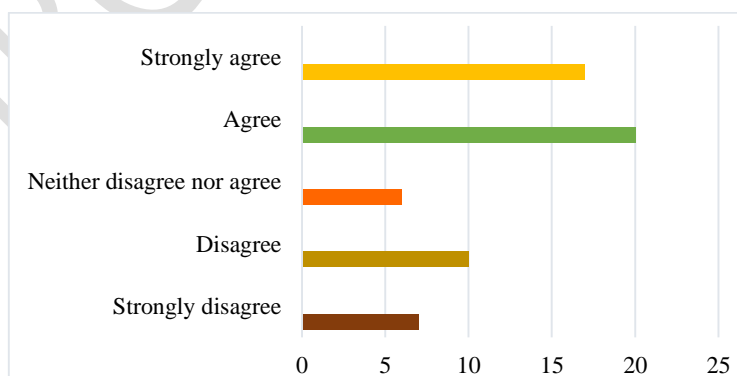
Figure 6. The students' perception of deductive grammar teaching.



About 67% the students don't find it preferable to get explanations of grammatical rules from their teachers before completing exercises. Teacher-centered approach does not allow students to open inquiry and consequently, deductive approach might not be very interesting, thought-provoking and stimulating for students.

Q7. Grammar becomes more interesting for me when I figure out the grammatical rules on my own.

Figure 7. The students' perception of inductive grammar teaching.



The results indicated that about 62% of the students find it interesting to figure out the grammatical rules on their own. Students in general like discovery learning as it promotes active engagement, enhances student autonomy and raises their motivation.

Conclusion

What is the best way to teach grammar has always been a highly debatable topic. Two ways of grammar teaching have been discussed in the article: explicit and implicit grammar teaching. Explicit grammar teaching gives students grammatical rule awareness, whereas implicit grammar teaching helps them pick up grammar in natural use. Two main approaches to grammar instruction were identified within explicit grammar teaching. The deductive approach of explicit grammar teaching emphasizes instruction of grammatical rules before their application by the students in their own work. The inductive approach of grammar teaching expects the students to come up with the rules after their own reading and writing.

Through the conducted research we obtained students' views about the role and methods of grammar teaching. Students taking part into survey agree on the importance of grammar teaching in EFL study. They give significant importance to grammar instruction and think that mastering of grammatical system is in direct connection of the improvement of the target language by them. Though the research has been undertaken with a small number of respondents, can be seen limited and the results cannot be generalized, from the findings we can still discern what students' preferences for grammar teaching are and it turned out that students favour explicit grammar teaching more with deviation towards inductive approach.

Considering the peculiarities of each method and approach and the viewpoints of the respondents of the survey it can be concluded that cognitive learning styles of the students should be taken into consideration while adopting a specific method to grammar teaching. As each particular setting may include students of different learning styles the teacher can rotate teaching methods based on the needs and interests of students.

References

- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. Beijing: Foreign Language Teaching and Research Press.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25 (3), 459-480.
- Crystal, D. (2003). *English as a Global Language*. (2nd ed.). Cambridge: Cambridge University Press.
- Dekeyser, R. (1994). Implicit and explicit learning of L2 grammar: A pilot study. *TESOL Quarterly*, 28 (1). 188-194.
- Ellis, R. (2006). Current issues in the teaching of grammar: an SLA perspective. *TESOL Quarterly*, 40 (1). 83-107.
- Ellis, R. (1998). Teaching and research: options in grammar teaching. *TESOL Quarterly*, 32 (1), 39-60.
- Emre, D. (2015). *The Effects of Inductive and Deductive Approach on Written Output*. A Master's Thesis. Ihsan Dogramaci Bilkent University, Ankara.
- Krashen, S. (1982). *Principles and Practices in Second Language Acquisition*. New York: Pergamon Press.
- Kudar, E. (2009). *Implications of an Inductive versus Deductive Approach to SLA Grammar Instruction*. Master's thesis. Newark, DE: University of Delaware.

- Larsen-Freeman, D. (1997). *Grammar and Its Teaching: Challenging the Myths*. Washington, DC. Retrieved from <https://www.researchgate.net/publication/254407193>
- Ling, Z. & Quan-feng, Z. (2015). Influence on explicit grammar and implicit grammar teaching for college English learning. *US-China Foreign Language*, 13 (12), 875-878.
- Moeller, A.J. & Ketsman, O. (2010). Can we learn a language without rules? *Faculty Publications: Department of Teaching, Learning and Teacher Education*. Lincoln, NE. Retrieved from <http://digitalcommons.unl.edu/teachlearnfacpub/170>
- Motha, H. (2013). *The Effect of Deductive and Inductive Learning Strategies on Language Acquisition*. Master Thesis. Tilburg, the Netherlands: Tilburg University.
- Norris, J.M. & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50 (3), 417 – 528.
- Rice, W.H. (1945). A unit in the inductive teaching of grammar. *The Modern Language Journal*, 29(6), 465-476.
- Saaristo, P. (2015). Grammar is the heart of language: grammar and its role in language learning among Finnish university students. In J. Jalkanen, E. Jokinen, & P. Taalas (Eds.), *Voices of Pedagogical Development – Expanding, Enhancing and Exploring Higher Education Language Learning*, 279-318. Dublin. doi:10.14705/rpnet.2015.000296
- Subasini, M. & Kokilavani, S. (2013). Significance of grammar in technical English. *International Journal of English Literature and Culture*, 1 (3), 56-58.
- Takala, A. (2016). *Grammar Teaching Methods in EFL Lessons: Factors to Consider when Making Instructional Decisions*. Master's Thesis. Jyväskylä, Finland: University of Jyväskylä.
- Thornbury, S. (1999). *How to Teach Grammar*. Essex: Pearson Education.
- Torki, M. & Tabatabaei, S.E. (2017). Effect of presenting the Holy Quran verses on grammar achievement and motivation enhancement of Iranian high school EFL learners. *International Journal of Foreign Language Teaching & Research*, 5 (20), 44-57.
- Ur, P. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.
- Widodo, H.P. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5 (1), 122-141.
- Zhang, J. (2009). Necessity of grammar teaching. *International Education Studies*, 2 (2), 184-187.

LEARNING FROM MISTAKES AS A DIDACTIC TOOL - THE CASE OF WAR REPRESENTATION IN FILMS

Chen Kertcher

Ariel University, Israel

Ornat Turin

Gordon College, Israel

ornat@gordon.ac.il

Abstract

A significant concept in educational literature in the past decade has been learning from mistakes. In this paper, we propose to use this strategy to improve teaching the history of wars. Teaching through films is a common practice. Social science and history teachers constantly seek for accurate cinematic examples to demonstrate the phenomenon. However, we offer a change in approach, tracing the errors in cinematic versions of historical wars. Searching for mistakes makes students critical toward media narratives, pinpoints their knowledge of history, establishes an evidence-based argument, distinguishes between primary and secondary sources, etc. The research tool focused on the analysis of three battles from different historical periods: Troy as a representation of antiquity, Henry V for the late Middle Ages, and 1917 for modern times. The selected films are relatively new versions from the 21st century. The cinematic language is familiar to the current student generation, as well as the actors, which may help them make the subject accessible. The proposed teaching method involves screening the film, grouping students into teams, and announcing a competitive assignment. Students are asked to document as many gaps and mistakes between cinematic fiction and reality as it emerges from historical sources. The gaps can be expressed in concrete differences such as the motives for war and its duration. However, it is more interesting to direct students to locate normative gaps, such as the reflection of class differences, expectations from a leader, and the ethics of wars in historical realities and contemporary cinematic versions.

Keywords: learning from mistakes, history of wars, teaching through films, evidence-based argument, problem-based learning

This is a theoretical study in the field of didactics. A significant concept in educational literature in the past decade is learning from mistakes. In this essay, we proposed to use this strategy to improve the teaching of the history of wars. Teaching through films is a common practice. Social science and history teachers constantly seek out accurate cinematic examples to demonstrate the phenomenon. However, we offer a change in approach, tracing the errors in cinematic versions of historical wars. Searching for mistakes makes students critical toward media narratives; pinpoints their historical knowledge; establishes an evidence-based argument, and distinguishes between primary and secondary sources, etc.

The tool we will present focused on the analysis of three battles from different historical periods: Troy as a representation of antiquity, Henry V for the late Middle Ages, and 1917 for modern times. The selected films are relatively new versions from the 21st century. The cinematic language is familiar to the current student generation, as well as the actors, which may help to make the subject more accessible.

The proposed teaching method involves screening the film, grouping students into teams, and announcing a competitive assignment. Students are asked to document as many gaps and mistakes between cinematic fiction and reality as they emerge from historical sources. The gaps can be expressed in concrete differences such as the motives for war and its duration. However,

more interesting is to direct students to locate normative gaps, such as the reflection of class differences, expectations from a leader, and the ethics of wars in historical realities and contemporary cinematic versions.

Teaching and education are traditionally associated with the correct resolution of exercises and the precise execution of instructions as evidence of successful learning. Teachers skip mistakes and praise the answers correctly. There is cumulative evidence that discussing common mistakes and exploring possible solutions yields more benefits than striving for a correct answer.

Mathematics and engineering teachers, as well as medical care simulations, deal with questions such as: What was the source of the mistake, at what stage did the bias from the solution occur? This makes students more critical of themselves and their studies (King, Holder, & Ahmed, 2013; Türkdoğan, Baki, & Çepni, 2011).

Hence the recommendation - to embrace mistakes. This notion has the added value of proposing a tolerant approach to student's own mistakes, which is an asset resilience to life (Santagata, 2004). What should the teacher do? Don't fix the mistakes! But rather ask questions that will allow students to think, and make them search, and examine the path to the correct answer.

This process fits into two other constructivist perceptions that are on the educational agenda: dialogic learning and problem-solving. Dialogue learning is learning that occurs during dialogue. It is historically linked to Socratic dialogues, Jewish pair learning, and the tradition of Paulo Freire. The leading principle is that meanings are created within the conversation between peers and teacher/student. The place of members within the dialog is equitable and not hierarchical. The conversation evokes an examination of assumptions and knowledge and leads to critical thinking (Fernandez-Balboa & Marshall, 1994).

Problem-solving is a pedagogy in which students are asked to offer a solution to a specific problem. The process involves acquiring knowledge and collaboration in a group. The motivation for learning is intrinsic and high because it allows you to choose real-world problems. The small group of 4-5 participants receives general guidance from the teacher, a role division within it and continues independently and then re-merges knowledge with the other members (Dobber, Zwart, Tanis, & Van Oers, 2017).

Teaching history through cinema

There are many benefits to teaching history through cinema. The lesson becomes more interesting and alive for students. The films create an emotionally and easily understood narrative. There is a dense visual illustration of the days of the past. The current-generation students have a visual bias in their learning orientation.

The use of films as a medium of instruction is supported by findings in neuroscience research related to learning, there is a recurring finding that multisensory learning supports internalization (Lieberfeld, 2007). Cinema incorporates images, camera movement, editing, music, and narrative.

Compressing all of them with one lesson or cultural product brings better memory. Indeed, students reported that the films helped them remember, illustrate the past, and were superior to any other learning resources such as textbooks and presentations (Donnelly, 2013).

How do teachers teach through movies? On this subject there are differences. Teachers said: I just watch the movie and talk about what happened. Other teachers suggested focusing on particular scenes and demonstrating the analysis of the cinematic

expression's techniques used to manipulate the viewer's experience. Another teacher asked students to write scenes from an alternative perspective (Donnelly, 2014). We seek to propose an approach that relies on a confrontation between fiction and historical truth.

For example, let's take the film *Waterloo* (Bondarchuk, 1970). This movie illustrates the events that preceded the famous Waterloo battle. It was published thanks to the great detail regarding the battle process that put an end to Napoleon's rule. The production was shared between the Soviet Union and Italy at the heart of the Cold War.

The film was shot in Ukraine. The Soviets supplied thousands of soldiers as extras and the movie is still considered one of the most expensive to date. To create the impression of the real battlefield, the Soviets paved roads, planted thousands of trees and sowed fields. They proceeded to do so when they created a land route similar to the famous 1815 battlefield.

The great desire for historical accuracy in the film is partially implemented. Lord Hay was killed two days before his described death in the film. Napoleon is portrayed at the beginning of the battle as a thoughtful and confused figure compared to the English general. It is not at all clear in the movie why Napoleon is on the verge of triumphing. Also, there is no mention that much of the British army was made up of allies from other countries. These are one-of-a-kind mistakes that are relatively easy to find.

But movie films may also err on a normative level. The opening of *Saving Private Ryan* is considered as one of the most accurate in the war movie genre. The film resurrected traumas regarding the people who were there. The story of the invasion from the angle of American soldiers at Omaha Beach was implemented after lengthy investigations of clothing details, symbols, campaign scenes, and more.

However, most of the movie "*Saving Private Ryan*" (Spielberg, 1998), much like the movie "1917" (Mendez, 2019), is organized around the story in which several heroes are moving in search of a significant man to redeem him and his friends from death. Both films rely on the protagonists' surnames to strengthen the one-fall relationship to the extinction of a family.

This recurring position reinforces the sense of mutual guarantee between a single-family-nation. This prism mainly represents an ideological position and not a historical truth. Expression of a National Position, I as a nation may endanger millions of individuals but not their wanderings, the families of which the nation is made up.

The use of films can jeopardize critical thinking if teachers do not use it to foster their students' research and interpretation abilities. A recurring problem is that when an authoritative figure, such as a teacher, brings a film to the classroom, students' skepticism loosens with the belief that the teacher brought it as a historical document. We agree with the view that a central pillar of the learning process is giving students the recognition that a film is always a narrative product, and always depends on a certain point of view. In line with this premise, Marcus offers teachers a way to provide students with the ability to identify the speaker's credibility assessment and perspective analysis (Marcus, 2005).

It is accepted that if students watch movies passively, the benefits of studying historical subjects cannot be earned. Therefore, part of the teaching process lies in the practice of active inquiry into the film as a form of the historical record. The common reason to use films in teaching was their potential to produce empathy and illustrate (Russell & Waters, 2017; Marcus, 2005).

We add another pedagogical course, in the form of research work around the topic: Find the mistakes. Such research, in which the meaning is built by the learners in the dialogue, rather than from the outside, leads to powerful learning. We will now

present three examples of three historical films depicting wars from different periods. The table in front of you contains the points and topics for the teacher, and the issues the teacher is advised to use to draw students' attention to.

War films, examples of misrepresentation and realistic portrayal to historical reality

Some examples of realism, mistakes, and adaptation to a cinematic medium	Topic to address the student's attention	Primary sources	The films and some points for class discussion
<p>The Spartans adopted a military lifestyle and socialized children for obedience in mind and body. The film describes the Spartan Council as an Athenian democracy, but Sparta was a kind of monarchy.</p> <p>Spartan's society separated boys and girls and unlike in the movie, the women's status was not high.</p> <p>The warrior ethos has created an overriding and ascetic society that suppresses individual liberty.</p> <p>Xerxes, King of Persia is presented as an unsophisticated person. A bloodthirsty young giant and not as the ruler of a powerful empire in the world. The Persian army is presented in an ornate manner and its main purpose is to serve as a king's instrument. This approach ignores that this army was probably the largest professional army in the world at the time. The elephants are presented as a grotesque mythical device and not as an effective weapon under certain conditions. The elite force of the Persian army, "Immortals" did not wear stylish and impractical masks as in the movie.</p> <p>The Persian king is described as interested in conquering the world, when in fact much of the Hellenic world was in Minor Asia and incorporated into the empire. Ignoring the importance of Athenians and other state cities in the film is missing of the political context.</p> <p>The Spartans numbered well over 300. The Myth of 300 refers to a group left with the King of Sparta to defend the rest of Greek power to leave him time to retreat from encirclement.</p> <p>Hundreds of other Greeks remained with them.</p> <p>The fighting methods in the movie are far from accurate, probably due to aesthetic value.</p> <p>The sword in the film is from a later era and the spear could not be cast for distance and precision, as it was heavy and intended to stick out on a wall of shields.</p>	<p>Spartan society, education goals and regime organization</p> <p>Leonidas King of Sparta, the Spartan Army</p> <p>Xerxes, The Persian king, his figure as ruler, the Persian army and his figure as a ruler</p> <p>Weapons and ammunition</p> <p>Motives for war</p> <p>And in the process</p> <p>Social norms presented in the film between Greek-Spartans and the Persians</p> <p>Dialogue of historical importance</p>	<p>The History of Herodotus, Vol. 7.</p>	<p>300 (Snyder, 2007)</p> <p>Persian-Greek War</p> <p>Released in 2007.</p> <p>The film was produced based on comic books and maintained its dramatic character. The bulk of the film is centered on the heroic act in 300 Spartans.</p> <p>The criticism pointed to a racist portrait of the "other", as a representation of blacks and body twists.</p>

In the film, Leonidas says "come take it" when the Persians demand the Greeks to give up their weapons. This sentence is quoted by a Roman historian Plutarch to illustrate the boldness of the Spartans.			
---	--	--	--

Some examples of realism, mistakes, and adaptation to a cinematic medium	Topic to address the student's attention	Primary sources	The films and some points for class discussion
<p>Although there were disagreements between Henry IV and his son Henri the Fifth, there was no dispute about who inherited the monarchy. The film portrays him as a rebellion, a celebrity and a pacifist. The reality was more complex. During this period, members of this class were taught and intended for battle. Portraying Henry's friends as simple people and robbers is probably far from reality. There is a deliberate construction of Shakespeare designed to build affinity between the king and the English people.</p> <p>The film demonstrates the invasion of France as a result of manipulating Henry's advisers. The historical study demonstrates that Henry was an aspiring and overriding young king who refused fair compromises that could have prevented the war. He was the initiator of the lusts of government, land and finance.</p> <p>Falstaff is a completely fictional character, a Shakespeare invention, with no historical roots. He is portrayed as a lower-class noble warrior and aspires to social justice. This interpretation is an adaptation of a contemporary Hollywood character and not even the character Shakespeare portrays in the work.</p> <p>The English are portrayed as noble warriors fighting together with simple folk as part of unified English nationalism, which was probably far from reality. The film completely ignores the massacre of the French nobles during the battle, which was also contrary to norms in that era.</p> <p>The description of the French is often accompanied by alienation when they are portrayed as boastful and striving to hurt the English, thus ignoring the fact the English were the ones who invaded their country and caused great destruction.</p> <p>One of the important dialogues is before the battle "You are England!" exclaims the King. He appeals to all nobles and simple warriors alike. The speech captures the fighters and creates a supreme sense of "nation." Since</p>	<p>The figure of the young prince with the moral compass whose image was modeled opposite a cruel and estranged father figure compared to his cordial friends.</p> <p>Motives for going to battle</p>	<p>Shakespeare Henry IV Henry V</p> <p>An English chronicle of the reigns of Richard II, Henry IV, Henry V, and Henry VI written before the year 1471: with an appendix, containing the 18th and 19th years of Richard II and the Parliament at Bury St. Edmund's, 25th Henry VI and supplementary additions from the Cotton. ms. chronicle called "Eulogium." / edited by John Silvester Davies.</p> <p><u>Published</u> <u>New York :</u> <u>Johnson</u> <u>Reprint Corp.,</u> <u>1968.</u></p>	<p>Henry V 1411 (<u>Michôd</u> 2019)</p> <p>It is a story of the triumph of the few in front of many, after which it is a story in which the elite of the English fought together Nablus with the common people.</p>

<p>this speech is mentioned in other films about the battle, we are aware of its importance. The words were written by Shakespeare, one of the greatest playwrights in history about two centuries after the events of the battle.</p> <p>In doing so, Shakespeare put in the King's ideas, which were strange to the period. The English gentry spoke French and had French mannerisms. The connection between the French nobles and their English counterparts was greater than that of the latter and most of the army, which consisted of a simple one with low status in the period to come, and this was of great importance.</p> <p>Thus, we learn that often speeches, however good they are, are written by people who give them a special meaning that appeals to those who hear them in order to establish a connection between past events and present events. In Shakespeare's time England rose to prominence under Queen Elizabeth II. England stood alone in front of the Spanish Catholic Empire and succeeded in 1588 in defeating the Spanish Armada which threatened to invade England.</p>	<p>Special heroes</p> <p>Fighting norms</p> <p>Dialogue of historical significance</p>		
---	--	--	--

Some examples of realism, mistakes, and adaptation to a cinematic medium	Topic address to the student's attention	Primary sources	The films and some points for class discussion
<p>The film takes place on the dates when the US entered the Great War.</p> <p>The story of Corporal Scofield, a soldier looking for his brother, did not happen. Also, the main story of two soldiers in a quest of many miles seems unreliable.</p> <p>From a historical perspective we see a turning away from focusing in elite, toward telling the stories of the common people, who represent millions of warriors recruited into the war.</p> <p>However, these heroes look too healthy physically, their uniforms are spotless for soldiers who have experienced foxhole fighting for a long time.</p>	<p>Is the story real?</p> <p>The protagonists in the movie</p> <p>The material culture reflected in the film - what weapons and what media Communication were available at that time other</p>	<p>They Shall Not Grow Old, peter Jackson's Film.</p> <p>Primary sources on WWI</p> <p>https://www.shapell.org/collection/?gclid=CjwKCAjwp-X0BRAFEiwAheRuiz0Ub746_9Ri-44HsuvxVpkbnPasrf2SnpiV-4x7m_gxSaiCvSw0YRoCpVsQAvD_BwE</p>	<p>1917A campaign film of two soldiers left to rescue the brother of one of them in the brigade who is about to attack the German lines, which is nothing but a trap.</p>

<p>The weapon image is reliable, as is the uniform. There is a telegraph and radio connection. But due to fear of surveillance, important news was passed on in small groups.</p> <p>It was a global conflict. Indeed, the Indians had a significant contribution to the British victory. More than one million Indian soldiers participated in the war. The film almost ignores the presence of non-Englishmen on the battlefields and they disappear.</p> <p>The film is sparse in dialogues trying to intertwine high values. One is toward the end of the movie when an officer approves the order and decides to cancel an attack. The officer desperately admits that he expects an order to come to battle "until the last man standing." In this sentence he demonstrates the lack of purpose of the command to stop the attack. Since the next day you will be different and bring about the same result.</p> <p>This approach was widespread in the anti-war literature that views wars as wicked, and its cynical leaders at best who were willing to sacrifice millions of people without purpose. This approach is inconsistent with the position that the behavior of the countries in the war tried to overcome it, but found no means to change its course except through the conduct of the campaign as it was actually, conducted.</p>	<p>than oral transmission?</p> <p>Were there black and Indian people in the British army?</p> <p>German Army Strategy</p> <p>Dialogue of historical significance</p>		
--	--	--	--

Conclusion

The didactic approach we offer makes use of several methods discussed in the educational literature of recent years, such as learning from mistakes, dialogic teaching, and problem-solving (PBL). The tool and the means of learning is - search for mistakes in historical war movies.

In the problem-solving method (PBL) the teacher presents a problem. He argues: We are discussing a certain issue. The film purports to describe the case we are dealing with. However, there is a problem, the film is inaccurate. You have to find its mistakes. The errors are not only in the overt plot, but also the normative and ideological layers.

Gaps can be found in the material and symbolic cultures, in normative aspects such as the expectations from a leader, or the figure of the hero, the status of the woman, the reasons that are heard from the leaders' speeches, and more. Students should discuss the feasibility of the film scenario to the extent that events and sub-narrative could have occurred at the time. Finally, we propose to organize the exercise in groups of 4 to 5 students who will hold a competition and do a class presentation of their findings.

This paper was written during the days of Coronavirus, and at a time when teaching in all academic institutions around the world became online and computer-dependent. This situation further sharpens the inherent advantage of this teaching method. We will report that our exhausted students were happy to watch movies instead of the talking heads of their lecturers and discuss them in groups.

This theoretical paper is intended to serve as the basis for a field study in which to compare, the traditional methodology with the proposed method, learning from mistakes in historical films. We intend to put that dialogical method of learning from mistakes in films, to a comprehensive examination of its advantages and disadvantages.

References

- Bondarchuk, S. (1970). *Waterloo* [Motion Picture]. Mosfilm, Dino de Laurentiis Cinematografica, Paramount Pictures, Columbia Pictures.
- Dobber, M., Zwart, R., Tanis, M., & van Oers, B. (2017). Literature review: The role of the teacher in inquiry-based education. *Educational Research Review*, 22, 194-214.
- Donnelly, D. (2014). Using feature film in the teaching of history: The practitioner decision-making dynamic. *Journal of International Social Studies*, 4 (1), 17-27.
- Donnelly, D. (2013). Teaching history using feature films: practitioner acuity and cognitive neuroscientific validation. *History Education Research Journal*, 12 (1), 16-27.
- Fernandez-Balboa, J.M. & Marshall, J.P. (1994). Dialogical pedagogy in teacher education: Toward an education for democracy. *Journal of Teacher Education*, 45 (3), 172-182.
- Lieberfeld, D. (2007). Teaching about war through film and literature. *PS: Political Science & Politics*, 40 (3), 571-574.
- King, A., Holder, M.G., & Ahmed, R. A. (2013). Errors as allies: Error management training in health professions education, *BMJ Quality and Safety*, 22 (6), 516-519.
- Marcus, A.S. (2005). "It is as it was": Feature film in the history classroom. *The Social Studies*, 96 (2), 61-67.
- Mendez, S. (2019). 1917. DreamWorks Pictures & Reliance Entertainment.

- Türkdoğan, A., Baki, A., & Çepni, S. (2011). The anatomy of mistakes: Categorizing students' mistakes in mathematics within learning theories. *Türk Bilgisayar ve Matematik Eğitimi Dergisi*, 1(1), 13-26.
- Russell, W. B. III, & Waters, S. (Eds.). (2017). *Cinematic social studies: A resource for teaching and learning social studies with film*. USA: Information Age Publishing.
- Santagata, R. (2004). "Are you joking or are you sleeping?" Cultural beliefs and practices in Italian and U.S. teachers' mistake-handling strategies. *Linguistics and Education* 15(1):141-164. DOI: 10.1016/j.linged.2004.12.002
- Spielberg, S. (1998). *Saving Private Ryan* [Motion Picture]. DreamWorks, SKG Amblin Entertainment, Paramount Pictures.

A LEARNER-CENTERED APPROACH TO DEVELOPING TRANSFERABLE SKILLS THROUGH M-LEARNING ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS (HEIS)

Nato PachuashviliInternational Black Sea University, Georgia
npachuashvili@ibsu.edu.ge**Guranda Khabeishvili**International Black Sea University, Georgia
khabeishvili.g@gmail.com

Abstract

The traditional way of teaching has always been regarded as a process of transmitting knowledge to learners who act as passive recipients of information. There has long been a controversy over traditional pedagogical style of lecture delivery as opposed to active learning environment in which learners are engaged in the learning process itself. Educators are trying to apply various teaching methods to promote the learner-centered approach and engage students in active learning, as dynamic learning environment stimulates students' interests and motivation. Furthermore, this new model of teaching promotes the development of transferable skills that has become the primary objective of Higher Educational Institutions. In the light of this innovative teaching approach, emphasis has been laid on m-learning, i.e., engaging learning practices through creating more digital learning environment. Incorporating m-learning tools in teaching English as a foreign language (EFL) in higher education stemmed from the rapid move towards viewing language learning as more autonomous as well as keeping pace with the recent development of technological devices in education. Consequently, the paper sheds lights on various ways of implementing m-learning approaches in the classroom, which aims at managing learner-centered learning environment. It examines different educational tools, which can create an engaging learning environment that contributes to the development of transferable skills and fosters students' motivation.

Key words: Active learning, m-learning, transferable skills, motivation, higher education, student-centered education

Introduction

There is the elevated interest in promoting the development of the skills in higher education institutions worldwide. Therefore, the primary goal of education is to provide the quality that ensures contemporary students not only graduate from universities with subject knowledge, but also with the key skills needed for the 21st century world. This process is endorsed with implementation of the learner-centered methods. The paradigm shift from teacher-centered to learner-centered has brought the need of introducing more innovative learning and teaching methods in the classroom, in order to create an active learning environment. In this form of educational environment, the students are more motivated and engaged in the learning process (Hirsh-Pasek et al., 2015). M-learning is one of the educational tools, which is considered to foster student motivation and promote transferable skills. There is still a challenge in Higher Education Institutions (HEIs), regarding increasing student motivation and engagement. Since incorporating learner-centered techniques by means of m-learning mechanisms is a trend in education nowadays, they have not

been fully practised yet. Raising awareness among educators on the effectiveness of m-learning as a part of learner-centered teaching, is essential in case of Georgia.

In the process of managing and promoting learner-centered environment, we must address the following questions:

- How to encourage students to find meaning in what they learn and do?
- How to make an educational environment the arena of collaboration and doing more discovering work?
- How to increase student motivation in order to promote their engagement in the knowledge construction process?

Concept of learner-centered approach and active learning

When we look at the teaching and learning environments, we see that both teaching and learning approaches have shifted from the traditional teacher-oriented into modern, student-oriented method, with the purpose of meeting contemporary learners' interests, needs and expectations. According to the common understanding of learner-oriented educational environment, the learners are not passive recipients of instruction; they are engaged in the construction process of their own knowledge. Hence, the role of the instructor is to assist the learners in constructing their own knowledge (Dunn, 2005). Student-centered environment that supports constructivist approach to learning, as well as, utilizes active learning strategies is central importance in today's contemporary educational environment. In this form of teaching, interactive knowledge delivery and information exchange are key parts of the learning process. Managing such educational environment implies on determining how to learn, analyse, and create. In the constructivist classroom, which is tightly related to learner-oriented paradigm, the focus tends to shift from the teacher to the students: "the classroom is no longer a place where a teacher pours knowledge into passive students, who wait like empty vessels to be filled" (Westwood, 2008, p. 2). If we look at such educational environment, it can be noticed that students are actively involved in their learning process. Teaching is no longer transmission of knowledge, it is more about to make students learn by themselves and the teachers do not have to 'spoon feed' the learners through giving ready-made information, they are expected to lead students to obtain this information by themselves. Learning is most effective when learners are engaged, cognitively active and guided by a goal, and when learning activities are scaffolded and interactive (Hirsh-Pasek et al., 2015).

The effectiveness of an educational environment to a great extent is supposed to be determined by the learning methods supported. Therefore, what we teach to our students is not enough, the way we teach them and how we provide the content to our learners are the key things, what matter the most. The concept of good quality modern education is seen as learner-centered by Campbell and Rozsnyai (2002). This concept implies giving learners the opportunity to get knowledge and acquire skills.

Due to the current trend in education demand towards more learner-centered approach placed learners as active constructors of their knowledge thus emphasizing teachers' role as a facilitator. Teaching process is intended to facilitate and sustain learners' self-exploration, self-actualization and self-learning (Cheong Cheng & Mo Ching Mok, 2007). Without integration of active learning elements in teaching, such educational environment cannot be created. Thus, management of learner-oriented classroom requires from teachers to be effective leaders, in order to ensure the conditions for active learning environment. The key strategy for altering the role of students from passive to active is cooperative learning, which is the part of learner-centered educational

environment. Additionally, creating more interactive and engaging learning spaces have become the priorities of Higher Education Institutions, since the role of today's education is not only transmitting knowledge to students, but also equipping them with the skills and competencies, which can make them more autonomous learners. Similar to other scholars, Maryellen Weimer (2002), sees this concept as the process of using the content and not covering it, knowledge construction and not reproduction. The paradigm shift to learner-oriented teaching can be summed up with the following displayed seven principles presented in table 1.

Table 1: Seven Principles of learner-oriented teaching

1. Teachers Do Learning Tasks Less	Learners: Question the things more, summarise the discussion, organize the content, deal with the problems, ask questions in order to analyse the information.
2. Teachers Do Less Telling; teacher as a facilitator and a guide	Students do more discovering: Students discover the information themselves, make conclusions, solve the problems, work autonomously with teacher's guidance.
3. Teachers Do More Design Work (of activities and learning experiences)	Activities help learners to: Develop learning skills (learning "how to" learn); Motivate student involvement and participation; deal with real world topics.
4. Do More Modeling	The students fulfil the tasks following the provided model/example. They work out the solutions.
5. Do More to Get Students Learning from and with Each Other	Engaging students into collaborative activities. Promoting cooperation inside and outside classroom. Learning from one another, through sharing information.
6. Work to Create Climates for Learning	Creating autonomous learning climate, where learners take ownership of their learning.
7. Do More with Feedback	Promoting more self-reflective environment. Peer reviewing as a natural process of the learning. Learning from mistakes and being reflective on their learning.

Source: Weimer, M. (2002).

Effectiveness of m-learning activities to promote transferable skills

Creating student-centered environment requires putting in practice various methods and techniques which support learners to be actively engaged in the learning process. Higher Education Institutions play a crucial role in students' lives, as it has gradually become the place of not only grasping the knowledge, but also the skills/competencies, values, beliefs, etc. The expectations towards the 21st century learners are different now. They are expected to solve the problems, know how to work in teams, to have interpersonal skills, i.e. to possess higher order thinking skills (Lacasse Grim, 2009). Accordingly, comparing to the past, demands, outcomes and expectations were different in terms of the role of HEIs and they aimed at only transmitting knowledge, so much focus was on theoretical subject matter knowledge, rather than equipping learners with necessary skills, which can be applied in dynamic settings. Corresponding to this topic, European Commission (2016) clearly points out that, Higher Education Institutions are arenas where they can acquire a range of skills and knowledge, which enable them to engage with society. In learner-oriented classroom, higher order thinking is endorsed.

Engaging students in active learning environment has recently been possible through mobile learning. It is considered to be one of the facilitating factors to motivate students and promote the skills development (Sandberg, Maris, & Geus, 2011). Technological aspect plays a key role in the educational environment, as they are changing the way students learn; they offer a great promise to both teachers and their students. Non-traditional learning environments are being developed rapidly; M-learning is argued to be the supportive tool for creating innovative active learning environment. Consequently, teaching through m-learning has recently received a significant consideration in teaching English as a foreign language (EFL) in higher education.

The importance of incorporating mobile devices in teaching EFL in higher education stemmed from the rapid move towards viewing language learning as more autonomous and learner-centred, as well as keeping pace with the recent development of technological devices in education. Utilizing mobile phones in teaching has become very important as it meets demands of current generation of university undergraduates. In this digital era, the ways of acquiring knowledge have become impossible without ICT which students have grown up with (Litchfield et al., 2007, p. 588). As well as desktop computers, university students are active users of smartphones and it has been estimated that a number of mobile phones suppressed the number of desktop computers with 97.3% of undergraduate students born since 1980 have access to mobile phones. (Litchfield et al., 2007, p. 588). What is more, mobile phones have become students' most preferred learning platform in which learners undertake all learning processes such as listening, observing, questioning, reflecting "what-ifing" (Litchfield et al., 2007, p. 588). Their learning processes are quick and non-linear and is characterised by preference of active involvement in learning over passive learning in lectures.

As mentioned above, the activities which can be designed through m-learning tools, are now of becoming an integrated part of modern educational environment. Moreover, Bologna process, which started in 2005 in Georgia, has brought some modifications in both teaching and learning practices. The outcomes have become more explicit for educational programmes and they included transferable skills, like problem-solving, teamwork and communication (European Commission, 2016). UNICEF also focuses on the term 'life skills' which is the main aim of modern education, referring to the following directions a) "a broad group of interpersonal and psychological skills", and teaching and learning processes connected to acquiring these skills (UNICEF, 2000, p. 15). Considering this point, acquisition of the skills cannot be done without combining the content and process. The facilitating factors of all those processes are depicted in the research work of Fulgence (2015) and they include: discussions, group/pair works, project

work, role plays, problem-solving tasks, presentations, case studies, the tasks which trigger competition. M-learning tools which are discussed in this article can be used to design and organize such activities, where the role of student is viewed as a critical thinker and an independent learner. Consequently, according to Hannon (2017), mobile apps could be used to facilitate the process of acquiring knowledge. Moreover, engagement and motivation are some other reasons for using more m-learning activities in the classroom. Through such learner-centered activities educators will be able to enhance the educational environment by means of m-learning tools.

The effect of m-learning activities on student engagement and motivation

The attempts have been made to incorporate m-learning in teaching EFL in higher education since they promote active interaction in the classroom. Phones have gone beyond being the mere tool of communication to becoming a learning material to students. Students are engaged in the activities that teachers assign through mobile phones thus promoting mobile assisted language learning (MALL) in the classroom (Mobit, 2017 p. 2453). Based on characteristics of MALL, different kind of learning approaches can be supported such as student-centered ways of learning.

M-learning has also been recognised as one of the motivating approaches to learning English. It can enhance social interactivity and motivation in the form of collaboration and exchanging data with peers (Miangah & Nezarat, 2012, p. 310). Students can facilitate meaning through mobile phones by doing various learning related activities such as searching vocabulary meaning, watching movies and discussing with peers, extending their class discussions and more importantly, being in charge of their own learning processes and establishing selves as autonomous learners (Mobit, 2017, p. 2453) Furthermore, mobile learning does not only happen in the classroom but also outside the institution promoting activities, for example while on travelling or doing a part time job (Miangah & Nezarat, 2012, p. 310). That being the case, instructors try to sustain students' motivation and create accessible resources from home (Kilis 2013, p. 379). Thus, being portable, easy to access information, exploiting learners' free time and improving their skills while on the move serve to engage them more regardless of their geographical location that in return increase their motivation for learning. What is more, flexibility and individualised setting encourage learner motivation and increase their engagement (Kerawalla et al., 2007).

Another important motivating benefit of m-learning is a various task design choice offered through m-learning. According to Kilis (2013), learners' motivation can be observed through the choices of tasks and their degree of engagement to these activities. Students' motivation and engagement can change based on these tasks that meet students' learning styles. In other words, m-learning provides different types of interactions for individual learning styles. Content offered through m-learning provide optional activities that students can choose depending on their learning styles (Kilis, 2013, p. 379). Given the autonomy to opt for, this adds to student motivation and flexibility to learn. Enhancing students' motivation can be extremely difficult in traditional teaching but through m-learning applications and tools, teachers can provide and sustain motivation by making accessible and convenient resources with respect to students' own learning pace and preference (Kilis, 2013, p. 379). M-learning enables to embed various multimedia resources such as audio, video, animation etc. make a great contribution in sustaining motivation. The game elements offered through m-learning create authenticity of learning and affect their learning process positively (Sandberg, Maris, and Geus, 2011).

One of ways of incorporating mobile phones in university learning processes is through optimizing mobile phone applications to increase interaction and improve language skills. This can take the form of games in which learning materials are designed to integrate with students' educational context and in this way it "serves as a link between the real world of knowledge and the visual world of the game" (Miangah & Nezarat, 2012, p. 311).

Below (table 2) is a list of m-learning applications and their advantages.

Table 2: M-learning tools

Socrative	<ul style="list-style-type: none"> • Educators can set up various types of activities such as quizzes, vocabulary race, Q & A • Students can work in pairs or groups to compete in a vocabulary race or discuss questions. • The results are instantly displayed on the screen which allows educators to review students' results, give feedback or trigger further discussion or debate. • Students can also evaluate each other's progress and reflect on their work.
Polleverywhere	<ul style="list-style-type: none"> • Encourages higher engagement and collaboration • Encourages active learning • Immediate feedback from teacher • Highly interactive tool aimed at creating interaction and increasing participation. • It enables to collect live responses from the audience • It triggers the discussion or a debate about any topic • Allows to create vocabulary tasks: word clouds; open/close ended questions.
Moodle	<ul style="list-style-type: none"> • Interactive digital platform for creating activities and resources for students. • Educators can design paperless, content-related activities. • The activities be accessed via mobile phone that exploits learners' free time while on the move. • It enables to create external links to files or web pages. • Teachers can add forum discussions and promote interaction. • Moodle assignments save teachers time grading their students since responses can be embedded and students can be instantly graded
Ted Ed	<ul style="list-style-type: none"> • IT allows teachers to create customized video lessons for students. • It offers authentic materials that bring real-word tasks into the classroom.

	<ul style="list-style-type: none"> • This app promotes blended learning since Ted talks based printed resources are used worldwide. • Lecture content is extended outside the classroom where students collaborate in online video discussions. • Learner progress can also be tracked that enables teachers to feedback learners or further supplement with extra interactive activities. • It allows to create discussion topics where students comment and share their views on a particular topic.
--	--

These mobile applications have a number of benefits. M-learning tools facilitate learning and promote students' active involvement. Learners think collaboratively and build on each other's understanding; they construct knowledge that makes sense for them; learners negotiate and internalise their knowledge. What is more, students supplement their existing knowledge with other representations and take responsibility of their learning, thus becoming independent and autonomous thinkers.

Restrictions to innovative pedagogical instruments

Innovation is an integral part of educational institutions. Universities within the modern changing society should be capable of adapting changes. Educational institutions should therefore develop flexibility and adaptation so that "instruction and experiences offered are meaningful to students and relevant to their life situation" (Nisbet & Collins, 1978, p.2). However, innovations are not always perceived as effective since its effectiveness depends on people's perception. Institutions prefer to stick to existing practices since innovations are not easy to implement. Implementations do not come easy since certain educational methods are already established and sanctified by tradition. Many educators believe that if educational system is operating in a way that meets the demands of the target society, then the question "why innovate" often springs to mind (Nisbet & Collins, 1978, pp. 2-3).

One of the researches carried out by Jarrah Mohammad Al-Jarrah et al. (2018) identifies a few barriers to implementation of m-learning in the classroom. One of the obstacles to integrate m-learning was a lack of technical skill and support received by technician in school educational setting. Where there is a technical support, it is neither efficient nor quick to provide help. Another reason why teachers resist using mobile technologies in the class was wasting time getting devices and applications ready. Discipline problems were also identified while setting up tasks on devices (Al-Jarrah et al., 2018, p. 25). Although these barriers were investigated in school setting, the same can be said about university contexts. Many lecturers resist using mobile learning since it can distract the flow of the lecture and in most cases, they are unconvinced that mobile apps could help in language learning and teaching. They can neither tackle the problem of technical support e.g. absence of WiFi, apps not working nor they can rely on technical staff for support.

One of the causes of failures to implement innovation is "the ignorance of participants of the nature of the change they are trying to implement" (Nisbet & Collins, 1978, p. 6). That is people do not pay attention to the dynamics of change. In some cases, professional people seek to acquire reputation as innovators but do not implement the changes and "innovation without change - that is, innovation within the existing framework" (Nisbet & Collins, 1978, p. 4)

There are a few ways to overcome the barriers in order to achieve the successful implementation of change. One of the proposed solutions is to organise professional workshop trainings on effective use and integration of mobile technologies into teaching (Al-Jarrah & Talafhah., 2018, p. 26). It was also suggested to provide unlimited technical support to staff in case of need. Most importantly, it is essential to realise that changes bring novelty and although this cannot be achieved instantly, in the long term, it has better outcome in the process of learning.

Conclusion

To conclude, although m-learning has some limitations, it plays an essential role in acquiring different dimensions of knowledge. New century brought a necessity to shift teaching towards student-led learning that made the language acquisition process more effective and interesting. Embedding m-learning provides richer learning environment and promotes autonomous learning through conscious awareness of the learning process. As discussed in the paper, learner-oriented environment can be created with incorporating various techniques. Duo to the recent demands, HEIs are expected to modify their programmes and make the teaching process more student-oriented, where they can gain knowledge and develop the skills. Such teaching can be managed through implementing innovative ways of methods that include m-learning activities. Consequently, all these contribute to increasing student motivation and engagement in the learning process.

References

- Al-Jarrah, J.M.M. & Talafhah, R. (2019). ESL teacher, student, and parent perceptions about barriers and criteria for using educational mobile applications to develop the language skills of ESL elementary school students. *International Journal of English Research*, 5 (1), 20-32.
- Campbell, C. & Rozsnyai, C. (2002). *Quality Assurance and the Development of Course Programmes*. Budapest: UNESCO.
- European Commission. (2016). *Developing future skills in higher education:ET2020 – Peer Learning Activity (PLA)*. Brussels: European Commission-Directorate-General for Education and Culture. Retrieved from http://cced-complete.com/documentation/developing_future_skills_in_higher_education_eng.pdf
- Cheong Cheng, Y., Mo Ching Mok, M. (2007). School-based management and paradigm shift in education: an Empirical Study // *International Journal of Educational Management*, 21 (6), 517-542.
- Dunn S.G. (2005). *Philosophical Foundations of Education: Connecting Philosophy to Theory and Practice*. New Jersey/Columbus, Ohio: Pearson / Merrill Prentice Hall.
- Fulgence, K. (2015). *Employability of Higher Education Institutions graduates:Exploring the Influence of Entrepreneurship Education and Employability Skills Development Program Activities in Tanzania*. PhD thesis. Germany: University of Siegen.

- Hannon, K. (2017). Utilization of an educational web based mobile app for acquisition and transfer of critical anatomical knowledge, thereby increasing classroom and laboratory preparedness in veterinary students. *Online Learning, Official Journal of OLC*, 21(1), 201–208. doi:10.24059/olj.v21i1.882
- Hirsh-Pasek K., Zosh J. M., Golinkoff R. M., Gray J. H., Robb M. B., & Kaufman J. (2015). Putting education in “educational” apps: Lessons from the science of learning. *Psychological Science in the Public Interest*, Research Gate, 16 (1), 3–34. doi: 10.1177/1529100615569721
- Kerawalla, L, O'Connor, J., Underwood, J.L., Boulay, B., Holmberg, J., Luckin, J., Smith, H., & Tunley, H. (2007). Exploring the potential of the homework system and tablet PCs to support continuity of numeracy practices between home and primary school. *Educational Media International*, 44(4), 289–303.
- Lacasse Grim, D. (2009). *Activities for Learner-Centered Teaching*. Effective Teaching and Learning Department. Bristol Rd. Retrieved March 10, 2020 from <http://37.131.70.41/Effective-Teaching-Learning4.html>
- Litchfield, A., Dyson, L.E., Lawrence, E. & Zmijewska, A. (2007). Directions for m-learning research to enhance active learning. In *Proceedings ASCILITE*, 2007, p. 587-597. Singapore. Retrieved from <http://stu.westga.edu/~bthibau1/MEDT%208484-%20Baylen/final%20report/12.pdf>
- Miangah, L.M. & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems (IJDPS)*, 3 (1), 309-319.
- Mobit, M (2017). *EFL Learners Mobile Phone Utilization in English Language Learning*. Retrieved from https://www.researchgate.net/publication/330349630_EFL_Learners_Mobile_Phone_Utilization_in_English_Language_Learning
- Nisbet, R. I. & Collins, J. M. (1978). Barriers and resistance to innovation. *Australian Journal of Teacher Education*, 3 (1), 2-29.
- Sandberg, J., Maris, M., & Geus, K. (2011). Mobile English learning: an evidence-based study with fifth graders. *Computers & Education*, 57, 1334-1347.
- UNICEF. (2000). *Defining Quality in Education*. New York: UNICEF.
- Weimer, M. (2002). *Learner-Centered Teaching*. San Francisco, CA: Jossey-Bass.
- Westwood, P. (2008). *What Teachers Need to Know about Teaching Methods*. Victoria, Australia: ACER Press.

STUDENTS' PERCEPTION OF TRANSFORMATION APPROACH TO MULTICULTURAL EDUCATION AND THEIR GLOBAL CITIZENSHIP QUALITIES

Pavitra Shetty

University of Mumbai, India

dr.pavitrashetty@gmail.com

Herman Coutinho

American University of Sharjah, UAE

dr.hermancoutinho@gmail.com

Abstract

In a complex global society, it is essential to appreciate the diversity among nations, culture and individuals. Understanding and respecting diversity lead to tolerance of perspective, which in turn ensures anti-discriminatory practices. Understanding and wisdom can only come from perspective transformation. This mixed-methods study focuses on the students' perspective at different levels of education in Mumbai-India, on whether the school curriculum integrates transformation approach to multicultural education. Besides, the research also investigates if there exists a relationship between the transformation approach to multicultural education and students global citizenship qualities. The theoretical framework of the research is based on Jack Mezirow's (2018) Transformational Learning Theory. The quantitative analysis shows that there is a positive, significant and moderate relationship between primary students' perception of transformation approach to multicultural education and their global citizenship qualities. The secondary and higher secondary students show a low but positive correlation. The relationship was further explored through data collected through a focus group interview. The article includes a summary of the research and also discussions basis the analysis of the data.

Key Words: Diversity, Global society, Transformation Approach to Multicultural Education, Global Citizenship

Introduction

The contemporary world that we live in is light-years away from the idealistic idea of a global society. Challenges faced by society are many, like political, cultural, and religious conflicts, health and environmental issues, human rights, and peace, to name a few. The escalation of these global conflicts is rooted in diversity. Diversity, in terms of culture, religion, gender, nationality, economics, and sexual orientation, among others, leads to intolerance for the views and actions of others, bringing about violence. Thus, it is essential to involve the future generation in peace-building activities, with an effort to prevent conflicts beforehand itself. Inquiry-led education can play a major role in preparing students to realize and address the root causes of conflicts or critical conflicts faced by humanity. Multicultural education would be a good place to start, as it teaches learners to appreciate diversity. There are various approaches to multicultural education, James A. Banks (2013), educator and author of over 20 books on multicultural education, has identified four approaches that teachers can use for integrating multiculturalism into their curriculum. The approaches are the Contributions approach, the Additive approach, the Transformation approach, and the Social Action approach.

The present study focuses on the transformation approach. This approach helps in perception building by creating awareness among students' about our interconnectedness with the people around the world and also with the environment; through multiple perspectives. The awareness of the multiple cultures and the responsibility of each individual as an inhabitant of this planet can be termed as global citizenship quality.

The transformation approach to multicultural education is essential to prepare students for roles as productive citizens of the world and empower them to create an equitable society.

Aim of The Study

The researcher felt that there is a need to ascertain whether individual teachers in individual classrooms are developing culturally sensitive curricula that integrate multicultural viewpoint and are the concepts being presented using multiple teaching-learning styles for effective student outcome in terms of global-citizenship qualities. Thus, the aim was to study the relationship between transformation approach to multicultural education for global citizenship qualities as perceived by students at different levels of education.

Method of Study

The research study was conducted in two phases, using the explanatory sequential, mixed-methods design. The overall purpose of this design is that qualitative data help explain or build upon initial quantitative results. Figure 1, represents the two phases of the study.

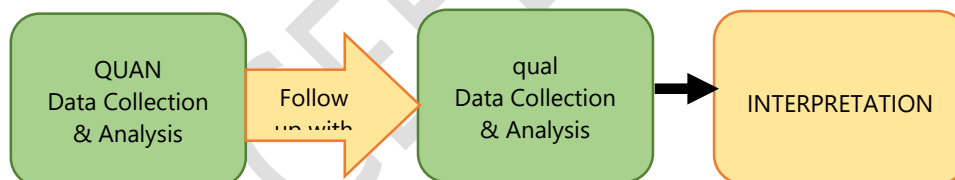


Figure 2: The explanatory design

In phase I, the study ascertains the relationship between students' perception of the transformation approach to multicultural education and their global citizenship qualities at different levels of education. A correlational method is considered to ascertain the nature and magnitude of the relationship between the two variables at different levels of education. In phase II of the present study, the researcher has used the phenomenological approach with a view to understand the students' perception of transformation approach to multicultural education with respect to their classroom and school experiences and also to perceive if it determines their global citizenship qualities. In the quantitative phase, the following tools were used to collect data-

1. Students Proforma to gather personal details of the students such as name, name of their school, their grade level and the income level of the family.
2. Global Citizen Scale by Stephen Reysen et al. (2012)

3. Transformation Approach to Multicultural Education Scale (Researcher Designed Opinionnaire)

In the **qualitative phase** of the **present study**, the technique of **focus group interviews** was used to collect data.

Sample of the Study

The sampling frame for the present study is students at different levels of education that is primary, secondary and higher secondary in MSBSHSE (Maharashtra State Board of Secondary and Higher Secondary Education) schools and junior colleges in Greater Mumbai from North, South and Central zones. In the qualitative phase, the respondents were selected intentionally by the researcher based on the research question and also the quantitative analysis.

Findings

Transformation Approach to Multicultural Education as Perceived by Students at Different Levels of Education

The present study provides insights into students' perspective on the transformation approach to multicultural education. The analysis showed that students at different levels of education perceived transformation approach to multicultural education in a distinct manner. The primary students perceive the use of transformation approach to multicultural education in their classroom and schools to be maximum, followed by secondary students and least by the higher secondary students. Thus, it can be deduced that at the primary level transformation approach to multicultural education is introduced in the classrooms. This is evident from the ratings on the opinionnaire, where most of the primary students have stated that 'games are often introduced in the classrooms'. Besides, as per the primary students, the teachers often use 'flip charts' and sometimes 'newspaper articles on current issues' are read in class.

The data further indicates that the education at the higher level, that is, secondary and higher secondary focuses on academic discipline or it provides a core set of curricula options with certain elective subjects; but essentially it is academically inclined. As per the opinionnaire, a significant number of secondary and higher secondary students have stated that 'religious intolerance' and 'social issues such as child labour' are rarely discussed in class; while topics like 'justification for nuclear bombardment' and 'concepts of poverty and inequality' are never discussed.

The qualitative analysis corroborated the same, where the life skill activities were limited to the primary section; also, the diverse teaching-learning activities were mostly conducted by the B.Ed teacher trainees in the primary section. The secondary and higher secondary students were not involved in any such activity, but they did feel they could do more given the right guidance. Additionally, the secondary and higher secondary students were of the opinion that teachers seldom use diverse course material or diverse strategy/ methodology in the classroom.

Global Citizenship Qualities at Different Levels of Education

The interpretation of the present study also creates an awareness that the primary students exhibit the qualities of global citizenship the most, followed by the secondary students, and the higher secondary students' exhibit it the least. The difference in global citizenship qualities was found between the primary and secondary level students, and between the primary and higher secondary level students. No difference was noticed in the students' global citizenship qualities among the secondary and higher secondary level. This is evident from the data collected from the primary students, basis the rating scale which suggests that the most of the students strongly agreed to items like

'Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in' and 'People have a responsibility to conserve natural resources to foster a sustainable environment'.

Also, a significant number of primary students agreed to items such as

'If I had the opportunity, I would help others who are in need regardless of their nationality'; 'I am interested in learning about the many cultures that have existed in this world'; and 'If I could, I would dedicate my life to helping others no matter what country they come from'.

Whereas, a considerable number of secondary and higher secondary students have responded by saying that they somewhat disagree to items such as

'It is my responsibility to understand and respect cultural differences across the globe to the best of my abilities' and 'Being actively involved in global issues is my responsibility'.

This can be further corroborated with a study conducted by Dereli and Aypay (2012) which investigated the relationships of high school students' empathetic tendency, character trait of collaboration, respect, honesty and tolerance with gender, class levels, income levels of family, and mother and father education level. The results indicated that empathetic tendencies, character trait of collaboration, respect, honesty and tolerance did not increase at a significant level in line with the increase in the students' class level. As per the study, the education received by the students from the 9th class to the 12th class was not of the nature that would bring about a change in those characteristics.

Also, from the students' responses, it was evident that hectic schedule did not leave them enough time to look for additional reading materials on current issues plaguing the world and study about concepts from the perspectives of the different cultures on a regular basis. Moreover, with schools and colleges focusing on academics and heightened demand for career readiness, it leaves the students at higher levels of education with very little time to learn about global issues or take actions to improve their lives or that of the community that they live in. This has been validated through an article by (Benninga, Berkowitz, Kuehn, and Smith, 2006), where the authors have provided evidence that though there has been an increasing interest in character education among policymakers and education professionals, many schools hesitate to do anything that might detract from their focus on increasing academic performance.

Additionally, the code revealed that the empathetic qualities displayed by the higher secondary students are lesser than that compared to the primary and secondary students. This could be because the higher secondary students are self-involved and going through a process of discovering themselves. This has been validated by (Uche, 2012) a professional counsellor, what may seem like an unwillingness, on the part of teenagers, to understand the thoughts and feelings of other individuals, may actually be a sign of having little to no confidence to engage at an emotional level.

Relationship between Transformation Approach to Multicultural Education and Global Citizenship Quality

The quantitative analysis shows that there is a positive, significant and moderate relationship between primary students' perception of transformation approach to multicultural education and their global citizenship qualities. The variance indicates that the transformation approach to multicultural education contributes around 35% to variance in global citizenship qualities in primary students, while it accounts for 9% of the variations in global citizenship qualities in secondary students and around 5% of the variance in global citizenship qualities in higher secondary students. This indicates that at the primary level, more opportunities are created for the students in the classroom to develop their global citizenship qualities. The students are taught the importance of environmental sustainability, where 'Environmental Studies' is introduced as a separate subject at the primary level. Besides, as per data, at the primary level, the teachers made an effort to present a topic using different teaching-learning styles and from multiple perspectives. As per the primary students, newspaper articles were read during the assembly, which helped them gain understanding about the current issues plaguing the world. Additionally, the qualitative data revealed that life skill activities were maintained only at the primary level, like collecting money for charity. The primary students perceive the use of transformation approach to multicultural education in their classroom and schools to be maximum, and they also exhibited the qualities of global citizenship the most, thus leading to the inference that there is a significant relationship between primary students' perception of transformation approach to multicultural education and their global citizenship qualities.

Table 1 shows the coefficient of correlation for students' perception of transformation approach to multicultural education with global citizenship qualities based on levels of education.

Variables	N	Df	Tabulated r- Values	Obtained r- Values	L.O.S.	Variance R ²
Primary Students' Perception of transformation approach to multicultural education with their global citizenship qualities	383	381	0.087	0.59	S	0.35
Secondary Students' Perception of transformation approach to multicultural education with their global citizenship qualities	347	345	0.087	0.31	S	0.09
Higher Secondary Students' Perception of transformation approach to multicultural education with their global citizenship qualities	547	545	0.087	0.21	S	0.05

Tabulated r value at 0.05 level=0.087 and at 0.01 level=0.114; NS=Not Significant, S=Significant

Table 1: Coefficient of Correlation for Students' Perception of Transformation Approach to Multicultural Education with Global Citizenship Qualities based on Levels of Education

The secondary and higher secondary students show a low but positive correlation. This indicates that there are other factors besides the transformation approach to multicultural education that influence global citizenship qualities in students at different levels of education. The other factors could be the inherent attitudes and beliefs of the students or the social or family environment that they have been raised in. The development of global citizenship qualities could also be due to the fact that these students might be involved in community-based social action project. As suggested by (Carter, n.d.), a Social Action/Education Expert, strategy to foster students' sense of empowerment is by engaging them in social action projects. Partnering with local non-profits is an excellent way to not only impact the community but to engage students in fostering positive change.

The global citizenship qualities in the students could have been developed through the influence of some philanthropist whom they have come in contact with. There is also a possibility that as the students of the secondary and higher secondary levels are exposed to the digital media, they could be aware of current issues plaguing the world and on further analysis of factual evidence might develop critical thinking and problem-solving ability.

This has been validated by (Carter, n.d.), who suggests that certain ideals could be advanced to the students through the use of digital technology. He further recommends that it can be helpful to highlight to the students, the work of an activist who has dedicated his/her life to an important cause. This would show the students that everyone, as individuals, has the ability to cut across borders and backgrounds to improve the lives of people in need.

Additionally, students' interpersonal interactions could be more effective in promoting social and civic development. This could be due to the fact that the students are more influenced by their peers' behaviour. Research on college students' behaviour generally provides support for this social learning perspective of moral development, as is evident in Astin's overview (as cited in Swaner, 2005) indicates that peer groups are "the single most potent source of influence on growth and development during the undergraduate years" and that "students' values, beliefs, and aspirations tend to change in the direction of the dominant values, beliefs, and aspirations of the peer group". This can be further corroborated by a study conducted by (Chang, Astin, and Kim, 2004) which concluded that cross-racial interaction positively predicted intellectual, social, and civic development, particularly among white students.

The opinionnaire revealed that 'imposing religious beliefs' and 'religious intolerance and its consequences' were seldom discussed in class. Despite this, the discussion with the students showed that they abhorred violence in the name of religion and wanted a peaceful existence. The discussion with the students further revealed that the core values and positive human attributes of responsibility, tolerance, and empathy, essential for society's social cohesion, were instilled in them by their parents and their home environment, from early childhood.

As per the ratings on the opinionnaire, it was evident that social issues like human rights, poverty and inequality, child trafficking and other current events which have an impact on world peace are rarely being discussed in class. In spite of this, the students showed considerable awareness about their role as global citizens. The qualitative analysis of students' opinions displayed that perception building by developing critical thinking ability, awareness of multiple perspectives and respect for cultural diversity is not only developed through internal sources (schools and classrooms) but also through external sources like newspapers, the Internet, television, social media and government campaigns. The data revealed that newspaper and the Internet usage has enhanced students learning ability, as they are exposed to stimulating information which in turn leads to an objective analysis of facts, making them more discerning. Television and Social media have aided in developing the students' critical awareness of situations around the globe and cultural interactions. The government campaigns intended to create awareness about public health and global and local environmental issues have also had an impact on the students; leading to behaviour changes.

The students demonstrated awareness about certain responsibilities as citizens of the world that they need to fulfil, but the responsibilities were more to do with environmental sustainability and not about their role in human rights, fighting poverty, improving education and other global issues. This could be corroborated with the quantitative data which determined that discussions on environmental sustainability were held often in classrooms and in the focus group interviews the students further disclosed that environmental studies were taught as a separate subject from early years.

Figure 2 shows the proportion of variance of students' global citizenship qualities accounted for by the variation in perception of transformation approach to multicultural education based on levels of education.

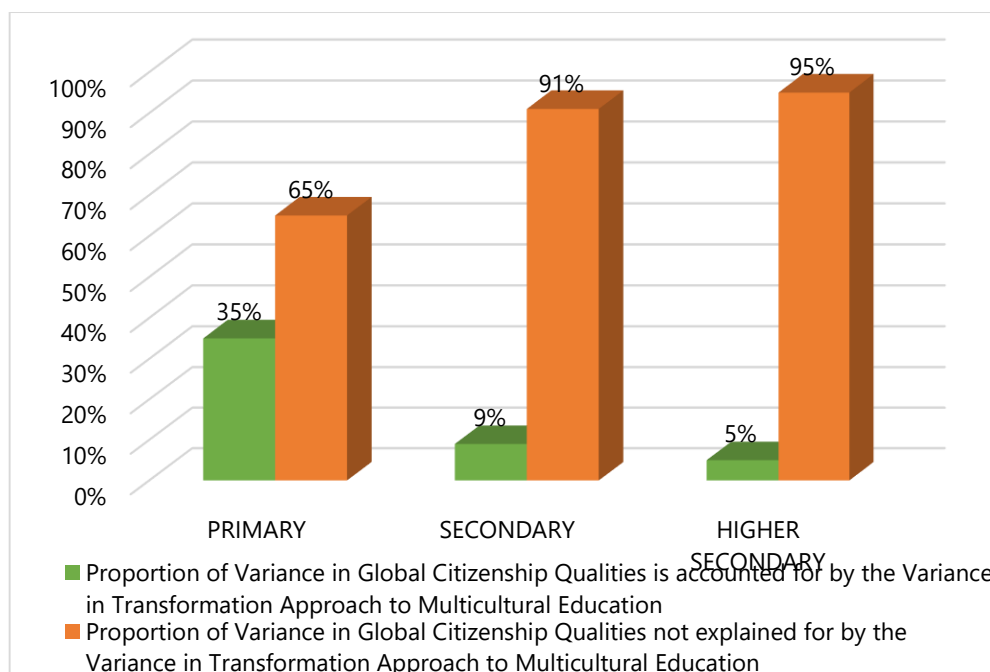


Figure 3 : Proportion of Variance of Students' Global Citizenship Qualities Accounted for by the Variation in Perception of Transformation Approach to Multicultural Education

Conclusion

Thus, it can be inferred that students are motivated to learn, but they require a supportive classroom environment which promotes interaction and also it should not be academic-oriented. Teachers can make extra efforts by giving information beyond the textbook or reading assignments, which would help in developing critical thinking ability among the children. In fact, it should be a combined effort of all the stakeholders, that is, the parents, teachers, school authorities, and policymakers. Though the students have an innate sense of responsibility, they feel that they are not empowered enough to change society. The education system, through multicultural education, could help them feel that their work can impact others, though they are students, they have tremendous power to bring about change.

References

- Banks, J. (2013). *An Introduction to Multicultural Education*. Boston: Allyn and Bacon.
- Benninga, J.S., Berkowitz, M.W., Kuehn, P., & Smith, K. (2006). *Character and academics: What good schools do*. Retrieved July 7, 2019, from <https://journals.sagepub.com/doi/abs/10.1177/003172170608700610?journalCode=pdka>
- Carter, A. (n.d.). Instilling Global Citizenship within the International School Network. Retrieved October 7, 2019, from <http://www.globaleducationmagazine.com/instilling-global-citizenship-international-school-network/>
- Chang, M.J., Astin, A. W., & Kim, D. (2004). Cross-racial interaction among undergraduates: Some consequences, causes, and patterns. *Research in Higher Education*, 45(5), 529-55.

- Dereli, E. & Aypay, A. (2012). The prediction of empathetic tendency and characteristic trait of collaboration on humane values. *Educational Sciences: Theory and Practice*, 12 (2), 1262-1270.
- Mezirow, J. (2018). An overview on transformative learning. In Illeris, K. *Contemporary Theories of Learning*, p. 90-105. London. Routledge
- Reysen, S., Larey, L. W., & Katzarska-Miller, I. (2012). College course curriculum and global citizenship. *International Journal for Development Education and Global Learning*, 4, 27-9.
- Swaner, L.E. (2005). *Educating for Personal and Social Responsibility: A Review of the Literature*. Retrieved October 5, 2018, from <https://eric.ed.gov/?id=EJ720379>
- Uche, U. (2012). Is it Normal for Teenagers to Lack Empathy? Retrieved September 4, 2019, <https://www.psychologytoday.com/us/blog/promoting-empathy-your-teen/201209/is-it-normal-teenagers-lack-empathy>

DYNAMIC OF LEXICAL UNITS IN A LANGUAGE AS ITS INSEPARABLE FACTOR**Sopiko Dumbadze**

Batumi State Maritime Academy, Georgia

sopdumbadze88@gmail.com

Abstract

As the time passes many things alter around us. If considerable alterations take place they are reflected in every sphere, especially and instantly in a language. Language is very sensitive, it depicts any changes occurred around the word. Time passage is inevitably connected to creation new things or giving birth to new ideas, scientific innovations, launching new products and so on. Everything this is simultaneously tied tightly to appearing new lexical elements in a language. But the main focus for the work stays the longevity of these new lexical units. How far these changes are tend to stay in a language and enter its core, become its basic part, or they are just temporal spots in a period of time that will disappear sooner or later. Changes in a language is due to the necessity to have effective communication with people around the world. Modern challenges require some altering factors in it. E.g. recent name of the virus "Covid-19" has just started its existence, some other words are also noticed along it. The work analyzes the ability of these words to stay in a language. It deals with the fact whether all the active lexical units stay active or leave it even without entering its core. The work is supported with Russian and English examples in Georgian language.

Key Words: *Language, Changes, Lexical Units, Core, Outside Layer*

Language changes and develops historically due to its internal impulses. The changes, occurring in speaking habits, are connected with the necessity to make an idea or opinion more comprehensible and easier to understand. The lexical units of a language represent the most easily volatile components. Intercultural relationships always leave a trace in a language. There is nothing to prevent the process of entering-establishing lexical units from foreign languages.

The work deals with dynamic of lexical units. When there are some social and political movements in a country they are directly connected with some lexical changes, so new words appear but they can't instantly enter the core of the language, they stay at the peripheral zone for definite period of time and seldom get to the basic language. In different period of time we can say that different languages become dominant, the dominant one affects other languages, but whenever it is replaced with another language then the last one starts its influence, this is the process that can never be stopped, but as for the original language, these influences leave little trace on it, lexical units simply enter and leave it in most cases. There are just few cases when new words get into its core and this is due to necessity.

Language is so unique phenomenon that researches done through it is endless. Identifying and analyzing new lexical units will help humans to have successful communication. Replenishing language with new words is its main and inevitable factor.

Georgian language is not an exception, new words are apparent, but it's not a new phenomenon for it as well. The process is connected with appearance of new realia around us, some language create their own words while other borrow, these are inescapable steps which always take place in a language and they are dependent on political, scientific and various factors.

Synchronic and diachronic approaches contribute a lot in giving vivid picture of language changes. Synchronic linguistics is one of the two main temporal dimensions of language study introduced by Saussure in his "Course in General Linguistics".

Another is diachronic linguistics, which is the study of language through periods of time in history. The first looks at a snapshot of a language, and the other studies its evolution (like a frame of film vs. a movie).

- *Synchronic linguistics* is the study of a language at one particular period (usually the present). It is also known as *descriptive linguistics* or *general linguistics*.
- In contrast, diachronic linguistics studies the development of a language over time.
- Synchronistic linguistics is often descriptive, analyzing how the parts of a language or grammar work together.

Ferdinand de Saussure was the first person to insist strict distinguish among synchronic and diachronic phenomenon. It's evident that changing from one synchronic state into another needs centuries.

- Contemporary Georgian is not the same as it was in 5th century.
- 12th century Georgian is also a different kind of synchronic state that is reflected in Shota Rustaveli's work: "the knight in the panther's skin".
- The same we can say about English, Shakespearean English in 16th century was not the same as it is nowadays.
- One synchronic state continues for centuries. In order to alter from one synchronic state into another radical change is necessary soft ones can't influence on it.

Though analyzing synchronic state there is no necessity of diachronic linguistics, while dealing with diachrony on the contrary synchronic research is unavoidable.

To depict the history of a language comparing different synchronic states we should do a diachronic research, consequently the bases of the diachronic science has always been the synchronic science. ()

Two main features of a language are:

1. It always alter on its structural level (phonology, Grammar, semantics and so on)
2. It alters differently in different place and space (Ladaria, 2002:34)

When two languages have close contact to each other bilingualism is caused.

It is natural that language changes are also reflected in mass media. Lexical units actively enter and leave the mass media language in different period of time. Media oriented approach of mass communication is based on the attitude that human is effected with.

The role of informational influence has increased greatly nowadays and media plays an enormous role in it. Information can have a significant impact on mass awareness. So media use all channels to affect people's awareness. "There is an idea that audience

awareness depends on the news provided by mass media. This attitude is not lacking the basis. That's why the audience itself is the consumer of mass media" (Marghania, 2005:28).

Almost through two centuries Russian words were entering Georgian while in contemporary Georgian abundance of English words are notable. The influence of Russian was caused due to political issues. Influence of English is caused due to many factors and one of them is globalization.

To make this picture more vivid here are given some examples. At first we analyze Russian examples that are evidences of Soviet Union influence. The words disappeared with the break down of Soviet Union. As the media is the field that promptly react and depict the lexical changes of a language examples are provided exactly from this sphere.

Newspaper "Komunisti" 1971

1. Saprangetis komunisturi partiis delegatsiis shemadgenlobashi ikvnen Zh. Marshe da P. Biiu. (p.3., #154)
Komunisturi – Communist
2. Partulma, sabchota, sasoflo-sameurneo, komkavshirulma da propkavshirulma organizatsiebma, kolmeurneobam da sabchota meurneobam kovelis ghone unda ikhmaron, rata metskhre khuttsledis pirvel tsels mosavali aighon. (p. 1, #155)
Komkavshirulma – connected to the Young Communist League.
Propkavshirulma – Union based in Communism time.
3. Burzhuaziis antikomunisturi mokmedebis masshtabebi arakhulad gapartovda. (p.3, #155)
Antikomunisturi – connected to anticommunism
4. Antikomunizmi kapitalur qvekanashi akvanilia sakhelmtsipo politikis donemde. (p. 43, #155)
Antikomunizmi – anticommunism.
5. Kantoris tsin chrdilshi ramdenime kolmeurne da akhlagazrda ijdnen da raghatsas saubrobdnen. (p.3, #183)
Kantoris – Russian office
Kolmeurne – collective farmer

Newspaper Sabchota Ajara 1964, VII- XII

1. Aq itskhovreben moskovis umaglesi sastsavleblis **aspirantebi** (p.3, # 190)
Aspirantebi – post graduates.
2. Mizanshetsolili ar aris michneuli azebaizhanis **kompartiis** tsentralur komitetshi ikos mretsvelobisa da msheneblobis biuro. (p. 1, # 336)
Kompartiis – communist party

Above given examples are from newspapers of Soviet Union time and are clear examples of the influence of Soviet Union period on Georgian language. In different periods some movements made inside the language are so intense that no direction can evade them. During Russian domination Georgian language was full of Russian lexical units, but as soon as Soviet Union was torn down most of them disappeared. If realia stops existence then the lexical units also stop their appearance. New movements start that are followed by new alterations.

Nowadays dominant and worldwide language is English. Apparently, it has had a big influence on Georgian language. Almost every field is filled with anglicisms and Georgian is not an exception as well.

Some examples from contemporary newspapers and magazines:

"Bomondi", May 2011, #5:

1. Pilmebisatsvis saundtrekebis sheqmna bolo tslebshi titkmis savaldebulo gakhda. (p.16)

Saundtrekebis – soundtracks

2. Seqtembershi mivdivar New York-shi sadats meqneba show room -i. (p.114)

show room – directly English term is used here.

"Bomondi", December 2017

1. Kaila makalurma sheqmna unikaluri khelnaketi artinstalatsia qaghaldisgan. (p.18)

Artinstalatsia – art installation

2. Klubi momkhmarebels shestavazebs amaghlesi khariskhis da standartis mqone premium klasis fitnessserviss. (p.35)

Fitnessserviss – fitness service

3. Chven es epoqa ukve gaviaret, dijitalizatsiis protsesshi vimkopebit. (p. 39)

Dijitalizatsiis – digitalization

4. Is tsnobilia rogoris ert-erti kvelaze eqstravagantulad chatsmul adamiani modis samkaroshi. (p.67)

Eqstravagantulad – extravagantly

"24 Saati": 11.01.12

1. Piradad me misi didi pani var. (p. 13)

Pani - fan

2. Zepirad vitsodit misi hiti. (p. 11)

Hiti - hit

"City" 2019 N11

1. Chemi dzalian subieqturi azrit, momavlis gogoebs dzalian ar ukhdebat dzviradghirebuli brenduli tansatsmeli. (p.12)

Brenduli – brand + Georgian suffix “uli”.

2. Sqrinshotebis epoqashi morchit saqmeebis garchevas chatebsa da onlain jgupebshi. (p. 12)

Sqrinshotebis – screenshot

Chatebsa – chats

Onlain - online

3. Vfikrob am adgilis mtavari khibli misi interieria. (p.16)

Interieria – interior

4. Ideam gaamartla da me da Uta vfiqrobt shourumis gakhsnas. (p. 66)

Shourumis – show room

5. Tavis movlis miseuli rutina rom gaigot, amasats ar daijerebdi. (p. 85)

Rutina - routine

6. Meore luqi iko mtsvane kubokruli sharvlita da perangit. (p. 50)

Luqi - look

7. Gamopena hqonda sxvadasxva galereashi, aqvs unikaluri artproeqtebi. (p. 66)

Artproeqtebi – art projects

8. Ase gachnda modis kvireulze chveni pirveli ertoblivi perpomansi. (p. 66)

Perpomansi - performance

“Shin” 2019, N17

1. Ise kvela kutkhe mikvars da kvelgan komportulad vgrdznob tavs. (p. 16)

Komportulad – comfortably

2. Vpikrobdni alternativaze da zustad vitsodi mivagnebdi gzas. (p. 68)

Alternativaze - alternative

3. Potograpia pirvel rigshi chemi hobia. (p. 84)

Hobia - hobby

4. Skhva prioriteti gamichnda. (p.36)

Prioriteti- priority

Among mass media we can say that TV has the strongest force where we can come across abundant new lexical units.

E. g. 1. Draivi, eqsheni iko dzalian magari.

Draivi, eqsheni – drive, action

(Skhva Shuagame – 27 March, 2018)

2. Es past peshenze ambob?

past peshenze – past fashion

(Skhva shuagame – 5 April, 2019)

3. Saqartvelos araolimpiuri sportis sakheobis komitetma tsli sauketeso sportsmenebi gamoavlina. Gamarjvebulta shoris mohvda qutaiseli Strongmeni Kote Janashia. (Mega TV. 17 January, 2018)

Strongmeni – strongman

All the above mentioned words entered Georgian language through transliteration, the sound of the words in the second language are in most cases the same as in original language. There were some examples when even Georgian suffixes were added to these lexical units so that they were adopted to Georgian grammar.

According to the above analyzed examples we can conclude that words that appeared in Soviet Union epoch had no equivalent in Georgian, they were connected directly to the Soviet Union. Consequently, language accepted new lexical units without any hesitation most of which nowadays can be found just in history of a language. With the abolishment of Soviet system the words disappeared time by time.

In the contemporary world English words are spread everywhere but the state is different as in many cases English words are used can easily be replaced with Georgian ones but for public using English is preferable. The fact has many reasons and one of them is to make an impression on society. Georgian language undergoes boom of English words but everything this is an evidence of language existence.

Language does not alter itself, changes within a language is caused by outer factor like people, media, intercultural relations, globalization, dominant languages and so on. To resume language is a very strong phenomenon that can stand many outer interferences in it with just a little change. Observation on synchronic and diachronic states of a language enables us to say that only passage of centuries can result a serious alteration in a language and the fact was strengthened with different examples in the work.

Doing research on the lexical units of the language gives us possibility to talk about language change. Lexical units were always created and will continuously be created in future through its existence, it's peculiar for an active language. Language feels all the chaos happening around but on its outer level, they rarely get into the core of the language, they just have a trace on it in most cases leaving it with no important alteration.

References

Ladaria, N. (2002). *Sociolinguistics*. Tbilisi: Open Society, Georgia.

Marghanian, M. (2005). *Realization of Assessment Categories in British and Georgian Press*. (dissertation). Tbilisi.

Newspapers

1. Newspaper "komunisti" 1971
2. Newspaper "Sabchota Ajara" 1964- VII- XII
3. Newspaper "24 Saati": 11.01.12
4. Magazine "Bomondi", May 2011 N5:
5. Magazine "Bomondi", December 2017
6. Magazine "City" 2019 N11
7. Magazine "Shin" 2019, N17

TV shows:

1. Skhva Shuagame – 27 March, 2018
2. Skhva shuaghame – 5 April, 2019
3. Mega TV. 17 January, 2018

Internet sources

<https://www.thoughtco.com/synchronic-linguistics-1692015>

IMPORTANCE OF INTEGRATING TECHNOLOGIES FOR EFFECTIVE USAGE OF AUTHENTIC MATERIALS IN ESP CLASSROOM

Tamari Dolidze

Batumi State Maritime Academy, Georgia

t.dolidze@runi.edu.ge

Abstract

We are living in a world of advanced technology and most learners are exposed to these new technologies at a young age. In this sense, 'technology integration' is currently one of the hottest buzzwords in education. The use of technology for teaching, learning, practicing and assessing foreign languages has many advantages, particularly in the English as a Foreign Language (EFL) contexts where learners have opportunities to practice and assess their language skills. Therefore, the presented article will serve as an attempt for showing the importance of integrating technologies in EFL education at the level of tertiary education in Georgia.

Keywords: technology; EFL/ESP learning; integration; advantages; authentic materials

Introduction

Recently, educational technologies have turned to be an inevitable part of our daily life, especially after announcing of COVID-19 outbreak from March 12, 2020 by World Health Organization (WHO) as a pandemic, which resulted in taking urgent measures not only in the areas of primary vital importance but also in the life of academia, revision and adaptation of English for Specific Purposes (ESP) courses meeting the needs of online teaching as well as enforcing the instructors and learners to fully switch to fully ICT-based learning environment. In a globally shared new reality EFL instructors started to share and exchange their approaches to most effective online teaching platforms, programs (Zoom, Cisco Webex, social media platforms, etc.) and did their best in order to timely respond to the challenge of all the mankind, i.e. succeeding in mandatory integration of technology in their learning process within the shortest ever terms.

As for the EFL teaching world, where technology has always been present especially since 60s pervious century, earlier than in any other academic field, integration of technology in EFL classroom has been particularly present while demonstrating authentic materials, i.e. news, live recordings, TED talks and videos, being indeed a usual language practice in progressive and constant development-oriented EFL teaching countries, among them in Georgia, where technology has been widely applied and integrated into EFL classroom not only at Higher Educational Institutions but at secondary and primary educational institutions as well.

A great number of teacher training programs organized by International (i.e. British Council, International House, IATEFL, etc.) and local (ETAG – English Language Teachers' Association of Georgia), international scientific and practical conferences, forums, workshops held virtually and on site so far have greatly contributed to introducing and practicing Internationally recognized and approbated standards of EFL teaching through effective usage of technologies in a real life situations and daily encounters with our target audience at HEI in Georgia. Though, some teacher training programs seldom offered training on usage of ICT, which

resulted in failure of spur of the moment transition to online teaching and once again highlighted the necessity for training teachers in order to effectively incorporate ICT into their in real classroom.

Literature review

Many authors have argued about the advantages and disadvantages of integration of the ICT into EFL process. According to Bajcsy (2002), technology can work to: a) help organize and provide structure for material to students, b) help students and teachers interact anytime and anywhere, c) facilitate and assist in the authentication and prioritization of Internet material, d) simulate, visualize, and interact scientific structures, processes, and models, and e) provide automated translators for multilingual populations.

We all agree that recently authentic materials have become an invaluable resource for EFL classroom. 'One of the words that has been creeping into English teaching in the past few years is 'authentic'. It has a kind of magic ring to it: who after all would want to be inauthentic?'

Teachers and students are naturally attracted to authentic materials (including written texts which has not been produced for the purpose of language learning as well as more than ever to oral materials, i.e. TED talks, recordings, shows, standup comedy programs, emails, blogs and nowadays interactive whiteboards offered by Zoom platforms). As finding that you can read something designed for a native speaker is motivating, and developing strategies to deal with 'real life' situation in an effective way and have a proper understanding of them.

Therefore, to return back to the topic of presenting authentic materials through using ICT in ESP Classroom presented paper and discussing advantages and disadvantages of presenting authentic materials through integration of ICT we as teachers always should refer to one advantage of using authentic materials mentioned by Brinton (2001) is that "*they can reinforce for the students the direct relation between the language classroom and the outside world*" (p.461). Besides this, when they are presented through usage of Technology, i.e. TED talks, weather reports through Youtube, etc. ESP learners mostly focus on understanding the content rather than the form. Thus, presenting such materials through ICT represents a rather valuable means for an effective language input and boosts self-esteem and desire to take more serious and advance steps to ESP acquisition among the learners.

Using authentic materials, in our cases TED Talks of course can inspire our learners even the situations when we as teachers have failed to prepare a proper lesson plan based on our course books and meanwhile, TED Talks not only can save us from unsuccessful lesson but indeed can make it as lively as ever and support to evoking interests among most bored students suffering from the fatigue resulting from continuous dependence on course books.

Many studies have been carried out showing the benefits for integration of authentic materials and ICT in ESP classroom concluding that biggest advantage of applying news broadcasts within the specific period of time. Besides this, news items enrich the students' lexis with more useful language items which they are likely to encounter in a real life situation. And finally, using this broadcasts also raise students' awareness around the target culture (Brinton & Gaskill, 1978).

According to other authors, "introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources. This addition can be achieved in so many ways as: a) through motivation where the combination of moving pictures and sound can present language comprehensively and realistically. It is also attractive and language is usually authentic; b) through communication where teachers noticed that using videos in class has helped students to communicate better in the target language; c) through non-verbal aspects of communication where the use of videos allow learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language; and d) through cross-cultural comparison where observing differences in cultural behavior is considered as a rich resource for communication in the language classroom and as a cultural information resource for English learners" (Stempleski & Tomalin, 1990, p. 17).

To further prove the advantages and effectiveness of integrating ICT into EFL/ESP learning process we can also refer to different case studies, among them one conducted by Japanese scholar Yoko, which found out that students wrote more via ICT than with traditional methods and better attend to the message they read and write as they are a part of content-based communication. According to the same author, computer based activities collaborative activities at the same time can encourage listening, speaking and reading skills and also can help the students to incorporate the knowledge of language and culture (Warschauer & Meskill, 2000).

In their study using CALL (Computer Assisted Language Learning) White and Mills (2014) at the University of Illinois for Intensive English program discovered that the students have tested positively to both content and method of CALL in terms of enhancing learners; general language abilities and assisting them to learn ICT based English communication and better acquire research skills necessary for Academic purposes. Other studies conducted at the University by Kelm (1992) also found out that integration of technology allows the students to get involved in the way not practiced before, which will result in improving their first of all listening, speaking, vocabulary and writing abilities.

Apart from the above-discussed examples, there are many other studies and researches on integration of ICT in Second Language Acquisition (SLA), i.e. Computer-Assisted Learning (CAL), which of course cannot be fully covered in presented paper.

Despite of the above-listed great number of advantages and positive outcomes for integration of technology in English as a Foreign Language (EFL) teaching and learning, there are still some disadvantages or more precisely limitations, which were particularly felt and experienced after mandatory transition to fully technology based learning at Georgian HEIs, among them Batumi State Maritime Academy after outbreak of COVID 19 pandemic in the spring semester 2020 in my case in English for Specific Purposes (Business English) classroom. The first disadvantage resulting from mandatory transition of fully ICT based teaching and learning proved to be extremely time-consuming as preparation for one-hour ESP lesson takes at least twice more time than in a usual in real encounter with students;

Besides this, for ESP teachers, it can be extremely labor-intensive to select the best and most applicable software program for locating authentic materials when only allowed to use zoom platform; As the attendance of all the students is not absolutely guaranteed the teachers need to be sure that all learners have access to instructional materials before submission of the assignment and in this case we need to simply upload authentic materials on the online platforms and get an immediate classroom feedback and understanding from the ones not attending the online meeting, which can be a rather big headache for the

instructors while assessing submitted assignments without having direct contact with students, as sometimes absolutely well-performed assignments are submitted by the students which had an absolute no-show during online classes.

Therefore, in this particular situation integration of authentic materials (which cannot be found in the course book) can be a rather challenging primarily for the instructors and finally for the students. While, there are students who even in real do not accept authentic materials and media as a learning source and often reject TV comedy, standup comedy extracts and games labelling them as not major (rather supplementary and optional) learning materials failing to meet their needs and standards, as they simply view learning as a serious process rather than entertainment.

As it was also experienced within this short period, there are a number of teachers absolutely inexperienced in application of online platforms (ones not having ever attended/presented in online training, seminar, webinar) even among EFL community, which I assume is a topic requesting a separate round-table discussion and highlighting as a serious black hole in EFL world of Georgia. Therefore, the teacher facing difficulty in applying multimedia technology, i.e. zoom, google drive, whiteboards, break out rooms, etc. of course were supported by more experience colleagues and team leaders in mastering and at least moderately effective mandatory application of technology in EFL/ESP classroom, which is mostly devoted to practical classes and students are usually expected in class interaction and on-site work. Though, above-mentioned disadvantage very rapidly made so far inexperienced teachers to apply support of the moment act and implement new practices in online classes already.

Also, instantaneous transition to ICT based learning not only in EFL as well as all delivered classes in all HEI of tertiary and not tertiary educational level of Georgia and globally, turned out to be rather costly and even unaffordable for some teachers and students as well, especially ones living in remote rural areas with almost no or poor access to Internet and ICT technologies, i.e. laptop, PC or I-pads and often using their mobile phones, which can be quite ineffective and technically inefficient for performing a great number of online tasks. Thus, HEIs of Georgia were forced to take unforeseen costs for the purposes of investment of money for acquisition of necessary software programs for ICT learning, i.e. licensed zoom.

Thus, as we see, from today's perspectives mandatory application of Technology in EFL Classroom at the level of tertiary education of Georgia, in particular of the example of delivering BE classes among the Students of Business and Management Faculty of Batumi State Maritime despite of a significant joint and integrated efforts undertaken by the Management of HEI, ICT team, Quality Assurance Service and Academic and Invited Personnel became feasible and achievable within incredibly shortest term under distinguish new and stressful isolated conditions and state resulting from COVIC19 situation. Though, under regular and non-stop communication and contact with all the stakeholders and the learners themselves, EFL/ESP and in general all classes were fully moved to ICT-based learning and assessment phase. So far, we cannot see the final outcome of this unplanned and mandatory way of teaching process, it will take quite a time for the learners, instructors and field specialists to analyze and make final conclusion over its effectiveness and advantageous nature.

Conclusion

Nevertheless, in general when living and working under ordinary and voluntary learning environment, experiencing and experimenting new methodological approaches and strategies with our learners we are more than sure now that Technology

undoubtedly increases the quality of language acquisition experience and develops the ability of even best instructors to more effectively reach and connect with their students, as there have been many cases and unforgettable lessons learned from connecting with the learner audience through most impressive TED TALKS, webcasts and of course written authentic materials such as most sought after and in demand news articles in ESP community. However, when once returning to ordinary in real learning process and life while incorporating ICT into EFL/ESP learning and teaching process our best thoughts and considerations are to be given to our instructional aims and objectives, as well as our teaching and students' learning style and finally, to different technical tools available for the time being. As different tools offer diverse advantages and they should be meeting relevant methodological objectives.

Furthermore, in real life and ordinary circumstances, using multimedia technologies in EFL/ESP Classroom indeed boosts students' self-autonomy and ability to work individually, facilitates the instructors to more effectively manage a larger groups of students, allows the students to experience real-life and meaningful Language situations and context and introduces introduces different types of audio and visual authentic materials, which on the whole once again prove an absolute necessity and crucial importance of integrating ICT in EFL/ESP teaching and learning process at the level of tertiary and all levels of education in Georgia and globally.

And finally, if referring to the Warchauer and Meskil (2000) "they key to successful use of technology in language teaching lies not only in hardware or software but in our human capacity as teachers to plan, design, and implement effective educational activity" (p. 483), major workload lies on us on EFL and ESP teacher for effective and meaningful integration of ICT into EFL teaching and learning proves, as the success result from proper planning, designing and running an EFL lesson. Although Technology gives us options and alternatives how to reach and correct with all learners in and outside the classroom, nowadays its importance and inevitability cannot even be the subject to debates and discussion. It has already provided to be remaining the only way to survival under instantaneously altered educational reality of the world.

References

- Bajcsy, R. (2002). Technology and learning. In *Visions 2020: Transforming Education and Training through Advanced Technologies*, p. 1-3. Washington, DC: U.S. Department of Commerce. Retrieved from <http://www.technology.gov/reports/TechPolicy/2020Visions.pdf>
- Brinton, D. & Gaskill, W. (1978). Using news broadcasts in the ESL/EFL classroom'. *TESOL Quarterly*, 12, 403-412.
- Brinton, D. (2001). The use of media in language teaching. In M. Celce-Murcia (Ed.). *Teaching English as a Second or Foreign Language*, p. 459-476. Boston: Heinle & Heinle.
- Kelm, O.R. (1992). *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.
- Stempleski, S. & Tomalin, B. (1990). *Video in Action*. Colchester, UK: Prentice Hall.
- Warschauer, M. & Meskill, C. (2000). Technology and second language teaching. In Rosenthal, J. (Ed.). *Handbook of Undergraduate Second Language Education*, p. 303- 318. New Jersey: Lawrence Erlbaum.

White, J. & Mills, D.J. (2014) Examining attitudes towards and usage of smartphone technology among Japanese university students studying EFL. *Computer-Assisted Language Learning –Electronic Journal*, 15(2): 1–15.

IRCEELT-2020

A SURVEY ON SELF-DIRECTED LEARNING OF GEORGIAN ADULT LEARNERS OF ENGLISH**Tamar Mikeladze**

Telavi State University, Georgia

tamar.mikeladze@tesau.edu.ge

Nino Basilashvili

Telavi State University, Georgia

nino.basilashvili@tesau.edu.ge

Shorena Dzamukashvili

Telavi State University, Georgia

shorena.dzamukashvili@tesau.edu.ge

Abstract

The purpose of this paper is to investigate the beliefs and behaviour of Georgian adult learners as autonomous English language learners and identify the adults' readiness for individual/ autonomous language learning. To achieve the purpose of the study we adopted a questionnaire form from Wagner's (2014) study. A sample of 115 adults (82% female, 17% male) filled in the electronic questionnaire in March-April, 2019. The results show that Georgian adults were enthusiastic about learning English, they were aware of their weaknesses and strengths as foreign language learners; however, the majority of them were unable to demonstrate specific autonomous behaviour. More than half of the respondents reported having a study plan before starting English classes, although only about a third of the respondents had a time-bound plan. About 90% were willing to continue English classes and about 60% expressed readiness for self-directed learning of English. The study disclosed the reasons why the adults were eager to start a self-directed English learning program such as preference for independent learning, saving some finances, an interesting experiment to observe oneself as a learner, etc. The preference for studying with a teacher was highlighted by those who reported that they were unable to study autonomously, wanted to bear responsibility in front of someone and preferred lessons planned by a teacher. The reported outcomes suggest that it is essential to conduct experimental self-directed English programs for Georgian adults and develop recommendations for autonomous adult language learning.

Key Words: *Self-directed learning, English as a foreign language, autonomous learning, adult language learning*

Background of the Study

In the past decades, with advancement of technology, the education paradigm has changed markedly. The focus is being shifted from learning a foreign language in the classroom to learning a new language autonomously, all by one's self. However, this concept is not new and is called Self-directed learning (SDL), based upon the ideas of learner autonomy. Knowles (1975) defines self-directed learning as:

'...a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and mental resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (p.18).

Students who are proactive learners will exceed those who are reactive learners. According to numerous studies an autonomous learner is more likely to be invested in their learning and more likely to be successful in their language learning experience. Taking control of their learning is the natural progression for language learners (Benson, 2011). Learners who lack autonomy, they are capable of developing it. Once a student becomes an autonomous language learner, it is more effective for him/her than to be a dependent language learner. Thus, learner autonomy is important in relation to language learning because it allows the student to gain control of their language acquisition (King, 2011). The more a student exercises control over their learning, the more interested and motivated they will become in their growth as a language learner. As a result, through self-empowerment autonomous learning has the potential to greatly increase student learning. Autonomous learning is flexible in terms of resources and time as it happens outside of the traditional classroom.

The biggest problem with autonomy and self-directed learning is that the students must be disciplined and plan their steps in learning. A significant amount of self-motivation and critical reflection are required to undertake autonomous learning. Within self-directed learning the role of a teacher can be of a consultant or advisor. Self-determination theory proposes that we all have a universal desire to connect with other people (Deci & Ryan, 1985). The relationship between the learner and the advisor can be a motivating factor for the learner in their search for autonomy in language learning. The advisor should provide the student with the incentive to continue on their desired path toward language acquisition.

The desired outcome of the self-directed learning process is for the English language learner to take responsibility for their own learning (Arndt, 2017). Research shows that students who are more invested in their learning experience are more likely to be successful language learners (Mynard, 2011; Reinders, 2010). Those learners are better able to focus on the skill areas that are most needed in order to meet their language goals.

Self-directed learning is an adult form of learning if critical reflection, the exploration of alternative perspectives, the alteration of personal and social circumstances are all present. Learning is successful if adults come to appreciate the culturally constructed nature of knowledge and values and when they recreate their personal and social worlds. This, in such a process a fully adult form of autonomous, self-directed learning is manifested. (Brookfield, 1985; Knowles, 1991).

Methodology

The purpose of the study is to: a) provide a picture of the behavior of the Georgian adult learner while learning English; b) identify the adult's readiness for individual/ autonomous language learning; and c) providing recommendations for autonomous language learning.

To accomplish this, we set the following objectives:

- Determine the frequency for specific autonomous behaviors characterizing an adult Georgian learner while mastering English;
- Find out what are adult learner's goals for learning English;
- Disclose the ways adult learners planned the language learning process when starting English classes;

- Investigate if adult learners are willing to learn English independently.

The following research questions guided our study:

- 2) How autonomous is the behavior of a Georgian adult learner?
- 3) What are adults' goals for learning English?
- 4) Is adult language learning a clearly planned process?
- 5) Does an adult learner want to learn the language independently?

The survey method was chosen to gather the necessary information. The questionnaire was adopted from Arndt (2017) and adjusted to the objectives of the study.

Results

One hundred fifteen (115) respondents filled out an electronic questionnaire in April, 2019. The questionnaire was divided into three sections, the first section consisted of demographic data, and the second section contained twelve statements on learning behaviour. The third section was devoted entirely to autonomous learning and self-evaluation. The survey data are generalizable to the general survey aggregation and its 95% confidence interval is 9.13%; despite the high percentage of error, the data is generalizable.

As for gender distribution - 82% female and 17% male were in the study. The age groups of respondents were 21-30; 31-40; 41-50 and 51+, the percentage of which was distributed as follows - 33% for 21-30 years; 26% of 31-40 years; 35% of 41-50 year olds and 6% of 51+ ages. As for their academic degree, secondary education - 1%, college - 3%, bachelor - 21%, master - 31%, PhD - 17%. 24% of respondents avoided responding to the level of education. (See figure 1).

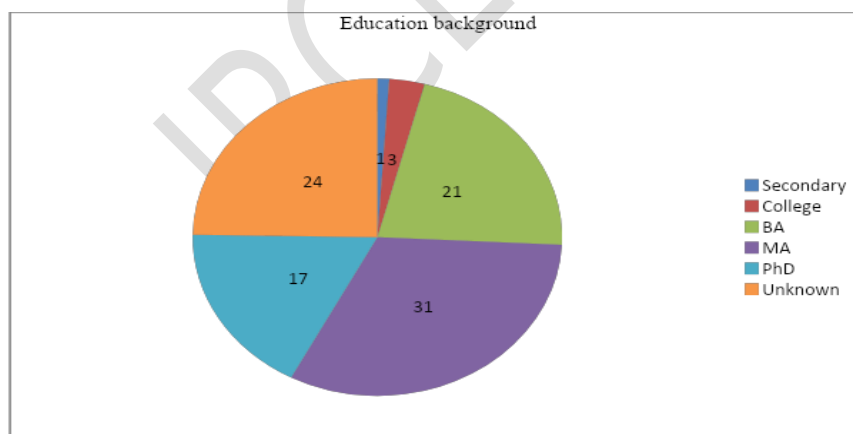


Figure 1. Participants' Education background

By the time of responding to the survey 12% of the respondents had studied English for the last six months, 17% were studying English, and 70% had taken English classes more than six months ago.

Below in the table 1, the responses to twelve statements regarding autonomous learning practices and behavior are given.

Employing a Likert Scale, participants were provided with five answer choices, *never*, *rarely*, *sometimes*, *often* and *always*.

Table 1

Statements	Never	Rarely	Sometimes	often	Always
1. I think I have the ability to learn English.	17%	2%	4%	9%	57%
2. I use my free time to learn English.	10%	19%	23%	15%	14%
3. I repeat the study material before the lesson	10%	10%	19%	26%	10%
4. I usually repeat the lesson material after the lesson.	13%	14%	18%	20%	7%
5. I make notes about my learning, e.g. I run a diary or write a review.	23%	17%	13%	10%	10%
6. I test myself with the tests I have chosen.	21%	15%	17%	17%	8%
7. When I see progress in my studies, I reward myself by going shopping or doing something fun.	34%	17%	13%	6%	3%
8. I attend English language classes for language practice and learning.	19%	18%	20%	8%	8%
9. In the lesson I try to get involved in different activities - working in pairs, group work, role-playing games.	9%	13%	10%	23%	18%
10. I know my strengths and weaknesses in English.	12%	4%	6%	22%	39%
11. I choose the right books and exercises for me, neither too hard nor too easy.	12%	7%	13%	25%	20%
12. I enjoy extracurricular English-language activities - reading books, watching movies, using the Internet.	17%	12%	12%	21%	18%

The main reason or compelling reason for learning English were the following: 3% studied because of parents' request, 50% - for interest, 43% - employment and 3% - to know more about English culture. As for autonomy in choosing the materials, the respondents used the teaching material selected by a learner and a teacher in 69% of the cases, 23% - only the material selected by the teacher and 8% only the material selected by him / her.

In the next part of the study, the respondents were asked about their goals and plans for learning English and autonomously increasing their own capabilities in a planned manner. Three different questions were asked to learn how thoroughly Georgian adult learners plan the learning process: a goal, clear plan and a scheduled plan. They were asked whether they had a clear goal before they started English language learning: 65% agreed, 14% disagreed, and 17% of the respondents did not answer. As for

having a clear plan, 45% had a clear plan, 17% did not, and 25% did not have an answer. 27% confirmed that they had a scheduled plan, 30% disagreed and 30% of respondents did not have an answer.

In the last section of the questionnaire, participants had to answer open questions on why they wanted to learn English independently. The main reason for the self-directed learning was an opportunity for employment -25%; improving language skills had almost the same percentage - 24%; 13% for knowledge / education in general; 8% - for career advancement; 7% - to communicate with foreigners; 6-6% are interested in the language and learning spoken English, the lowest - 4% - for traveling purposes.

90% of respondents wanted to continue learning English, while 3% did not want to continue. 7% did not know if they wanted to continue learning English. As for the desire for self-directed learning, 62% were willing to do so, while 21% preferred to study the language under someone else's supervision.

To the final question - why you would like to study English independently, the responses varied. They were analyzed and grouped under main topics: save one's time - 22%; generally prefer to study independently - 12%; to save money - 6%; consider it as an interesting experiment - 4-4%; and 1-1% is for professional development as well as for self-observation and knowledge enrichment.

As for the negative attitude for self-directed learning, following impeding reasons were given: 14% believed that they would not be able to do it independently; 9% - preferred to study with a teacher; 5-5% - preferred to have responsibility for the lesson and generally needed more motivation to learn independently than with anyone; 2-2% - considered the problem of practice and correct expression to be the main challenge.

Discussion

The purpose of the paper is to study more about self-directed learning of Georgian adult learners of English. Particular attention is paid to their behaviour as English learners. To our knowledge, the results of our paper describe for the first time Georgian adult learners readiness for autonomous learning. More than half of the respondents are confident in their language learning abilities. However, they do not consistently spend their spare time learning English. Georgian adult learners prefer to review lessons before the class. Very few of them run a diary or write a review journal to monitor their learning progress. Georgian adult learners do not acknowledge the accomplishments they make in learning English. This finding was quite unexpected and suggests that adult learners miss the celebratory part of learning.

Another significant finding is that more than half of Georgian adult learners are willing to try self-directed learning for practical reasons: to save their time and money and to have control over their learning, and they set a goal for this. Nevertheless, only third of them have a detailed, scheduled plan to learn English.

Conclusion

From the research that has been carried out, it is possible to conclude that Georgian adult learners are eager to engage in self-directed learning, however they need support and encouragement to maintain and protect the motivation in learning and perform on a consistent basis. As language teachers we may see ourselves as teaching not only language but also teaching the learning of language a goal of producing competent language users and competent language learners. Teachers should lead students to develop metacognitive skills, generate motivation and focus on self-motivation strategies by encouraging positive retrospective self-evaluation and increasing learner satisfaction.

References

- Arndt, J.D. (2017). *Self-Directed Learning for English Language Learners*. Retrieved from <http://hdl.handle.net/11078/472>
- Benson, P. (2011). What's new in autonomy? *The Language Teacher*, 35 (4), 15-18.
- Brookfield, S.D. (1985). Self-directed learning: A conceptual and methodological exploration. *Studies in the Education of Adults*, 17 (1), 19-32.
- Deci, E.L. & Ryan, R.M. (1985). *Intrinsic Motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- King, C. (2011). Fostering self-directed learning through guided tasks and learner reflection. *Studies in Self-Access Learning Journal*, 2(4), 257-267.
- Knowles, M. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. New York: Cambridge Books.
- Knowles, M. (1991). *The Adult Learner: A Neglected Species*. (4th ed.). Houston: Gulf Publishing.
- Mynard, J. (2011). The role of the learning advisor in promoting autonomy. Symposium 'Tomorrow's learners, tomorrow's teachers: Autonomous development in English language learning and teaching' (49th convention of JACET). Sendai, Japan. Retrieved from: <http://ailarenla.org.lall>.
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 35(5), 39-55. doi: <http://dx.doi.org/10.14221/ajte.2010v35n5.4>
- Wagner, A. (2014). Investigating Learner Autonomy through Self-Directed Study Programs. *The Bulletin of Keiwa Collection*, 23, 129-147.

MATERIAL DESIGN AND TEXTBOOKS IN ELT**Tamta Mshvidobadze**International Black Sea University, Georgia
tmshvidobadze@ibsu.edu.ge**Abstract**

Textbook materials have been discussed for many years. Designing and adjusting materials to textbooks are most challenging for teachers all over the world. This article focuses on materials usage in the classroom. The article will show what issues textbooks might have and what materials teachers design. Materials encourage and determine an effective lesson. The aim of this research is to identify if English language teachers design materials for the learners and what task types they create. This research illustrates what problems teachers think textbooks have in general. Data is gathered through a survey. English language teachers answered multiple-choice and open questions in the survey. This survey was sent through online platforms. The teachers mentioned what issues textbooks have in general. Materials should be adapted to the students' interests, thus the learners will be more involved and motivated. This research had several results. Most teachers mentioned that textbooks contain uninteresting topics and textbooks lack some authentic texts and tasks. Textbooks are not adjusted to students' needs especially in terms of language input. Teachers have to design tasks to make textbooks interesting.

Key Words: Task, textbooks, materials design, language input.

Introduction

Textbooks are helpful in teaching as teachers can follow the materials in textbooks. Ur (1996: 183-195) provides information how textbooks are beneficial for the teaching and learning process. Ur mentioned that teaching without textbooks is teaching without a purpose. Moreover, textbooks consist of already tested and implemented written or spoken texts and tasks. In the classroom two factors have most significance a teacher and a textbook (Riazi, 2003). Both these factors are linked as most teachers follow or use a textbook as a framework to follow.

However, we know that there is 'no perfect' coursebook (Sheldon, 1998: 245). Not only coursebook but materials are not perfect and teachers adjust all these materials to syllabus and coursebook in accordance with their teaching context. Textbooks can be seen as a tool or a burden for teachers (Gabrielatos, 2004:28). Richards (2001:1) mentioned that textbooks have 'content of lessons, the balance of skills taught and the kinds of language practice'. Garinger (2002) stated that teachers, administration and students rely on coursebooks which determine the learning process. Textbooks may provide guidance to the teachers but in many cases it might limit the knowledge and creativity of the learners. Input in the textbooks either are not enough or not adjusted to the particular group. In order to make the lessons interesting and involving, materials should be added.

Literature Review

Textbooks are used as a tool to follow in the classroom. Textbook is necessary as it is used as a framework and provides purpose in learners' eyes. For teachers textbooks sometimes act as a syllabus. Textbooks provide various types of tasks, texts and materials. Textbooks are especially significant for novice teachers as they are more secure while using textbooks (Ansary & Babaii, 2002).

Despite the advantages of textbooks, they might have a lot of drawbacks. The topics in the textbooks might be irrelevant for the teaching context and the tasks might not cater every student's preference. Ur (1996) mentioned five disadvantages textbooks might have: 1. textbooks might be irrelevant as they do not cater every preference and needs learners have; 2. uninteresting topics might be problematic as they de-motivate learners and they are not involved in the lessons; 3. textbooks lower teachers' creativity. Teachers become too dependent on textbooks and it doesn't foster creativity or creation of tasks; 4. textbooks are not adjusted to different levels and especially mixed ability in the classroom; 5. teachers follow the coursebook without initiative.

Teachers have to tackle the problem related to teaching materials. They either use already designed and tested materials from supplementary sources or design materials themselves. Supplementary sources are good as they are already tested but as coursebooks they also are not adjusted to the particular group and learners. Therefore, designing materials become vital for teachers as they have to modify the tasks according to learners' needs. Materials can boost primary subconscious feeling when learners are at ease and they feel comfortable.

Materials are defined as any supplementary or any useful items related to teaching, it can be visuals or audio (Clarke, 1989). According to Tomlinson (2003) materials can be anything which improves learning process. It can be related to anything used in teaching "videos, graded readers, flash cards, games, websites and mobile phone interactions" (Tomlinson, 2012, p. 143). But when it comes to designing such kind of material which fosters learning, teachers have to think what to exclude or include in the task to make it effective. Materials can be of different types: "teacher-produced materials" and "student materials". The former type of materials is a link between coursebook and outside world. The latter is designed by students for example design the essay, story, map where learners' knowledge is used (Edge, 1993). Syllabus and its content has 'direct implications' for materials development (Nikoopour & Farsani, 2011: 2).

Skehan (1996) mentioned that task is an activity which is connected to 'real world'. A 'task' is related to objectives consisting input. Performing the task implies getting information and ensures the high probability of satisfactory outcomes. Before materials are designed a lot of characteristics should be taken into consideration. Nikoopour et al. (2011) stated that there are key features about learners and teachers that should be paid attention to before/while/post designing the materials. Every teacher should think about his/her learners in terms of age, interest, language competence, motivation, preferences, personality and so on. Before the materials are designed some characteristics of teachers should be taken into consideration. Nikoopour and Farsani (2011) puts forward that teachers' training, experience and attitude towards the job should be taken in account. Each exercise, in designed materials, is full of principles and assumptions.

Teachers have to adapt the materials given in textbooks to make lessons and materials more adjusted to the learners' needs in the classroom. Most of the teachers in the world agree that the textbooks are not adjusted to specific groups and they have to

design materials in order to make the lessons more involving and interesting. Summing up the literature above, it is possible to say that designing materials is essential for different reasons:

- Too many authentic or inauthentic reading or listening passages and no balance. Textbooks are of different types: most of them do not provide the learners with authentic texts and the texts are designed for teaching purposes for this or that level; other types of textbooks are full of authentic spoken or written texts but this causes different problems in the classroom. For instance, boredom, difficulty of texts and uninteresting topics.
- Not enough productive tasks, especially to boost communicative skills. Most textbooks have more activities related to other skills rather than speaking. This makes lessons non-interactive and learners have less chance to develop their communicative skills in the classroom. In some teaching context they have only classroom where they can use L2.
- Fewer model texts for speaking. Generally, textbooks give either no tasks for speaking or some questions for speaking but they do not provide the learners with the sample/ model text that the learners can follow or compare their speech to. This leads them to answer with few words rather than generate the sequence of sentences.
- Fewer preparation stages for speaking. It should be noted that speaking preparation stages are not given in most textbooks. For instance, speaking tasks are preceded by the different skills or language tasks without any preparation between.
- Not enough focus on lexis, especially contextualized lexis tasks. Too much focus on de-contextualized lexis. Generally, textbooks have lexis banks at the end of the book but most of the given lexis is not contextualized and learners find it difficult to use them in their own context/sentences.
- Too many grammar controlled practice without freer practice tasks. Textbooks mainly have more focus on controlled practice rather than freer practice. This enables the learners to know grammar but without any application of these grammar chunks.
- Not enough activities on pronunciation. Most textbooks give either one or no task related to pronunciation. Mostly these tasks are followed by recording to repeat the chunks with the same pronunciation. But it is widely known that only one task is not enough for practicing pronunciation and phonology.
- Photographs do not encourage communication. Some textbooks provide the images which do not enhance and encourage communication or discussion in the classroom.
- Tests are too easy or too challenging. Most textbooks are provided in teacher's books and test banks. It should be noted that the tests are not adjusted to particular groups and in most cases tests seem to be easy or over-challenging.
- Not enough or interesting supplementary materials. Textbooks are provided with some pages of supplementary materials at the end of teacher's books and most materials either are irrelevant or not enough. Sometimes, each unit has only one page of supplementary materials.

Most teachers in the world have to adapt and change or design materials. Therefore, teachers have to use different techniques in order to make their materials more enjoyable.

Generally, teachers use the following techniques in accordance with the tasks:

- 1) *Modifying*. Teachers re-write the sentences and make the content more appropriate to culture, level, content, topic and so on.

Modification of materials might include some sub-techniques used by teachers:

- *Adding*. Teachers add some sentences in order to make the task challenging or more appropriate.
 - *Simplifying*. Teachers make the materials simplified to make the lessons not over-challenging.
 - *Deleting*. Teachers have to delete some parts of the task in order to adjust the tasks to the groups or topics.
- 2) *Re-ordering*. Sometimes teachers have to re-order the parts of the coursebook to make lessons as a flow. Teachers take into consideration the coursebook, class and the methodology.
 - 3) *Designing an alternative material*. Teachers change the materials and design their own one in order to make it adjusted to their learners' needs.

Tasks are of different types and teachers should consider principles. Tomlinson (2011) claimed that there are six main principles while designing materials: 1) authentic language exposure; 2) focusing on authentic output; 3) concentrating on the usage of target language; 4) providing feedback; 5) maintain learners' attention; 6) involve learners. However, there are more principles to focus while using and designing materials for the classroom. While designing materials the teacher should take these principles into consideration as well. Materials should be culturally and level appropriate. Input should be proper: $i+1$ (Krashen, 1987). Effective tasks should be cultural appropriate and must take into account the affective attitudes. Also tasks should not be oversimplified but it should involve the materials learners know plus new information.

Tasks should include correct and useful language. The tasks at all times should consist of natural and correct language. Most importantly, students should be exposed to the language items which are useful in their own context. This way the task and the language items are more related to their own world and there is a high possibility that they will use the target language (TL) in their own real life.

Task should have appropriate and logically sequenced content. The task should be coherent and it should not start with the most difficult exercise. Task should take flexibility / adaptability into consideration; teachers can adapt it in accordance with their learners. Tasks should have clear instructions. The task should have clear rubrics to follow. Otherwise, learners will not be able to fulfill the task.

Most importantly, tasks should encourage differentiated output. Learners should come up with the different language structures, lexical or grammatical, and also it should enhance different content usage. Effective tasks boost interest in students. Learners' preferences vary and teachers should design tasks in accordance with learners' interests and preferences. Gardner (2008) mentioned that the teacher should pay attention to multiple intelligences.

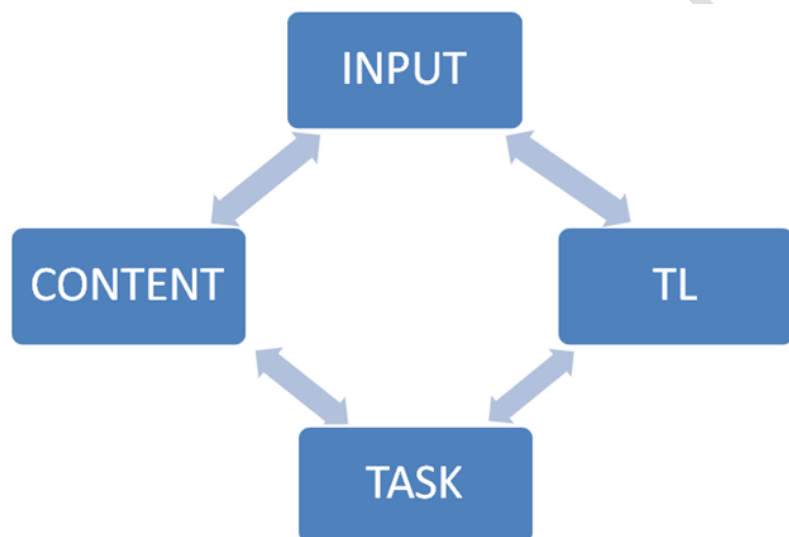
It should be mentioned that the learners should be ready for this information. If learners are not ready to acquire and absorb information or it is too difficult for them the task becomes unachievable. It is widely known that tasks encourage creativity and provoking thinking. Most importantly, the task should provoke the learners to look at the task critically and to respond to it creatively.

Tasks boost motivation. The task is one of the components, which enhances motivation to learn more in the classroom and outside. But tasks should be S-centred. It should encourage student-centred learning environment. All tasks should be organized and visually pleasing. It should have some colours or photos to involve the learners more. The layout should also be organized.

The task should include a balance of controlled and freer practice. Tasks should be related not only to controlled practice but also freer practice or productive skills. Tasks should be valid in terms of being up-to-date as the old materials might not be relevant for the learners. Effective tasks enhance feedback opportunities. Tasks should guide the class to feedback and should have opportunities for feedback (Tomlinson, 2011).

Hutchinson and Waters' (1987) model (see figure 1) focused on four major parts of materials development. One major component is INPUT which is subdivided into language and content. Language is target language (TL) which is additional input and content is related to learners' knowledge. The combination of these factors makes a task.

Figure 1: Hutchinson and Waters' Model



(Source: Hutchinson and Waters, 1987: 118)

As for digital materials, they should have above-mentioned structure but also should include deadlines and can be opened and accessed in various formats, for instance, tablets, PC, smart phones. It is important to provide additional TL structures to use while completing an online task.

Evaluation of the task

Evaluation is vital before, while and post usage of textbooks. According to Ellis (1997), when evaluation is done before the textbook usage it is called 'predictive', which involves some predictions how this or that textbook is adjusted to curriculum objectives and aims. Post evaluation is called 'retrospective', focusing on information how the textbook helped the course to achieve aims and goals set in curriculum (Ellis, 1997). It should be noted that evaluation is significant in the process, while using the textbook, which includes changes done in the classroom in teaching process to adjust the textbook more to learners' preferences and the methods used by the teacher. Litz (2005) stated that evaluation is a key factor while teaching as it gives systematic and contextual understanding of textbook itself and given tasks in it.

Teachers have to evaluate the tasks they have designed and used. Frequently, teachers use retrospective approach and use the designed materials and evaluate afterwards in accordance with the involvement of the students. Teachers have to deduce if the tasks worked or not in the classroom (Ellis, 1997).

In order to evaluate the task properly, teachers have to take these steps. According to Ellis (1997), there are some steps to take:

'Step 1: Choosing a task to evaluate

Step 2: Describing the task

Step 3: Planning the evaluation

Step 4: Collecting the information for the evaluation

Step 5: Analysing the information

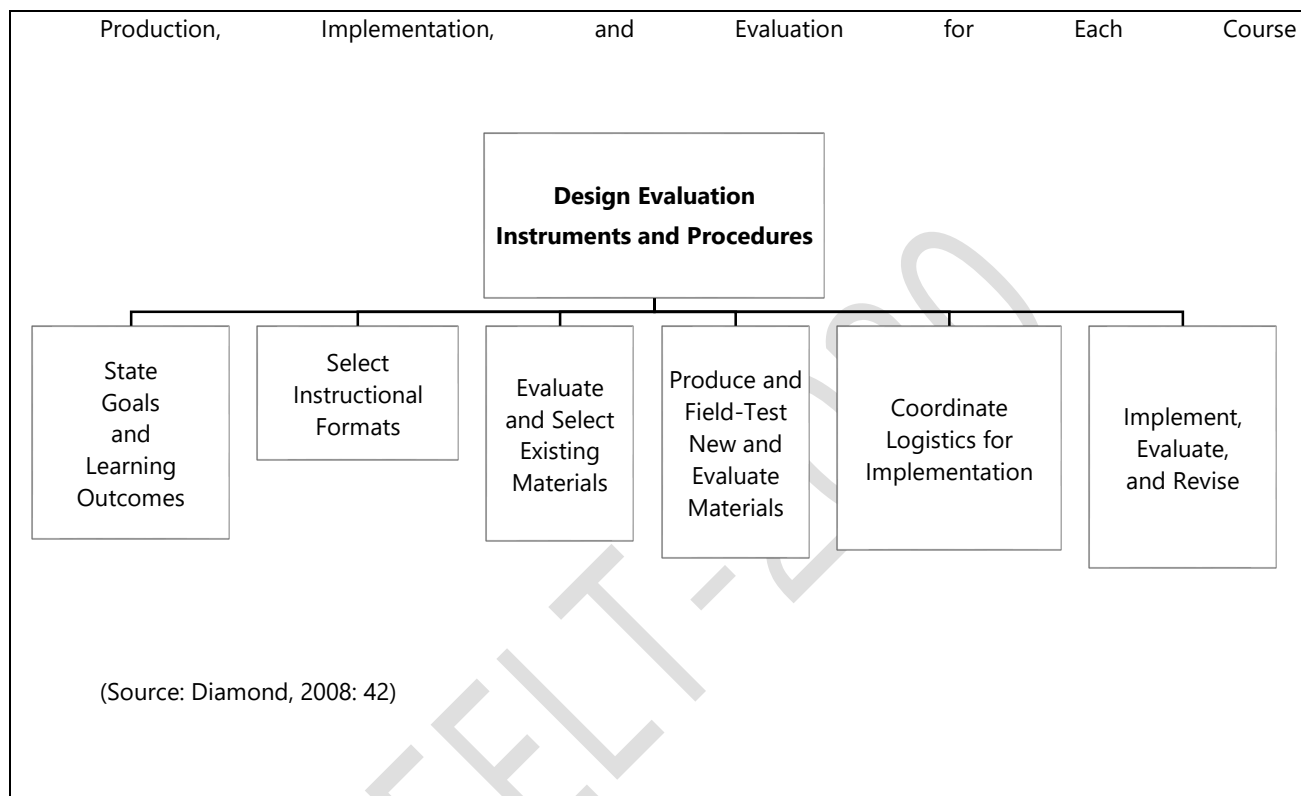
Step 6: Reaching conclusions and making recommendations

Step 7: Writing the report' Ellis (1997).

Richards (2001) enumerated several factors while evaluating the textbook: Program, Teacher, learner, Content and Pedagogy. In evaluation it is significant to be objective. Every program or curriculum needs evaluation. Diamond (2008:42) mentioned that the second phase while designing the program is evaluation (See Figure 2). According to this table evaluation consists of several steps. First of all, learning outcomes should be set, learning outcomes not only should be stated but linked to every lesson and task in the lesson. Secondly, instruction and teaching methods should be decided upon. These methods should be in alignment with the outcomes. Thirdly, all materials, coursebooks or tasks, handouts should be evaluated accordingly. These materials should be evaluated, tested, then implemented and the last step also brings us to evaluation if these materials and results are in alignment with the outcomes indicated in curriculum. Ruben (2010) discovered inconsistencies in the curriculum and its alignment with the textbook in the Dutch early childhood teacher education with the help of this procedure.

In order to evaluate pedagogical factors or materials, the evaluation rubric should be used. The given evaluation form focuses on all aspects of materials design and its evaluation (See Appendix 1). This rubric/checklist takes into account practicality, reliability and validity.

Figure 2: Evaluation process



As it was mentioned above, evaluation of materials consists of three major phases: Pre-use, In-use and Post-use phase. The first one is done before implementing the textbook materials and before doing the tasks. Curriculum and syllabus creators have to predict if the tasks are appropriate to students' needs and teaching context. In-use phase involves teachers creating adapting, modifying materials as the tasks are not relevant for the particular group. Post-use is a phase where outcomes and materials are compared. The materials have to be adjusted to objectives and outcomes of syllabus.

Research

A questionnaire was done via Google Forms and the URL was uploaded in social media and in some cases sent via email. For one month and a half the data was collected. 141 people participated and answered 11 questions. The questions were about their position, nationality, gender, age, teaching experience, location, authentic/ inauthentic materials usage, adding the tasks, task design, types of tasks, and changing textbooks.

Out of 141, 129 participants were females and 12 males (See Table 1). 138 teachers and 3 students participated. 92 participants were from Georgia, the rest of them were from different countries: Albania (2), Argentina (1), Armenia (1), Austria (1), Brazil (1), Bulgaria (1), Canada (1), Czech Republic (1), Egypt (3), Germany (2), India (1), Iran (2), Ireland (1), Kosovo (1), Malaysia (1), Malta (1), Mongolia (1), Morocco (1), Myanmar (1), Pakistan (1), Philippines (2), Romania (4), Russia (4), Serbia (1), Slovakia (1), Tajikistan (1), Turkey (1), UK (6), Ukraine (1), Uzbekistan (1), Vietnam (1), Yemen (1).

Table 1. Research participants

Position	Female	Male
Student	3	0
Teacher	126	12
Total	129	12
	141	

More than half of the respondents have been teaching English more than 10 years ($M=7.57$, $SD=2.8$). Minimum year of experience is 3 years. As for the age of participants maximum age is 55 and minimum is 25, the range is 30 ($M=30.5$, $SD=9.1$) (See table 2).

Table 2 Questionnaire Results

	Mean	Standard deviation	Median	Mode	Min.	Max.	Range	Variance	Variance P
age	30.58571429	9.187875741	26	26	25	55	30	84.41706064	83.81408163
Years	7.57	2.833872347	10	10	3	10	7	8.030832477	7.973469388

46.8 % of teachers teach at school (state or private); 19.9% teach at university (state or private); 23.4% teach at language centres; 2.8% teach at college. The rest of percentage is distributed on private tutoring (from home or work).

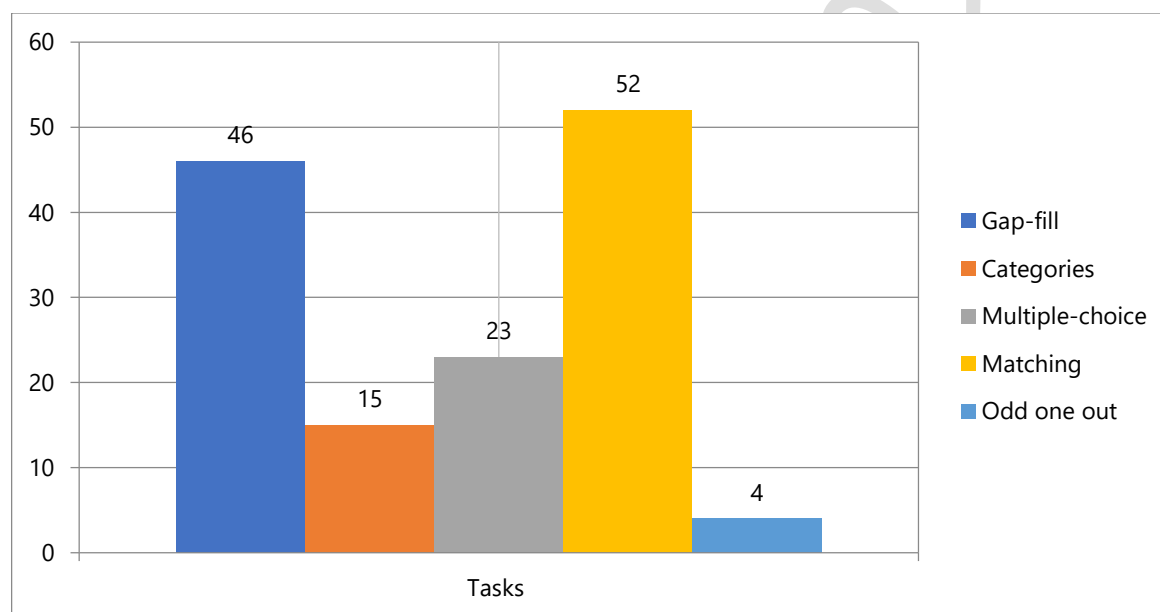
It should be noted that in the question what kind of materials they used, the participants provided various answers. Out of responses 53.2% was given to inauthentic materials. More than a half of the teachers used inauthentic materials in the classroom. 24.8 % responded that they use authentic materials while 9.9% answered that they use only one textbook. 5% percent mentioned

that they use both authentic and inauthentic materials in the classroom. The rest of percentage was divided on different materials like stories, movies, songs, posters, art craft activities, different textbooks (See Appendix 2).

As for task design, 77.3 % of participants state that they design the tasks using the Internet and their ideas, 10.6% design materials themselves and 11.3% use the Internet. 0.7% of participants mentioned that they use both, internet and themselves and ask other teachers as well.

Participants design different types of tasks. Most of the teachers, 36.9% mention that they design *Matching* tasks and least popular while designing the task was *Odd One Out* with 2.8 %. 32.6 % designed *Gap-fill* tasks and 17 % - *Multiple-choice* tasks, 10% - *Categorizing* task (See Figure 3 and Appendix 3). Also it should be mentioned that 48.9 % of teachers design the tasks/ exercises frequently while 7.1 % rarely design materials (See Appendix 3&4).

Figure 3: Types of tasks



The last question was related to changing textbooks. Most of the teachers noted that textbooks need to be changed / modified. Most teachers stated that lexis tasks should be added to textbooks, while others wrote that authentic texts (spoken or written) are not enough in the textbooks. Some teachers claimed that assessment/ tests should be relevant to the level. Grammar and pronunciation tasks were also marked as insufficient. But mostly teachers mentioned that vocabulary tasks should be added to textbooks.

Conclusion

As expected, teachers stated that textbooks are not enough and they should be modified. Participants noted that they have to design materials frequently and they add some tasks to the given textbook. As textbooks are not adjusted to the group, the teachers have to design tasks for the learners in order to involve them more in the lesson taking learners' preferences into consideration. Before the tasks are implemented or created the task design principles and evaluation checklist should be used and teachers should evaluate given tasks or design appropriate tasks according to checklist and principles.

References

- Ansary, H. & Babaii, E. (2002). Universal characteristics of EFL/ESL textbook: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 8 (2), 1-8.
- Clarke, D.F. (1989). Communicative theory & its influence on materials production. *Language Teaching*, 22 (2), 73-86.
- Diamond, R.M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Edge, J. (1993). *Essential of English Language Teaching*. London: Longman.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *English Language Teaching (ELT) Journal*, 51(1), 36-42.
- Gabrielatos, C. (2004). The coursebook as a flexible tool, materials evaluation and adaptation. *IATEFL Teacher Trainers and Educators SIG Newsletter*, 1, 28-31.
- Garinger, D. (2002). Textbook Selection for the EFL Classroom. Washington DC: *ERIC Digest (Dec.)*. Retrieved May 9, 2020 from <http://prodibing.fkip.unsri.ac.id/userfiles/text%20book%20selction.pdf>
- Gardner, H. (2008). *Multiple Intelligences: New Horizons in Theory and Practice*. Basic Books
- Hutchinson, T. & Waters, A. (1987). *English Specific Purposes: a Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Krashen, S. (1987). *Principles and Practice in Second Language Acquisition*. London: Prentice-Hall International.
- Litz, D.R.A. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, 48 (1), 1-53.
- Nikoopour, J. & Farsani, M. (2011). English language teaching material development. *Journal of Language and Translation*, 2 (2), 1-12.
- Riazi, A.M. (2003). *What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades*. In W.A. Renanda. (Ed.). *Methodology and Materials Design in Language Teaching*. Singapore: SEAMEO Regional Center.
- Richards, J.C. (2001). *The Role of Textbooks in a language Program*. Retrieved May 5, 2020 from <http://aaboori.mshdiau.ac.ir/FavouriteSubjects/role-of-textbooks.pdf>

Ruben, G. (2010). Missing pages? A study of textbooks for Dutch early childhood teacher education. *Teaching and Teacher Education*, 26(3), 371-376.

Sheldon, L.E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42 (4), 237-46.

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62.

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. Cromwell Press, Trowbridge, Wiltshire.

Tomlinson, B. (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Appendices

Appendix 1. Materials Evaluation Form

MATERIALS EVALUATION FORM				
Criteria	Excellent	poor	inadequate	Comment
General				
Alignment with objectives and learning outcomes				
Adjusted to syllabus and curriculum				
Encouraging exploitation				
Encouraging different methods to teach				
Catering different preferences				
Appropriate for learners` culture				
Guidance for teachers				
User friendliness				
Attractive layout & visually pleasing				
Content				
Interesting content				

Authentic content				
Simple to complex				
Clear instructions				
Natural and useful language				
Encouraging differentiated output				
Suitable content for learners				
Language items reinforcing understanding				
Language items practiced in a controlled and freer way				
Task-based activities encouraging new vocabulary usage				
Encouraging productivity				
Encouraging feedback				

Appendix 2 Authentic/Inauthentic Materials Usage

Participants answered the question what kind of materials they used in the classroom. 53.2 % mentioned that they used inauthentic materials, while 24.8% said they use authentic materials and 9.9% used only one textbook.

141 responses



Appendix 3 Types of tasks and materials design

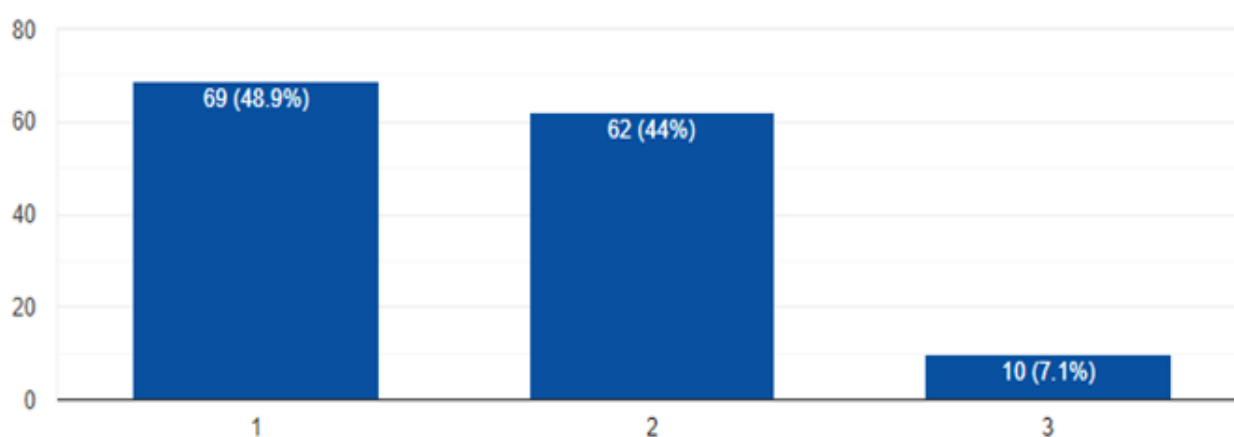
The most popular task that the teachers designed was a *Matching* task. 32.6 % of participants designed *gap-fill* tasks. 17 % prepared *multiple-choice* tasks. 10% goes to *categorizing* task.

Row Labels	Count of 7. I use...	Sum of 8. In order to make my lessons interesting I add new tasks/exercises to textbook.
both	109	173
categories	13	19
gap-fill (complete the gaps)	33	54
matching (matching words and definitions or pictures)	40	62
multiple-choice (choosing one option)	21	36
odd one out	2	2
Both, I ask teachers as well.	1	1
matching (matching words and definitions or pictures)	1	1
myself	15	22
categories	1	1
gap-fill (complete the gaps)	8	14
matching (matching words and definitions or pictures)	5	5
odd one out	1	2
using the internet	16	27
categories	1	1
gap-fill (complete the gaps)	5	9
matching (matching words and definitions or pictures)	6	11
multiple-choice (choosing one option)	3	5
odd one out	1	1
Grand Total	141	223

Appendix 4 Task Design

69 people mentioned that they often design the tasks for almost every lesson, while 10 people stated that they rarely design the tasks.

141 responses



ALL YOU NEED TO KNOW ABOUT PERSONALIZED LEARNING IN EDUCATION**Yasar Akyuz**

International Black Sea University, Georgia

yakyuz2014@yahoo.com

Abstract

Personalized learning has been from the time past as a learning which focuses on aptitudes, interests, and needs of a learner. Owing to its importance in the teaching and learning world, it has availed manifold popularity. Ten years ago, many nations such as United Kingdom, USA, New Zealand as well as Australia have integrated this mode of training. It is seen and promoted as the major learning technique for preparing the youths towards the 21st century pre-requisites as well as the expectations of the society from them. According to some scholars, it is very understandable in the aspect of vocational learning. Personalized learning customizes learning as per a specific student's needs, skills, strengths as well as interests in these techniques. Each scholar is given an erudition scheme which is as per his/her best process of learning as well as knowledge. However, personalized learning cannot replace other strategies like a 504 plan, IEP or an intervention program. This article deals with all aspects of personalized learning which comprises a brief introduction of the subject matter of personalized learning, and some of the reviews of literature on personalized learning. The paper will also focus on why personalized learning really matters, what is obtainable and what is not in the field of personalized learning. It will also deal with the best guides to personalized learning, especially educational elements. Some examples of what personalized learning is like as well as some personalized learning strategies with samples will be looked into. Finally, the article will run through the summary of the subject matter of personalized learning and its importance in educational field.

Keywords: Personalized learning, education, IEP, intervention program

Introduction

The subject matter of personalization or personalized learning defines the assortments of learning experience, educational programs, instructional technologies as well as academic supportive strategies which are made to tackle specific interests, needs, aspirations or cultural backings of each student. What is possible here is that every scholar will have the learning desires met. A classroom for personalized learning looks and feels quite different from those of the olden days. Appropriate application of the personalized learning could make students achieve a lot. In this case, instructions and assignments are geared towards every specific student's needs, interests and skills. Personalization creates room for possibilities for strategic categorization which enables students to understand better from others. Personalization differs from differentiation instruction because; it focuses on the scholar's agency to design the student's best learning pathway. This design will be according to the style plus interest of the scholar. Differentiation instruction aims at the teacher's adaption of his or her lessons to various forms of learning.

Academic research supports the importance of a connectedness between a student and the teacher to success in learning cycle. The idea paves way for efficient learning. When defining personalized learning, the student-teacher relationship is critical.

To further understand the significance of developing as well as sustaining strong links, personalization changes the rate, time and instruction place. Numerous educational strategies utilized in the past years contributed to the areas of personalization mentioned above as the term is based on some educational theories. Example of such theories is that of Benjamin Bloom on mastery learning. This theory was promoted as instructional technique which moves students from a level to the next. Also, this movement depends on the student's mastery of new topics. Utilizing mastery learning enables a student to have power over learning pace.

In the 1960's, Fred Keller adopted a PSI personalized system of Instruction. This instruction enables every scholar to work on study modules independently. PIS refers to a mastery-oriented, personally paced, teaching technique that includes theory of behavior reinforcement. An adaptive learning model-ALEM, came through a research via Margaret Wang during the 90's. the ALEM refers to an educational approach which directs educational guidelines to meet the requirements of individual students. It was receptive to different scholar's numbers in learning rooms. This ALEM was among the learning community, which was amongst the initial general discipline reforms designs authenticated by ED.

Whenever personalized learning comes into question, these early techniques are used as references, and they form the bases on which the more complex techniques are built. They are regarded as innovative set of theories which helped in getting higher theories on learning and teaching.

According to the US Department of Education (n.d.), personalization means acclimatizing the instruction-individualization level, moderating the educational technique-diversification, as well as linking instruction to the scholar's experience plus interest. Through this explanation of personalization, one could deduce that personalized learning is of broader spectrum than individualization or differentiation. This is because, personalized learning enables the scholar to select from many alternatives of what is learned, time of learning and the techniques of learning it. From the views of the National Educational Technology Plan of 2010, personalized learning has wider implication to success in education. According to Richard Culatta (2013), personalization might be the most vital thing that could be done to change education for the better in the countries. This work offers a lot of subheadings on personalized learning. This first section offers a highly structured explanation of personalization, delineates characteristic of capability inbuilt in the meaning, traces the growth in personalized learning, as well as investigates the complementarities of the interpersonal and personal within personalization. This section tackles and tries to determine tension as well as tradeoffs within the competing aspects of personalization such as career, academic, in addition to personal competencies; with personalization, individualization, and socialization.

The Second Section

The reader of this article will avail a lot about personalization which is a topic that is both deep and broad. The reader stands to gain sets of action policies that will be important during sustainability and implementation process. The techniques of utilizing these principles in the real world will be given in this article.

Review Of Literature On Personal Learning**Personalized learning and competencies**

The subject matter of personalized learning came about in the present years because many learning technologies as well as repositories of data through the Internet and other sections grew to the degree of showing promises as effective techniques for individualizing of instruction in addition to enriching the educational set of courses. Ronald Taylor and Azeb Gebre (2016) see personalization as instruction which is differentiated as well as paced according to a learner's need and shaped through the learning interests and preferences. According to Twyman and Redding, (2015), the idea of personalized learning is more complex than that definition and hence, needs a more elaborate description. Personalized learning is a teacher-student relationship with their families. It involves the utilization of numerous instructional models for scaffolding each scholar's learning and boost the scholar's personal competencies. Personalization changes the place, time, as well as the speed of each student's learning, procures the scholar within the formation of edification paths, and uses tech to document and manage the learning procedure while accessing top data sources. This explanation of personalization in education comprises of phrases which, if further defined, shows that there are complexities as well as subtleties of personalized learning.

It goes further than individualization that attends to the student's prior knowledge and willingness for innovative learning. From Twyman and Redding (2015) standpoint, personalization works in the same way with individualization, but goes further by seeking to comprehend the personality of the student, the personal preferences, aspirations, interests, in addition to utilizing the understanding. Through this point of view, personalized learning, understanding the student, is implemented into education via; relationships, engagement, as well as personal competencies.

Personal learning via relationships

The link between the teachers, students with their families enhances the standard meaning of personalization in two novel phases. In the first stage, it portrays the tutor as the central figure that engages the student in discovering what should be learned, the technique of designing how it should be learnt, and intentionally molding of students' personal abilities which encourage learning. It includes forming of connections with learners and their relatives to understand the trainee, his or her learner's needs, together with the aspirations of the learner. The teacher specifically has something tangible for the learner via relational suasion/technique, which technology cannot challenge (Redding, 2014a). From the teacher's instruction and example, the scholar learns to respect mastery, to increase expectations, manage learning, as well as broaden interests. The trainer is liable to teaching social skills, emotional skills as well as involving families in the personal development and academics of the learner.

The second phase definition highlights relationships as an important aspect of personalization. Probing further into the idea of relationships as well as considering the peer-learning and collaborative aspects of personalized learning, one can extend the meaning to include the connection among the learners themselves.

Student Engagement; here involves enrolling the learners into the formation of learning path which honors their aspirations and interests, encourages their good judgment for learning, as well as exercises their capability of navigating the learning technique.

Personal Competencies; increasing learners personal competencies refers to intentionally building their ability to learn through incorporating contents and actions which boosts learner's cognitive, motivational, metacognitive, as well as social-emotional competencies into teacher–student relationship and instruction.

These are the personal competencies which propel learning and add to structure students' learning lifestyle. Owing to the fact that personalization emphasizes the learner's self-direction in education, personal competencies lead to success.

Personalized learning: its variety and flexibility

Twyman and Redding (2015) define personalized learning based on the olden days idea of learning where the student sits at the desk listening or doing similar assignment as others substituting the idea of the trainee, assisted via management software for learning, revolving from a brief, interactive teachings of new ideas among the students, gingering them while they involve themselves fully in the activities and planning to finish up on their computers.

However, altering the techniques of instruction, place, time, as well as speed of learning for specific students, expanding study venue beyond classroom experience, and detaching anticipated results from the inflexible timeline are characteristic of personalization.

Techniques of Instruction

Utilization of multiple instructional designs involves teachers making a lesson plan to encompass the appropriate mix of diverse techniques of instruction such as: whole-class, directed small section by teacher, student-directed mini group with the inclusion of cooperative learning as well as peer-to-peer, homework, technology-assisted, and independent work. Each design serves the vital purpose, and the way to utilize each mode via research is known. The trainer chooses the appropriate mode for a specific student at a specific time.

Time, pace and Place

Changing the place, time, and pace in learning, lies partly upon mastery learning's principles which stipulate that the rapidity of learning remains the key factor in enabling many learners to avail similar outcome, notwithstanding that it will be at different periods or with diverse duration of time dedicated to the precise learning task (Bloom, 1971).

The variants in personalization goes further than mastery learning's uncomplicated manipulation of speed as well as time which recognizes that learning may take place anywhere. Having the chance to access the Internet in school, at home, or when in a coffee shop could animate personalized learning's expansion of learning's setting.

Personalized learning: Individualization Facilitated through Technology

This area of Twyman and Redding's description of personalized learning refers to what is known as individualization which has been mentioned. Individualization involves placing every learner according to his or her personal learning plan. Here the assignments are cautiously directed to the learner's prior knowledge and anticipated trajectory. To some teachers, real individualization although a noble act of teaching, has been an immeasurably time-consuming undertaking. It could only be accomplished in specific conditions. However, in this recent time, learning technologies have made proper individualized, focused instruction accessible to all teachers.

Targeted Learning

Here, the Twyman and Redding (2015) meaning of personalization is how the tutor individualizes learning programs to rhyme with each learner's readiness, and discovers the correct degree of challenge. Well-modeled, computer-focused instructional programs utilizes principles of predictive analytics according to Ryan Baker's (2016) in adjusting the learning series in reaction to a specific student's development.

Learning Technology is based on utilizing technology in managing and documenting the learning procedures as well as accessing quality sources of data defines the hub of technology to the effective individualization of education.

The learning software does not only offer for learning which is targeted towards individual learner, it also follows the learning procedures, takes up instruction accordingly, with testing to back up mastery. Additionally, the apparently endless resources from the Internet help the learners to practice a continual assortment of topics.

Competency-Based Education defined

Competency-based education (CBE) aids students' progression via their academic tasks to mastery in distinct competencies without minding time, place, method, or speed of learning. It stresses acquisition as well as manifestation of targeted skills and knowledge, Twyman, (2014). In this region, skills and knowledge is required to be defined, and how they cluster in forming competency. Competency might be personal, academic, or connected to occupation and career. The vital aspect of the competency-based method to personalization are; identified gathering of related competencies; alteration in time, pace and place of learning; as well as criteria, like demonstrated application, for determining and acknowledging mastery.

According to the U.S. Department of Education (n.d.), as regards to competency-based learning, changing from a specific time, to favor a structure which creates flexibility, makes students successful as they exhibit skills in academic content notwithstanding the time, pace, or place of learning.

A competency-based scheme allows flexibility such that credit could be awarded or gained. It also provides learners with the personalized learning chances. This form of learning offers quality student engagement since the content has something to offer to each learner and it is tailored towards the learner's specific needs. This results into better student results due to the fact that the speed of learning is tailored towards each student.

Here, competency is defined and the boundaries identified via specifying the unique skills as well as knowledge in it. Learning principles are of use in this activity, and standards-based idea is different from the competency-based arrangement. The deference lies within its: close link with inside-school, curriculum aims; reliance upon written assignments; as well as in conformity to grade levels and study sequences. Therefore, this system doesn't change the time, pace, and place of learning. And it does not include the behavioral exhibition or appliance of the knowledge and skills in the determination of mastery.

The subject matter of Competency

Competency refers to a definite grouping of connected capabilities; knowledge and skills with techniques and criteria which determine the rate at which someone shows mastery over them. Competency often matches with roles like that of; student, writers, plumber, and mastery could be benchmarked to the absolute display of expertise in such role.

For instance, communication could be a wider grouping of competency, which may involve subheadings like; reading comprehension, writing, speaking, and listening. Writing may be a competency under diverse strategies of categorization. Hence, the definition could be possible by itemizing some computable or observable skills with the knowledge which constitutes it.

Therefore, competency's definition ought to include criteria as well as methods for discovering mastery of knowledge and skills in competencies, and the evaluation may include exhibition or application.

Competencies in relation with Personalized Learning

Competencies in education could be grouped into personal, career/ occupational, or academic. The initial category which is called personal competency is the force behind learning. It is the inputs into the learning activities. Personal competency is the ever-evolving cluster of connected capabilities which promotes learning together with other types of goal accomplishment, Redding (2013). The types of personal competencies within the scope of this article are as follows:

Cognitive competency which refers to what one knows consists of; prior knowledge that enhances fresh learning, wide-spectrum of knowledge got from any context, which is accessible within one's memory for boosting new learning, in-depth understanding which could expedite the acquisition of fresh learning

Metacognitive competency which consists of how one learns. These includes; regulation of personal learning as well as the utilization of learning techniques

Motivational competency which means why one learns. Here refers to engagement in addition to persistence in quest of one's learning goals

Social or Emotional competency means who the individual learner is. These factors comprises of sense of personal-worth, respect for others, management of emotions and understanding of such, and capability of setting positive goals. Here also involves making responsible decisions.

Supporter of in-depth learning adopts a technique which includes consideration of the area of the learner's development. The technique is similar to the definitions given to personal competencies. The AIR - American Institutes for Research - put out deeper learning in the perspective of the 21st-century workplace and learning skills. Quoting the scope of deeper learning according to William & Flora Hewlett Foundation (2013), the AIR (2014) lists out characteristics like:

Mastery of key academic content

- Critical view as well as problem-solving
- Efficient communication
- Capacity to work as a team
- Learning techniques of learning
- Academic mindsets.

Table 1. Approximate Relationship of Personal Competencies and Dimensions of Deeper Learning

	Personal Competencies			
	Cognitive	Metacognitive	Motivational	Social/Emotional
Dimensions of Deeper Learning				
Content Mastery				
Critical Thinking				
Communication				
Collaboration				
Learning Skills				
Academic Mindset				

The 2nd academic competencies comprises of gang up of knowledge in addition to skill within the academic aspects, as linked with the institutional curriculum. This is commonly measured using content principles like communication via writing, reading, listening/ speaking, in mathematics or algebra.

Finally, occupational competencies refers to set of knowledge as well as skills connected to workplaces, even though such skills are got via education and are defined and assessed in the educational setting. A career or occupational competency encompasses skills and knowledge in choosing, preparing for, getting, and changing between jobs. These competencies are precisely set for job field like; competency within the computer programming aspect or in welding. The National Skill Standards Board (2000) provides a classification of skills and knowledge into; academic, employability, and technical or occupational, which matches with the academic, career, as well as occupational categories stated in this article.

Figure 1. Competency and Mastery in a Competency-Based System

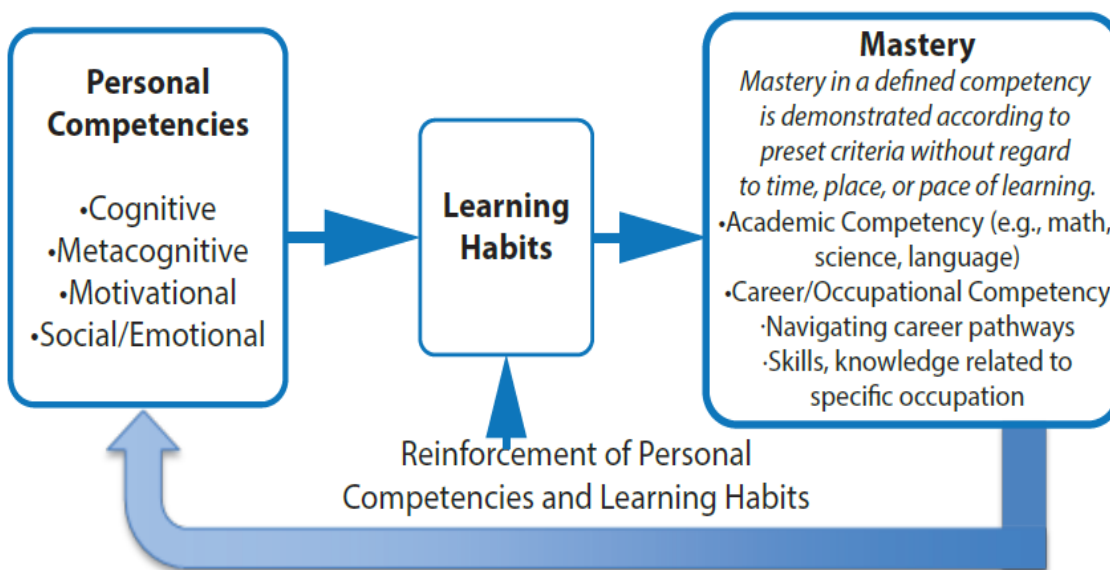


Figure 1 shows the links among the forms of competencies stated here (academic, career/occupational, with personal) in the competency-based school model where personal competencies cluster to form a learner's patterns of learning when involved in personalized learning.

Assessment of personalized learning Competencies

Academic and occupational competencies can be evaluated using standards-based tests. However, in real competency-based environment, proofs of adoption of these learning procedures are required. Educators are therefore asked to deduce the techniques of measuring personal learning competencies. Conley & Darling-Hammond (2013) listed out directions for fresh evaluation a system which includes ways of determining students' movement in personal competencies. These assessments are vital at each stage—formative assignments to direct instruction, including personalized learning instructions as well as system assessments which inform accountability.

The disadvantage of competency-based approach lies in fragmentation of ideas and knowledge as well as the thin itemization of secluded skills. Accurate mastery in competency ought to be determined through examining a learner's facility with a set of skills, accepting of overarching ideas, and the ability to work continually instead of achieving the highest point on a sole test.

Competencies with Personalized Learning

McClarty and Gaertner (2015), in their article on competency-based education (CBE) within higher learning but adoptable by CBE at every stage, stated the importance of categorical explanations and valid evaluation: External validity remains the key part of their recommendations:

- CBE programs must define clearly, their competencies. They ought to clearly connect the competencies to resources covered within their examinations.
- To assist proper test-score interpretations, the CBE examinations and assignments must be empirically connected to outside measures like future outcomes.
- These empirical links must be utilized in setting the standard which will help providers to develop cutting scores which could truly separate masters from no masters.
- CBE programs must continually collect and check graduates' life results to give proofs that the CBE credentials is

The success of a competency-based education lies on the correctness of its definitional set boundaries for competency, the bases established for determining mastery, as well as the soundness of the approaches to assessment. And the way of recognition like badges, certificates, and degrees could be established. Whenever a learner is allowed to show mastery in competency any time, notwithstanding the place or time of learning, that is competency-based education. To qualify as personalized education, some other elements are needed.

The learner must be given a duty of designing how learning could be achieved, as well as the learning content would be used to the interest of the learner and his or her aspirations depending on what the limits of the criterion for mastery may permit. Furthermore, the criterion for mastery may include; resources with sets of joint skills, the knowledge of overarching ideas, as well as the capacity to perform continuously.

The Roadmap to Personalized Learning

The roadmap to this new edition of personalized learning could be traced via assessing the advancement of the competency-based education, an attempt to handle diversity in learners via differentiation, in addition to the arrival of the learning technologies. Brown (1994), traces the route of CBE to 19th century scientific management reform during an industrial revolution.

During this period, jobs were specialized, identifying competencies. Their constituent skills allowed for efficiencies in teaching employees on what is need in the jobs, performing the work, as well as evaluating performance. Up till now, CBE is still the best factor within the workplace; career as well as in technical education.

According to Benjamin Bloom (1971), the time which a learner devotes to accomplishing preset learning goals, ought to be elastic. The surfacing of personalized learning clashed with B. F. Skinner's (1954, 1968) book on behaviorism and advent of programmed learning. During the World War, the military in the U.K., U.S., Australia, and other sections, utilized objective-based learning strategies to effectively prepare uninformed recruits for specific duties.

Mulder, Weigel, & Collins (2006) examined the behaviorist view of personalization in business sphere, via the work of the psychologist D. C. McClelland (1973). The technique was used in behavioral-event interviews by the Hay Group to evaluate degrees of competence when they were choosing and teaching governmental and corporate leaders. This approach cleaved know-how from capacity and stated that competency can be formed via training. It could also be observed and evaluated in behavior, and this explains why there is a significant atom of the dissimilarities in the work performance of people.

Previous circumstances belying personalized learning

John Dewey, William Kilpatrick, with others during the early years of 20th century made progressive jobs on personalized learning. A great move, however, arose when educators searched for methods of addressing student's diversity. During the Congress's 1975 act for Education of All Handicapped Children/Disabilities Education Act—IDEA, educators looked for ways of teaching the increasingly different student body. Margaret C. Wang, (1992) proffered the Adaptive Learning Environments Model (ALEM) with techniques of individualizing instruction as well as managing classrooms which comprises of students with diverse needs and abilities. Carol Ann Tomlinson provided and popularized research authentication for instructional demarcation, opening with her work in 1995, *How to Diversify instruction within the "Mixed Ability Classroom."*

In the first years of the 21st century personalized learning took shape via CBE, differentiation, content standard, as well as national clamor for vital education reform. Technological growth like in learning management software with the promising resources from the Internet, quickened this weaving of element as well as the burst of eagerness for personalization.

Learning models which support personalized learning paths

These models require building blocks like; efficient assessment tools which matches with the college preparation policies and understandable postsecondary learning goals, adopting digital content, algorithms which aligns student desires with content as well as delivery ways, technology-enabled skill development tools, learning management policy which integrates and delivers the diverse parts. The U.S. Department of Education formed the Center on Innovations in Learning (CIL), which aims in assisting state educational agencies as well as districts in the aspect of personalized learning.

The Individual, Person, and Group

The dissimilarities existing between an individual and a person, within the field of education, is similar to that between looking out for the student's learning paths based on measurement of former learning and willingness, and involving the learner in modelling and plotting a route to learning based upon computation of previous learning and eagerness plus individual preferences, aspirations and interests. Individualization could be carried out through the machine.

Personalized learning according to Twyman and Redding (2015) entails a teacher that may decide to utilize a machine. Such teacher can attend to his or her student's slight, behavioral idiosyncrasies. Here, the trainer knows his or her subjects as well as the easiest paths through which the learner could take in learning them. This makes the teacher to be an indispensable part in personalization. The scholar immediately becomes an individual learner and a part of the group of students, and the teacher's connection to the group characterizes a part of what is needed for the young person to be socialized.

An interaction with the teachers, as well as with peer groups sharpens the learner's thinking, and brings out new interests, and offers insight into the degree of human performance.

Person comes via social interaction, since self is made clear and known in relationship with others. Internets and software which coordinates the activities of co-learners over time and place offers a mid-ground between a face-to-face learning and a secluded, individualized learning classroom experience. The model might be a joining together of group education in the conventional classroom with individualized and personalized learning. This includes near or closes learning cohorts. Competency-based and individualized education remains the most effective methods of aligning learning content and responsibilities with every student's willingness. They help in recognizing and determining the learner's mastery.

Personalized learning pedagogical attributes

Personalization pedagogical attributes comprises of the following;

- Matching content as well as responsibilities to the learner's inclination
- Evaluating success according to depicted mastery
- And adding an in-depth respect for the individual in the learner.

Guidelines to Personalize Learning

Using of Technological Gadgets makes personalized learning realistic. It reduces the era which the instructor needs to separate lessons, open entrance to unrestricted content, structure content as well as activities into manageable paths, examining progress, scaffolding tasks, facilitating individual and group activities over time and place. Combined learning, which is a type of personalization, joins conventional classroom instruction with internet delivery of instructions and contents, with learning actions outside the training school, giving the learner some form of power over pace, place, time, or/and route (Bonk & Graham, 2006). Here technology is never viewed as a substitution for habitual classroom, rather it is seen as a commanding tool for enhancement what has been established as an effective pedagogy. In this mixed conception of personalized learning, educators may carry out sets of practices which ensure that technology and information enhances relationships, but does not substitute them (Sandler, 2012).

Personalization utilizes online learning, online examination for mastery, the massive, open, online courses - MOOCs, as well as other Internet-enabled techniques. Involvement in the technology-based personalized plans are, mainly when applying predictive analytics in continuously adjusting learning activities in demonstrated mastery, building in evaluation spiral, as well as ensuring each learner's sufficient knowledge of skill and understanding prior to moving forward.

Competency-Based Learning Strategies for implementing competency-based learning in personalizing learning

These learning strategies are as follows:

- Bendable credit schemes scatter the connection among the time of class, learning time, as well as assessment. Flexibility in credit plans includes the following dual enrollment as well as early college education credit recovery, as well as multiple routes to graduation.
- Service learning, an aspect of numerous character as well as social or emotional learning activities, is accommodated easily into the personalized learning setting. Community-based teaching targeted at, personal, academic, in addition to career/ and occupational competency, lengthens the duration and chances for learning further than the normal school day. This offers rich experiences more than that which is obtainable in the classroom.
- Internships and task shadowing provide learners with the chance of experiencing the real world in a business setting which is interesting, as it contributes to clear competencies.
- Differentiated staffing comprises of making use of teachers' diverse interests and skills. This becomes feasible, and desirable, within the personalized learning context where acknowledgment of learners' success in competencies could be known through demonstrated mastery and not via enrollment into a unique course with a special teacher.
- Increase of rate and improvement flow naturally whenever the speed of education becomes fluid-like, enabling learners to understand more quickly as they display their mastery as well as encouraging learners to follow curricular content further than what is contained in the syllabus.
- Acknowledgment of mastery could be expressed via presentation of badges in addition to identification of proficiency using credits and certificates.
- Individual learning plans or Student learning plans - SLPs, modeled with a learner, enables every scholar to assume a personal pathway, at different speed, to get to the stipulated standards. Developing the SLPs with learners' input is time-consuming for the teacher. However, the current instructional software reduces the process in a time efficient one.
- Study groups as well as research teams help the learner to work in collaboration with the design scheme which is geared toward a result or hypothesis. The learners might be from the same group or class, which might be clustered across the miles through the Internet.

Competencies-strategies that enhances students' personal competencies:

Cognitive competency

This aspect is improved through instruction which enables relationships between the learner's previously taught ideas, what the learner's knows notwithstanding where he or she had learnt it from and the fresh topics. Here comprises of reinforcing mastered information utilizing reviews, questioning, as well as inclusion in successive assignments. This helps to build learner's receptivity of knowledge and retention within the accessible memory.

The most critical aspect of cognitive competency is vocabulary and it could be developed in each subject aspect. Writing assignments enhances the connection and adoption of fresh learning as well as deep understanding, when it is connected to deep reading. Learners' interest to learn, inside and outside of school, rises when they take part in designing paths to searching and discovery.

Meta cognitive competency

This develops whenever learners' watches their teachers think out loud while approaching learning tasks. Special learning strategies and approaches could be taught and assimilated. However, the metacognitive procedures of setting goals and planning, success monitoring, as well as revision of tasks based upon feedback could be impacted and reinforced. Individual checking and peer-checking as a form of assignment completion could be beneficial. Furthermore, learners' graphing of tasks completion with objective mastery enhances attention towards learning. In the case of critical thinking, learners' could be trained on procedures of synthesis, logics and evaluation. And in the aspect of creative thinking, learners' should be educated on techniques of diverse thinking.

Motivational competency

This accrues via the growth mindset which bolsters the learner's persistence to ultimate mastery, via differentiated instruction which targets learning processes to the learner's willingness, and through connections between the learning activities and the learner's personal aspirations. The aim of teachers in encouraging learner's mastery lies in encouraging them to find their benefits in mastery. The excitement lies in learning, while the reward lies in the commemoration of mastery

Social/Emotional competency

This is multi-faceted, as it incorporates emotional management, interpersonal and personal skills. Proficiency, strategies, as well as techniques could be taught and impacted on the learner for social communications, goal setting, as well as decision making.

Classroom rules form and support personal responsibility, collaboration, and respect for others. Collaborative learning techniques serve double purpose of quickening academic learning in addition to building social proficiency.

Parent programs could enable them teach and support personal responsibility. It could alert parents of signs of arousing distress. Majority of evidence-based programs utilized in schools, individual classrooms, or for specific students, handles social or emotional competency.

Reservations regarding personalized learning

Personalized learning follows these lines of apprehension: the potentially adverse effects of over-dependence upon technology, and dread that individualization or differentiation creates room for lowered expectations as well as fragmented or weak curriculum. However, learning could be personalized devoid of technological tools, if not that the tool specifically facilitates it. Sherry Turkle (2011, 2015) cautioned that over reliance on the social connection through technology might stunt the individuals' emotional development, compassion, self-reflection, as well as social dexterity.

Sven Birkerts (2015) also warns that over editing, skimming, accelerating, compartmentalizing, with the rising psychological assault on people utilizing their devices, it is very hard to generate as well as sustain the degree of attention/focus which absolute participation in experience needs.

Matthew Crawford, (2015) in echoing Birkert's ideas advocates the triangulation with items and people who possesses certainty of themselves which promotes true individuality. Therefore, reservations in regards to technology in learning centers around the disconnection of learners from social communications and the disintegration of learning into fragments of information which does not set to understanding. Interestingly, personalization is espoused as the cure to the general feeling of mystery, insignificant, and disengagement which students report, specifically in top city high schools (Yonezawa, McClure, and Jones, 2012). This could be understood as sign that group framework of classrooms does not offer desirable sense of relationship for many learners, belongingness, in addition to stimulation. Rather, learners may feel out-of-the-way in the group, or perhaps unaccompanied with his or her specific interests while stymied through a speed of instruction which might be too fast or slow. Personalization conversely tailors the learning experience towards the learners' Preferences, aspirations and interests that the learner is cheered up and engaged. Other opposition to personalization, rest upon faith in pedagogical effectiveness of the teacher-centered, straightforward, whole-class instruction as well as the merits of a general or distributed learning experience.

A variant of the objection on personalized learning

The variant on the objection lies on the criticism that differentiation is an unproved fad (Schmoker, 2010). According to Mike's articulations against differentiation, it has no strong evidence which supports the usefulness of differentiation.

He went further to state that differentiation lays emphasis on the learner's preferences which easily slides to a convenient agreement with the discredited learning styles, and any attempt to alter instruction result into nonsense activities. He finally states that the teacher's time ought to be highly devoted to building a sole, high-quality instructional system with constant chances for learner's response. This criticism of differentiation hits at the hub of personalization. When one thinks of personalized learning as a track for an individual learner, one may run against the principle oppositions to tracking.

Jeannie Oakes (1995) objects to all forms of combination which are illustrated by educator's global judgment concerning how smart learners are, either within any subject field or over numerous subject fields. Sometimes, these are scaled in terms of learner's IQ, and sometimes based on learner's past performance, occasionally the bases are calculation of how good the child will likely learn (O'Neil, 1992)

Competencies and Personalization risks

Whether the categorization of learners' is carried out through teacher or a machine, into sections or individual pathways, certain risks arises in the relegation of specific scholars to learning options that are far below their level of mastery. Alarms against the powerful abuses of personalization or personalized learning helps to restrain the interest of the proponents, limit its excesses, and enhance studies to confirm the effectiveness. However, these objections disappears as teachers as well as technology adopts more of personalization.

Personalization in schools has the ability to connect the secluded learners and form learner's academic, career or occupational, in addition to personal competencies.

Personalized learning made active via technology which arranges curricular content, enhances differentiation, clears vast and different opportunities for learning, offers ongoing control of mastery, and confirms mastery.

Personalized learning supports and affirms learning which takes place anywhere at anytime. Thus, it is the companion of competency-based education.

Personalization steps far beyond the reflex individualization of education through incorporating the trainer's in-depth understanding of every learner's welfare, aspirations, backgrounds, in addition to behavioral idiosyncrasies. Personalization joins the targeting of education to the personal learner with chances of learning within a group, one-on-one, across miles, or face-to-face, or face-to-face.

Action philosophies for States, Districts, as well as Schools Action Plans for States

The principles for actions as stated above include the following;

Removal of regulatory with statutory limitations to competency-based learning; For instance, course credit, promotion of grades, and graduation needs are normally tied up to enrollment as well as the duration on specific courses instead of on demonstrated mastery.

Define special academic, occupational, and individual competencies; For instruction to accomplish competencies, competencies ought to be defined, and enumerate their component skills as well as the areas of understanding.

Provide procedures and tools for evaluating competencies for determination of mastery; here, academic competencies could be seen as corresponding with the state content policies. Therefore, mastery might be uncovered via through policy-based assessments. Career or occupational and individual competencies require similar approach for discovering mastery.

Make sure that every institution has technology appropriate for multiple techniques of personalization. Also, offer training for neighborhoods and school employees in the utilization of technology. Personalized learning indeed is now practical via new advances in the technological aspects. Rather, the technology should be available and workers taught to utilize it.

Display local strategies in addition to models which efficiently adopt personalized learning techniques.

Action Principles for Districts

Map out district a principle which encourages personalized learning. Ensure that subject credit, promotion of grade, and graduation prerequisites enhances recognition of education where and when it occurs. Map out flexible credit plans like double enrollment with early institutional high schools, credit recovery, in addition to multiple pathways to graduation.

Add a language of special academic, career, and personal competencies into the module guides and descriptions of the courses. Defined competencies and add into curriculum guides as well as in course descriptions.

Provision of professional expansion for school heads and teachers into techniques of personalizing learning in addition to assessing competencies for determination of mastery. Academic competencies are defined as matching with state policies; therefore, the mastery might be found via standards-based evaluations. Career or occupational together with personalized learning needs the same method for measuring mastery within formative assessments.

Ensuring that every institution has technologies proper for numerous techniques of personalization, together with providing training for local and school employees in the utilization of such technologies. Notwithstanding that personalization is practical through recent technological advances, the technology should be available and workers ought to be trained to its use.

Showcase institutes and teachers utilizing strategies and designs that effectively adopt personalized learning techniques, create a front line of activities in personalization. Discover the leaders, as well as shine spotlight on those in neighborhood publications along with conferences.

Action Principles for Schools

Here are some sets of activity pathways for schools;

Offer professional expansion to teachers in techniques of improving learners' personalized learning. Personalization competencies should be built on as they are major propellants of education, and the staffs should build them into learners through intentionally including them into instructional plans.

Incorporating service education, internships, together with job shadowing to facilitate outside school learning. Identifying learning which takes place beyond school day beyond the class is a part, but allowing the training to take place often needs intentional programming.

Including intentional combination of personalized learning techniques into instructional planning, as well as offering teachers training with the time for preparation of personalized learning. To confirm that personalization approaches are systematically utilized by the staff, add personalized learning plans to routine part of instructional strategies via the teacher teams.

Ensuring that institutions workers are proficient in the proper application of technology in personalized learning. It's true that personalized learning via advances within technology is made practical; yet, the technology should be made available. Also, personnel are to be trained for its utilization.

Allow teachers with expert knowledge and skills within the personalized learning planning regions to distribute their tasks with other workers. Majority of the teachers invariably go in the pathway of personalization prior to others; therefore grab the chance of what they have learnt and done by providing them with the opportunities of sharing with others.

Joining the Qualities of Personalized learning competencies

According to T.V. Joe Layng (2006; 2009; 2012; 2014a; 2014b), what should be taught, how learning should occur, what makes up a real successful learner, are some of the questions which educators are greatly searching for. They are looking upon the learning and the psychological scientist for assistance in answering such questions. Clustering content is not adequate, neither is simple emphasis upon the entirely academic domain adequate.

Schools are facing the challenges of developing competencies which extend beyond cognitive domain. Furthermore, three additional competencies are identified which many recommended to be essential for students to master Redding (2014a; 2014b); metacognitive, emotional, as well as motivational competencies. Though there arises agreement that they are vital, widespread agreement exist on exactly how these extra competencies should be defined as well as their acquisition. For many teaching activities, a form of cognitive competencies of the learner is needed. A cognitive competency is the repertory needed to acquire knowledge with skills directly linked to the topic taught. Redding (2014a) sees cognitive competency as the previous learning which facilitates novel ideas.

Learning scientists as well as education researchers tried to offer various taxonomies as regards to cognitive competencies. Bloom (1956) with his associates concentrated upon content-neutral-cognitive-competencies which may be utilized across content regions. Other scholars have approached this competencies via content learning. That means, they evaluated instructional content o define the subject matter based on its form of learning requirements for mastery (Mechner, 1962, 1965).

Philip Tiemann & Susan Markle (1973) provided one of such policy called the remodeled model based upon David Merrill's (1971) review of Robert Gagne's (1965, 1970) popular *Conditions of Learning*. Tiemann & Markle (1991) later produced a comprehensive direction to adopting their design to content evaluation (Layng & Twyman, 2013). The merits from this approach lies in the exact cognitive competencies which could be described as well as evaluated within the framework of the exact topic which is to be learned.

In analyzing cognitive competencies within the framework of this topic, Tiemann & Markle (1991) offered a matrix which describes forms of learning. This matrix provided the guide to ensuring that correct learning which enhances new learning is got. (Figure 1). The box at the base left is marked "Responses."

For determining if learning here took place, the question to be asked will be, "Can the student really perform the action requested?" An instance of the response is grabbing the pencil (Figure 1).

Sharpening the pencil could be an example of the chain in question. Even though these behaviors appear easy and are considered completely unimportant, without them, hard behaviors will be very difficult to understand. These behaviors make up tool skills, the basis of building blocks for more complex skills, Johnson & Layng, (1992). For instance, clearly and easily writing digits 0-9 might be vital to reaching fluency in doing addition and subtraction mathematical computations. The top box in psychomotor

category, known as “Kinesthetic Repertoires,” is linked, and recombinant, motor styles. They are skills like; competitive cycling, ice skating, as well as hockey. These skills are complex, so they require sophisticated techniques of instruction (Mechner, 1994).

Often, tasks are made more difficult by placing many stimuli together as well as providing every stimulus with their own response, like seeing car and shouting “Car”; and saying truck when you see such even when all pictures of these items are displayed together. Learning scientists refer to this as Multiple Discrimination.

The next includes algorithms which is like solving long-division issues. Though diverse long-division issues may be displayed, the algorithm, or steps to be followed, remains the same in solving every one. Serial Memory needs the learners to act in a way which arbitrarily defined through the result. A sample of this is in playing a series of notes upon the musical instrument which results into a song. When a learner uses knowledge, he or she has to give account of it. Though essays tap into more complex cognitive domain than multiple-choice questions, it may not usually be the same always.

Conclusion

Getting an idea of the real meaning of personalized learning could be easy if one could picture the classroom which does not have a “one-size-fits-all” technique to learning. The teacher does not guide every student through similar lessons. Instead, he or she led each individual learner on a personalized individualized journey. The what, where, when and how of education is geared towards meeting each learner’s strengths, skills, needs with interests. Learners might learn certain expertise at different paces. But their ability to learn keeps them on the right track to meeting the degree for high school certificate. This type of classroom is not the authentic one for most students. It is rather the outcome of personalization, which is in use successfully for a long time in several schools and personalized learning is growing in many states. Personalized Learning exposes kids to learning different techniques and at diverse paces. Personalization model depends on premise and each learner gets the learning plan depending on his or her learning pace, his knowledge, and skills plus interests are. It’s the other side of a “one size fits all” approach utilized in many schools.

References

- American Institutes for Research. (2014, September). *Does Deeper Learning Improve Student Outcomes?* Washington, DC. Retrieved from <http://www.hewlett.org/sites/default/files/AIR%20Deeper%20Learning%20Summary.pdf>
- Baker, R. (2016). Using learning analytics in personalized learning. In M. Murphy, S. Redding, & J. Twyman (Eds.). *Handbook on Personalized Learning for States, Districts, and Schools*. Philadelphia, PA: Center on Innovations in Learning.
- Birkerts, S. (2015). *Change the Subject: Art and Attention in the Internet Age*. Minneapolis, MN: Graywolf Press.
- Bloom, B.S. (1971). Mastery learning. In J. H. Block (Ed.). *Mastery Learning: Theory and Practice* (pp. 47–63). New York, NY: Holt, Rinehart, & Winston.
- Bloom, B.S. (Ed.). (1956). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. New York, NY: David McKay.

- Bonk, C.J., & Graham, C.R. (Eds.). (2006). *Handbook of Blended Learning: Global Perspectives, Local Designs*. San Francisco, CA: Pfeiffer.
- Brown, M. (1994). An introduction to the discourse on competency-based training (CBT). In Deakin University Course Development Centre (Ed.). *A Collection of Readings Related to Competency-Based Training*, p. 1–17. Victoria, Australia: Victorian Education Foundation, Deakin University. Retrieved from <http://files.eric.ed.gov/fulltext/ED384695.pdf>
- Conley, D.T. & Darling-Hammond, L. (2013). *Creating Systems of Assessment for Deeper Learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeperlearning_0.pdf
- Crawford, M.B. (2015). *The World beyond Your Head: On Becoming an Individual in an Age of Distraction*. New York, NY: Farrar, Straus, & Giroux.
- Culatta, R. (2013, February 6). *Reimagining Learning* [Video file]. Boston, MA: TEDxBeaconStreet. Retrieved from <http://www.tedxbeaconstreet.com/richard-culatta/>
- Gagne, R.M. (1965). *The Conditions of Learning*. New York, NY: Holt-Rinehart Winston.
- Gagne, R.M. (1970). *The Conditions of Learning* (2nd ed.). New York, NY: Holt-Rinehart Winston.
- Johnson, K.R. & Layng, T.V.J. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist*, 47 (11), 1475–1490.
- Layng, R.R., & Robbins, J. K. (2012, November). Toward a new consequentialism: Nonlinear contingency analysis and the understanding of moral behavior. Poster presented at the *Theory and Philosophy Conference*. Association for Behavior Analysis International, Santa Fe, NM.
- Layng, T.V.J. (2006). Emotions and emotional behavior: A constructional approach to understanding some social benefits of aggression. *Brazilian Journal of Behavior Analysis*, 2 (2), 155–170.
- Layng, T.V.J. (2009). The search for an effective clinical behavior analysis: The nonlinear thinking of Israel Goldiamond. *The Behavior Analyst*, 32 (1), 163–184.
- Layng, T.V. J. (2012). *Understanding Concepts: Implications for Science Teaching*. Boston, MA: Mimio.
- Layng, T.V.J. (2014a). Learning science design and development requirements: An update of Hendrix and Tiemann's "designs for designers." *Mexican Journal of Behavior Analysis*, 40(2), 39–57.
- Layng, T.V. J. (2014b). Social policy and terrorism: Contingencies of exclusion. Invited address presented at the *11th International Congress on Behavioral Studies*, Milan, Italy.
- Layng, T.V.J. & Twyman, J. S. (2013). Education + technology + innovation = learning? In M. Murphy, S. Redding, & J. Twyman (Eds.). *Handbook on Innovations in Learning*, p. 133–148. Philadelphia, PA: Center on Innovations in Learning.

- McClarty, K. & Gaertner, M. (2015). *Measuring Mastery: Best Practices for Assessment in Competency-Based Education*. Washington, DC: American Enterprise Institute.
- McClelland, D.C. (1973). Testing for competence rather than for "intelligence." *American Psychologist*, 28 (1), 1–14.
- Mechner, F. (1962). *Behavioral Analysis for Programmers*. New York, NY: Basic Systems.
- Mechner, F. (1965). Science education and behavior technology. In R. Glasser (Ed.), *Teaching Machines and Programmed Learning, II: Data and Directions*, p. 461–484. Washington, DC: National Education Association.
- Mechner, F. (1994). *Learning and Practicing Skilled Performance*. New York, NY: The Mechner Foundation.
- Merrill, M.D. (1971). Necessary psychological conditions for defining instructional outcomes. In M.D. Merrill (Ed.), *Instructional Design: Readings* (pp. 173–184). Englewood Cliffs, N.J., Prentice Hall.
- Mulder, M., Weigel, T., & Collins, K. (2006). The concept of competence in the development of vocational education and training in selected EU member states - A critical analysis. *Journal of Vocational Education and Training*, 59 (1), 65–85.
- National Skill Standards Board. (2000). *Skill Scales Companion Guide*. Washington, DC.
- Oakes, J. (1985). *Keeping Track: How Schools Structure Inequality*. New Haven, CT: Yale University Press.
- O'Neil, J. (1992). On tracking and individual differences: A conversation with Jeannie Oakes. *Educational Leadership*, 50(2), 18–21.
- Redding, S. (2013). *Through the Student Eyes: A Perspective on Personalized Learning*. Philadelphia, PA: Center on Innovations in Learning. Retrieved from http://www.centeril.org/publications/2013_09_Through_the_Eyes.pdf
- Redding, S. (2014a). *Personal Competencies: A Conceptual Framework*. Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from http://centeril.org/summit2014/downloads/AdditionalReading_PersonalizedLearning.pdf
- Redding, S. (2014b). Personal Competency: A Framework for Building Students' Capacity to Learn. Retrieved from http://www.centeril.org/publications/Personal_Competency_Framework.pdf
- Sandler, S. (2012). People v. 'personalization': Retaining the human element in the high-tech era of education. *Education Week*, 31 (22), 20–22.
- Schmoker, M. (2010). When pedagogic fads trump priorities. *Education Week*, 30 (5), 22–23.
- Skinner, B.F. (1954). The science of learning and the art of teaching. *Harvard Educational Review*, 24 (2), 86–97.
- Skinner, B.F. (1968). *The Technology of Teaching*. New York, NY: Appleton-Century Croft.
- Taylor, R., & Gebre, A. (2016). Teacher–student relations and personalized learning: Implications of personal and contextual variables. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on Personalized Learning for States, Districts, and Schools*, p. 205–220. Philadelphia, PA: Center on Innovations in Learning.
- Tiemann, P.W. & Markle, S.M. (1973). Remodeling a model: An elaborated hierarchy of types of learning. *Educational Psychologist*, 10 (3), 147–158.

- Tiemann, P.W. & Markle, S.M. (1991). *Analyzing Instructional Content*. Seattle, WA: Morningside Press.
- Tomlinson, C. (1995). *How to Differentiate Instruction in the Mixed Ability Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York, NY: Basic Books.
- Turkle, S. (2015). *Reclaiming Conversation: The Power of Talk in a Digital Age*. New York, NY: Penguin Press.
- Twyman, J. (2014). *Competency-Based Education: Supporting Personalized Learning*. Philadelphia, PA: Center on Innovations in Learning.
- Twyman, J. & Redding, S. (2015). *Personal Competencies/Personalized learning: Lesson Plan Reflection Guide*. Washington, DC: Council of Chief State School Officers. Retrieved from <http://www.centeril.org/ToolsTrainingModules/assets/personalizedlearninglessonplanreflection.pdf>
- U.S. Department of Education. (n.d.). *Competency-Based Learning or Personalized Learning*. Washington, DC. Retrieved from <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>
- Wang, M.C. (1992). *Adaptive Education Strategies: Building on Diversity*. Baltimore, MD: Paul H. Brookes.
- William and Flora Hewlett Foundation. (2013, April). *Deeper Learning Competencies*. Retrieved from https://hewlett.org/wp-content/uploads/2016/08/Deeper_Learning_Defined_April_2013.pdf
- Yonezawa, S., McClure, L., & Jones, M. (2012.). *Personalization in Schools*. Boston, MA: Jobs for the Future. Retrieved from <http://www.studentsatthecenter.org/sites/scl.dl-dev.com/files/Personalization%20in%20Schools.pdf>

TEACHER COMPETENCIES: MODELING AND REMODELING**Yonca Özkan**

Çukurova University, Turkey

yoncaca@cu.edu.tr

Erdogan Bada

Çukurova/Hakkari University, Turkey

badae@cu.edu.tr

Abstract

Teacher education and training programs all around the world have one prime aim: educating and training pre-service and/or in-service teachers to become (more) 'competent' in their majors. Meticulously and assiduously prepared content is entrusted to educators and trainers, hoping what has been designed and implemented would yield optimum benefits for all parties: the trainee, the trainers, and the institution. This is one side of the coin: 'off-field' work initiated with good intentions. Yet, the other side, 'in-field' work, in most cases, presents a completely different picture: The proof of the pudding is in its eating! Preaching is one thing and doing is another. A four-year BA program devoted to building and enhancing competencies is put to the test once the student embarks on the teaching profession. Competencies that have been expounded time and again during formal education face the stark reality at school: a teacher replete with formal theoretical knowledge, and students who hardly relate to teacher's practices! This is a dreadful scenario alas most teachers put to work encounter at the early stages of their careers. Based on these observations, we conducted this piece of research with the English Language Teaching Department students at Cukurova University, Turkey. The participants, all fourth-year students, and doing their practicum at State schools, were interviewed once a week focusing on language competencies introduced to them during formal education, and their practices at host schools. Protocols conducted with the participants revealed a mismatch between the BA curriculum along with its focal competencies and competency requirements highlighted in the curriculum of the Turkish Ministry of Education for high schools. This being the case, student-teachers naturally felt at odds, not knowing what to do: implement what they were taught during their degree education, or comply with the requirements set in host schools' curriculum. The study has significant implications for all parties involved in curriculum design, teachers and administrators.

Key Words: *Teacher education and training, Language teachers, Pre-service/in-service teachers*

Introduction

The word '**model**', as defined in Webster's dictionary, is "a person or thing that exactly resembles another". Therefore, the model teacher for students is someone who embodies the characteristics of any kind, which are harmonious with their beliefs and expectations. Now, we may ask the question whether there is indeed a particular 'model teacher' that would appeal to a wide-range group of students with variant beliefs, values, interests and expectations. The answer is certainly 'no'. However, there may be common characteristics of teachers reflected in classroom management that may lead to the emergence of a mainstream

teacher profile that may be well approved by the majority of students. Prodromou (1991), in an article, *The Good Language Teacher*, refers to students' opinions in defining such a teacher. Evaluating their teachers, learners listed all the characteristics they perceived as "good" and as "bad". Although, as was also highlighted by Prodromou, one should not be prescriptive regarding what makes a "good language teacher", in the field of teacher education and training such studies must be frequently mentioned in order to remind prospective teachers about their responsibilities to their students. The approach we embrace here in this study is a student-centered one, where students are no longer exempt from the responsibility of contributing to their language learning; rather, they are active participants in designing and evaluating their language learning processes. With this approach, students are also given the right to express their views about their course teachers, who maybe those with many years of teaching experiences, performing the traditional roles of "knower" and "organizer" in Tudor's (1993) terms. To these two terms, Tudor adds the third: *learning counselor*. Depending on how effective (on learners' part) these roles are played, all these three terms may help shape and define 'the model teacher' learners seek to see in their courses.

Learner-centeredness brings with it extra load and responsibilities, on part of both teachers and students. Teachers do not, as they would in teacher-centered syllabuses, adhere only to prescribed materials aiming to achieve goals and objectives pre-set and pre-defined by higher authorities. They are in a position to assess and evaluate their own instruction in a rather cyclical way (Wallace, 1991); reflection, self-criticism (Bartlett, 1990), and empathy are a major step forward in gaining awareness of one's own potentials and deeds. It is for this reason that language teachers, as also shared by Nunan (1990), must be incorporated in curriculum research. Adoption of such a philosophy by teachers must not remain at this level though; what is perhaps more significant is the transfer of such an ability to learners, for whom, after all, all the elements concerning instruction, such as materials, classrooms, teachers, and administrators, should exist. Thus, in Scrivener's (1994) term, teachers must be "enablers", enabling their learners to follow suit, and while doing so, their professional development must be perpetual (Bowen & Marks, 1994).

Students, on the other hand, share an important part of the burden put on teachers' shoulders. They are no longer in a receptive position only; production for them is extremely necessary; and without it, they may have to revert to their traditional, receiver role. Therefore, switching from a teacher-centered approach to a student-centered one is by no means an easy task, as many might perceive the process to be. Incorporating students into language education requires teachers genuine co-operation, confidence in students' potentials while doing so, professional readiness, expertise, and certainly, willingness.

Champeau de López (1989), in her article "The Role of the Teacher in Today's Language Classroom" deals with learner information that language teachers must be aware of while trying to adapt to their new roles in language education. This information, to her, should comprise psychological factors, personal needs, and social elements. Among these, she particularly stresses the psychological factors, which involve learners' background knowledge, cognitive style, and affective factors. As can be observed, all this places a heavy load on teachers' shoulders; and in order to elicit the information needed, they have got to actively involve their students in the process. The feedback they receive will not only aid them in modifying their material presentation style but also their approach and attitude towards students, each an independent entity in their own rights.

In our local context, teacher-training programs at the university level were subjected to transformation both in 1998 and 2006 by the Turkish Higher Education Council (CoHE, 2006). The Unification of Education in 1924, the establishment of Ministry of National

Education (MoNE) and Council of Higher Education (CoHE) reflect some of the much earlier reform movements in this vein, which targeted to train and educate student teachers more effectively so that they could keep up with a digital era and globalized issues in education, particularly, by enabling them to develop sensitivity to inter/trans-cultural matters.

The Turkish Ministry of Education (MoNE) has identified two main categories of teacher competencies: 1) generic teacher competencies, and 2) field-specific teacher competencies. Based on some validated studies across the world, there are six categories for generic teacher competencies: 1) personal and professional values, 2) knowing the student, 3) learning and teaching process, 4) monitoring and evaluation of learning and development, 5) school-family-society relationships, and 6) knowledge of curriculum and content. As for English teacher competencies, five categories emerged as 1) planning and organizing English teaching procedures, 2) improving language skills, 3) monitoring and evaluating language development, 4) school-family-society collaboration, and 5) improving professional skills in English teaching. With this study, we tried to elicit pre-service English teachers' views on generic and field-specific teacher competencies set by MoNE: a) Professional Knowledge (teachers' competencies of content knowledge, pedagogical content knowledge and knowledge on legislation about the teaching profession), b) Professional Skills (teachers' competencies of educational planning, creating learning environments, managing the teaching and learning process, and monitoring and evaluation regarding their in-class and out-of-class practices); c) Attitudes and Values (general attitudes and values of the teaching profession that includes approaches to students, national, moral, and universal values, communication, cooperation, personal and professional development) (https://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/29111119_TeachersGeneralCompetencies.pdf).

Within this framework, thus this study endeavors to seek responses to the following research questions:

1. Are pre-service language teachers aware of MoNE teacher competencies?
2. How do pre-service language teachers evaluate themselves regarding their competencies at their practicum schools?

Method

Participants

Totally, 20 pre-service English language teachers (12 females and 8 males) joined the study. The participants ranged from 20 to 22 years in age; and were all seniors at ELT Department of Cukurova University, Turkey.

Data Collection

The aim of the study is to figure out the competency levels of pre-service language teachers in terms of the generic and field-specific teacher competencies set by MoNE. The study, a descriptive case design, tries to delve into pre-service teachers' elicited views on the two different categories of competencies. Twenty pre-service teachers who enrolled in a state teacher education

program in Turkey participated in the study. The participants were asked to complete a questionnaire involving a mixed type of items (both Likert type and open-ended). The questionnaire was adapted from MoNE (2017). Face-to-face interviews were held with each of the participants to verify the questionnaire data. Based on the Likert type of items of the questionnaire, the participants assessed their competencies depicted by MoNE as 1) little competent, 2) somewhat competent, 3) fairly competent, 4) highly competent. At the end of the questionnaire, an open-ended explanation was requested from participants in order to enable participants to discuss whether or not the targeted competency item is relevant to teaching in general and/or English teaching in particular. Also, self-assessment forms of generic and English teacher competencies set by MoNE were released from participants.

The participants responded to the items related to personal and professional development and professional ethics. Additionally, they all completed the self-assessment questionnaire with respect to lesson planning, creating appropriate learning settings, using appropriate pedagogical materials and sources, adopting appropriate methodology and its related activities, techniques, and tasks, using technology efficiently and appropriately to suit the targeted audience.

Discussion & Conclusion

The findings of the study revealed that pre-service teachers regarding competencies perceive themselves as having good ethics towards their potential students. The highest percentage was with attitudes and values; the lowest was related to professional knowledge; specifically, inadequate knowledge pertaining to laws and regulations. The participants felt rather incompetent in such matters. This may tell us that teacher educators and trainers need to focus more on educating their students regarding updated MoNE laws and regulations during weekly practicum sessions, discussions and gatherings.

Pre-service teachers found themselves in a high ranking position regarding using appropriate methodology and activities but they cannot create their own materials based on technological elements mostly. Digital literacy could be enhanced in teacher education programs in order to fill this gap. With material adaptation they need more assistance; such courses in teacher education programs could be enhanced through workshops and individualized learning so that they feel more competent and motivated in adapting related materials.

While the pre-service teachers assessed themselves quite high regarding contribution to institution development while they expressed their views negatively when it comes to competence in policy and regulation information. The majority of the participants voiced their high competence related to valuing students and believing the student's capacity to succeed. However, they lacked competence in giving importance to national and global values since they were not exposed to relevant courses to global issues in their teacher education program.

This study aimed to find out the competency levels of the pre-service English teachers in Turkey in terms of the generic and field-specific teacher competencies set by the Turkish Ministry of National Education. The majority of the participants (n.17; 93%) in the study were unaware of the competencies and various categories. They expressed views that they were not informed about the program. In any teacher education program, the curriculum should allocate a room to train teacher candidates on competencies targeted and, related strategies should be dealt with accordingly. In addition, student teachers should be assessed with respect to

gaining targeted competencies during or towards the end of the program. Especially, in their practicum practices, the supervisors should check their performance in relation to these competencies and have a tutorial with each pre-service teacher as a formative assessment procedure, in which case we can expect student teachers to achieve what they have been exposed to in their teacher education programs. Supervisors and lecturers should have a very sensitive role in accomplishing such professional tasks.

Moreover, at practicum schools, mentors and the administration could help pre-service teachers in constructing a bridge between theory and practice. Supervisors and mentors, through scaffolding, could gain very effective outcomes. Frequent meetings and academic gatherings among and with mentors, supervisors and student teachers could expand their schema related to diverse competencies, and how to implement such competencies to the fullest.

The quality of teacher education is significantly related to instructors' behavior and attitude towards student teachers, which may also play some part in determining teacher candidates' behavior and attitude towards language learners. Without harmony between instructor and teacher candidate, we cannot count on a sound teaching and learning atmosphere.

We should reiterate here that we do not intend to be prescriptive about common, 'ideal' characteristics of good teachers here since we do not believe that such characteristics do exist in a sense to please and appeal to everyone. Therefore, well-trained teachers, this study promotes here are those who would not impose their beliefs and convictions on students endangering each student's personality traits and characteristics, rather, the study emphasizes the fact that such teachers should assist their students each in equipping them with theoretical and practical knowledge as well as keeping them abreast with changes and developments taking place in educational legal and procedural policies of higher educational authorities.

Acknowledgments

We would like to thank the participants for their time and effort in participating in the current study.

References

- Bartlett, L. (1990). Teacher development through reflective teaching. In J.C. Richards and D.Nunan (Eds.). *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Bowen, T. & Marks, J. (1994). *Inside Teaching*. Oxford: Heinemann.
- Champeau de López, C.L. (1989). The role of the teacher in today's language classroom. *Forum*, 27(3), 2-5.
- Nunan, D. (1990). Action research in the language classroom. In J.C. Richards & D.Nunan (eds.). *Second Language Teacher Education*, p. 62-81. Cambridge: Cambridge University Press.
- Prodromou, L. (1991). The good language teacher. *Forum*, 29 (2), 2-7.
- Scrivener, J. (1994). *Learning Teaching*. Oxford: Heinemann.
- Tudor, I. (1993). Teacher roles in the learner-centred classroom. *ELT Journal*, 47(1), 22-31.

Turkish Higher Education Council (CoHE). (2006). Eğitim fakültelerinde uygulanacak yeni programlar hakkında açıklama. Retrieved from http://www.yok.gov.tr/egitim/ogretmen/aciklama_program.doc.

https://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/29111119_TeachersGeneralCompetencies.pdf

Wallace, M. J. (1991). *Training Foreign Language Teachers: A reflective approach*. Cambridge: Cambridge University Press.

Webster's Third New International Dictionary of the English Language (Unabridged). (1976). Springfield, Mass: G.&C. Merriam Company, Publishers.

IRCEELT-2020

ONLINE COLLABORATIVE ACTIVITIES IN MATHEMATICS COURSE AT THE HIGHER EDUCATION LEVEL

Josipa Matotek

Josip Juraj Strossmayer University of Osijek, Croatia

josipa.matotek@gfos.hr

Abstract

Nowadays it is increasingly important to introduce one of the active learning strategies in our teaching methods and thus encourage communication and discussion. One way that can satisfy the above elements is to introduce some collaborative activities into teaching. This paper will discuss online collaborative activities, primarily online forums. The aim of this paper is to describe the advantages and disadvantages of using online forums for the purpose of teaching and learning mathematics, specifically developing students' research skills and critical thinking. Also, the paper will describe examples used by the author in teaching mathematics to the 1st year students of the professional study program at the Faculty of Civil Engineering and Architecture at University of Osijek in Croatia. The author has been using the online course in Learning Management System (LMS) named Moodle for many years, since 2011, to support face to face teaching and learning process. Two homework assignments during the year are assigned in the Moodle, requiring from students to use the Moodle collaboration tools: Forum (once in the middle of the first semester) and Wiki (once at the end of the course). It will also consider whether participation in these additional activities is related to student achievement.

Key Words: *Teaching, learning, mathematics, online forum*

Introduction

In recent years, active learning strategies have become increasingly popular and they are widely used in teaching and learning. These strategies encourage students to active learning and raise retention rate, make learning more interesting and increasing students' motivation. Paradoxically, the famous saying from Confucius: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand" (Confucius, circa 450BC) is so old, but so modern at the same time. Active learning is an approach with various methods/strategies for implementation, the four basic groups of activities are distinguished:

- group activities (group discussion, case-based learning...)
- individual activities (one sentence summaries, problem solving, self-assessment quizzes...)
- partner activities (Think-Pair-Share, solving tasks in pair...)
- visual organizing activities (concept map, using graphical software...) (Michigan State University, 2019).

Some of the listed activities are collaborative (all group and partner activities) those in addition to being active learning methods, they also develop teamwork skills. With great technological progress, its use in education is developing and increasing also. Many collaborative activities it can be carried out using ICT (information and communication technology). The big advance of online

learning is "learn anytime anywhere". There are many different types of collaborative tools, for example students often use Facebook or Viber group for non-formal collaboration, but the most studied tool are forums.

There have been numerous reasons to introduce online asynchronous forums, the one of collaboration tools, as a support face to face teaching and learning process. Teaching at universities is often conducted in such a way that the teacher is the central person who lectures to a large number of students (often more than hundred) whose only activities during teaching/learning in classroom is listening (which can be more or less active) or/and writing. Also students come to the universities with different levels of mathematical prior knowledge. In such conditions, a lack of collaboration is noticed and it is often compensated by the introduction of an online forum at many universities. I. Kontorovich says forums allow for more sharing, reflecting and retaining of ideas than in typical face to face instruction (Kontorovich, 2018). There is often a large gap in the university requirements set compared to the high school; in the mathematical problem solving and thinking also; and transition for students is not easy. Communication within the forum is maybe easier to some students in that transition (Jacob and Sam, 2008). In some studies, we can find the examples that forums are used to measure and develop critical thinking skills or metacognition in problem solving (e.g., Jacob & Sam, 2008; Koichu & Keller, 2016; Perkins & Murphy, 2006). Researchers were observed how students explore conjectures, how they understand the key mathematical concepts and improve mathematical models in computer supported collaborative learning (Nasoon and Woodroff, 2003). Online forum also can be used like debate platform, Schuck in her paper described the use of electronic discussion board among first year mathematics students, about theoretical perspectives of social learning in mathematics (Schuck, 2003). As well, many teachers used online forums for notifications and organizational announcements, but this type of using forum are not in focus of this paper.

To be able to measure activity in forums, researchers distinguish several types of participants:

- asker: a participant who ask more than one question about content or the given solution of the task, but he is never initiator of solving problems;
- replier: a participant who answer to the questions and who solve the tasks;
- watcher: a participant who logs on to the forum to see other people's answers, solutions and discussions, but never participates in them
- action type: a participant who never logs on to the forum (Shaw, 2012).

Other authors rather classify participants' posts instead of participants. Models have been proposed to measure the involvement of participants in mathematics problem-solving forums. Those models also have four categories:

- clarification: a post with a precisely and clearly defined problem;
- assessment: a post in which important questions related to a given problem are asked or explained;
- inference: a post in which the correct conclusions and generalizations from the previous discussion are drawn;
- strategies: a post discussing the steps leading to a solution (Perkins & Murphy, 2006; Jacob & Sam, 2008).

Kontorovich (2018) differs self-initiating and peer-initiated threads. But many surveys highlight small number of active participants (e.g. Schuck, 2003; Koichu & Keller, 2016). After excluding extremely short posts or those that have nothing to do with the topic, even if there are a large number of posts in the forum, it usually turns out that a small group of students is responsible for it. For example, in the group of 48 students, there were 119 posts, but only eight students were postings (Jacob & Sam, 2008). In another study we find out that forum contained thousands posts, but only six students started 85% of all discussions (Kontorovich, 2018). There were different reasons for lack of participation. Some of them were external as bad internet connection at home or lack of appropriate computers. But there were much more internal reasons. Lack of motivation is one of them, they do not see the benefit from participating in that activity (Schuck, 2003). Others pointed out that they regularly read the forum, understood everything from the discussions and had no need to participate (Kontorovich, 2018). On the other hand, online learning does not suit all students. Some do not feel comfortable enough using the technology, preferring discussion with their peers in classroom, especially if they are a part of small groups. In such cases, individual differences should be supported and other ways should be found for these students to achieve initial goals (Schuck, 2003).

Despite often little participation in forums, studies show a positive correlation between students' activities on forum as number of students' posts, and their course achievements. Comparing the results of quizzes and final exam of those students who were active on the forums and those who only read the forums, it turned out that the group of the most active students achieved much better results (Kontorovich, 2018).

Methodology, Results And Discussion

The author of this article teaches Mathematics for Engineers to the first year students of professional undergraduate study at the Faculty of Civil Engineering and Architecture. Despite the many years of teacher's experience and the frequent use of active learning strategies in face-to-face teaching; facilitating a whole group discussion, problem solving in pairs, etc...; various problems have been identified. The freshman students come with very different level of the prior knowledge, but also with different acquired work habits. In order to give everyone an equal chance to achieve learning outcomes, students were offered additional online activities; short quizzes for self-assessment, interactive tasks in Geogebra, various collaborative tools for analysis some mathematical problems and for a little bit of some research work in mathematics. Another reason for using ICT was to make the collaboration more attractive and interesting to students, and finally last but not least is to "modernize" teaching – learning process. For this purpose, Learning Management System (LMS) named Moodle (Modular Object-Oriented Dynamic Learning Environment) was used. Moodle is free open source LMS developed on pedagogical principles. In this paper a content analysis will be made for two used collaborative tools in the Moodle: Wiki and Forum.

Wiki

The activity Wiki in the Moodle course Mathematics for Engineers was used for the first time 2012 year. Moodle was used only as a support for the classical teaching. This activity was used at the end of the second semester, the participation in this activity was voluntary but the students could get bonus scores for the final exam. The task was to create a wiki together; the goal was to collect

as many examples as possible of differential equations usage. Then on the regular class we all together were analyzed this base of differential equations and students were tried to identify the type of equations that looks familiar. They didn't have to know how to solve them, they just were interested in their forms and why they are used. The number of participants has varied greatly over the years. Table 1 shows the number of participants in the activity Wiki through seven years. It should be noted that sixty students are enrolled in this subject each year because it is obligatory subject. But, considering that the wiki activity is carried out at the end of the semester, a maximum of fifty students will remain until then, because the dropping rate is approximately 15%. Only the first year participation was without any bonuses, it is obviously that introduces bonus points increase the number of participants. We can see that in the last two years there has been a decrease in the number of participants. At the same time, the exam passing rate also decreased significantly in those two years. We can assume that this data is correlated, but because of small amount data we must not conclude the same. The number of entries shows of total students input in activity. We can see that in average they had 2.5 entries. Furthermore, we can observe that there is no significant difference in the number of participants regards gender.

Table 2. The number of participants in the activity Wiki

Academic year	Number of entries	Number of students	Female	Male
2012/2013	1	1	1	0
2013/2014	30	13	6	7
2014/2015	31	12	5	7
2015/2016	43	17	8	9
2016/2017	38	16	8	8
2017/2018	11	3	2	1
2018/2019	13	5	3	2
Total	167	67	33	34

Forum

The online asynchronous forum was introduced for the first time 2014 year in the Moodle course which accompany regular class Mathematics for Engineers. This activity was used in the middle of the first semester among the same group of students as wiki activity. The participation in this activity also was voluntary but without any bonus points and without any negative consequences for non-participation. Instead of one traditional homework, a forum was introduced as activity for online homework. Forum was chosen because it is interactive and available to students at any time it suits them. With forum, teacher easily can check

comprehension some mathematical problem through student's communication and collaboration and identify gaps in knowledge and further clarify this.

Online homework assignment: A polynomial $f(x) = x(x - 3)^3(x + 2)^2$ is given. What is the polynomial degree, what are its roots and what are their multiplicities? Explain the behavior of the polynomial in the neighborhood of these roots and behavior of the polynomial when it tends toward ∞ .

After analyzing required function properties, students have needed to draw the graph of given function. The teacher further encouraged inclusion in the discussion with positive messages on the forum. Throw the years the task has been changed several times, sometimes students studied polynomial and sometimes rational function. Figure 1 shows one student solution. This solution is partially correct, he missed some answers: one root and explanation of polynomial behavior when it tends toward ∞ .

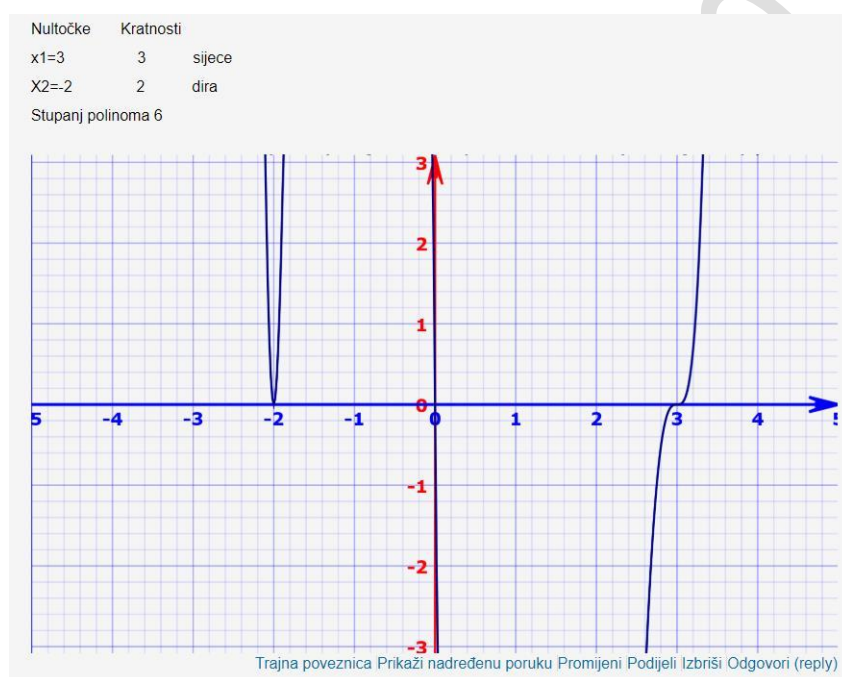


Figure 4: One student solution of online homework

However, despite the many benefits of online homework on the forum very low student response was recorded. Only five students participated in the forum over five years. The number of posts in table 2 was not including initial teacher post. We see that every active student has posted more than one posts (except the last year), they had discussed the problem with the teacher.

Table 2. The number of participants in the activity Forum

Academic year	2014/15	2015/16	2016/17	2017/18	2018/19	Σ
Number of posts	7	7	0	3	2	19
Number of students	1	2	0	1	1	5

There are a several different possible reasons for that. No additional rewards for participating and some of students do not see their profit by participating in this activity. A lack of motivation was observed among students. Otherwise, only a small percentage (around 10% at the discretion of the teacher) of students regularly solve paper homework which are not obligatory. Research examining students' attitudes toward mathematics confirms this. It says that students are aware of the value of mathematics, but they are not motivated enough to make themselves study it more. (Matotek, 2017). Other real reason is that they are freshman and most of them encounter work in Moodle for the first time. Also they are not accustomed to mathematical notation or the use of mathematical tools and this online environment is not pleasant for them. Further, participation in the forum is not anonymous, so this can create additional pressure or repulsion.

Conclusion

This article describes various challenges in using an online collaborative tools in the purpose increasing number of active learning strategies. Many recent studies have focused on research of usage online asynchronous forum. But, this is not the only collaborative tool, here, in addition to the description of the forum, is given and an example of using the wiki in the LMS Moodle. These activities offer students other ways of learning by which they develop various skills, such as problem solving, critical thinking, researching, argumentative communication, etc. Furthermore, it is possible to easy include multimedia content. Students are satisfied with different, modern approach (Jacob & Sam, 2008). A positive correlation can be found in more cases between the number of posts and student's course achievement (Kontorovich, 2018; Jacob & Sam, 2008). However, researches often state that the number of participants in forums is unexpectedly small. Even where there appear to be a large number of posts, it can be concluded that it is generated by a small group of students. Nevertheless, it can be concluded that there are more benefits than disadvantages of such way of collaboration. Schuck (2003) said that the benefits of online forums are great for those who are comfortable using them.

Similar conclusions have also been drawn in this article. There were no additional points in the forum and very few participants participated. The activity wiki brings the students bonus points for final exam and therefore larger number of students were activated. There are indications that the number of entries in the wiki is related to the passing of the exam, but this has not been proven in this paper. On the other hand, it is found that there is no significant difference in the number of participants regards gender.

Further, this article does not include analyzes this year data. It is very specific year, due to the COVID-19 situation we completely switched to online teaching. Therefore, it will be interesting to see the results of future research and compare the changes that have brought about this way of working.

References

- Cheryl Perkins, & Elizabeth Murphy. (2006). Identifying and measuring individual engagement in critical thinking in online discussions: An exploratory case study. *Journal of Educational Technology & Society*, 9(1), 298-307. Retrieved April 23, 2020, from www.jstor.org/stable/jeductechsoci.9.1.298
- Jacob, S.M. & Sam, H.K. (2008). Measuring Critical thinking in Problem Solving through Online Discussion Forums in First Year University Mathematics. *Proceedings of the International Multi Conference of Engineers and Computer Scientists*. Vol IIMECS 2008, 19-21 March, 2008, Hong Kong
- Kontorovich, I. (2018). Learning mathematics through online forums: The case of linear algebra. *Conference, PME-42*, 235-242.
- Koichu B. & Keller, N. (2017). Implementation enterprise through the lens of a theory of diffusion of innovations: A case of online problem-solving forums. *CERME 10*, Dublin, Ireland
- Matotek, J. (2017). Mathematics attitudes among students of Civil Engineering. Z. Kolar-Begovič, R. Kolar-Šuper & LJ. Jukić Matić (Eds.), *Mathematics Education as a Science and a Profession*. 209-222
- Michigan State University. (2019, April). Active Learning Strategies. Office of Medical Education Research and Development College of Human Medicine. <https://omerad.msu.edu/teaching/teaching-strategies/active-learning-strategies>
- Nason, R. & Woodruff, E. (2003). Fostering authentic, sustained, and progressive mathematical knowledge-building activity in Computer Supported Collaborative Learning (CSCL) communities. *Journal of Computers in Mathematics and Science Teaching*, 22(4). 345-363.
- Schuck, S. (2003). The Use of Electronic Question and Answer Forums in Mathematics Teacher Education. *Mathematics Education Research Journal*. 5. 19-31.
- Shaw, R.S. (2012). A study of the relationships among learning styles, participation types, and performance in programming language learning supported by online forums. *Computers & Education*, 58(1), 111-120. Elsevier Ltd. <https://doi.org/10.1016/j.compedu.2011.08.013>

THE INDIVIDUAL ACQUISITION FORMS AND LEARNING STYLES IN THE SECOND LANGUAGE TEACHING

Assoc. Prof. Dr. Ekaterine Topuria
Georgian National University, Georgia
etopuria@yahoo.com

The second language acquisition practice leads us to the logical outlook that individual-typological approaches in language teaching distinguish two types of personalities such as rational-logical and intuitional-emotional types of learners.

The aim of the article is to categorize the language learner types and the learning strategies in search of acquiring principles of a foreign language on the university level in Georgia.

The presented research methodology of classification the learner types in individual and individual-cultural background is adopted from the Russian methodologist and psychologist Belyaev(1959).He who grounded his theory on the basis of analysis and generalization. He categorized two types of language learners rational-logical and intuitive-emotional ones.

The foreign language speakers are never born. It is considered that acquiring the language without mastering the language is impossible. While talking in the foreign language they pay attention not only to the notional side of the talk but to linguistic characteristics. The development is an on-going life long process of practice and teaching. Some people build their lexis more easily rather than grammar and others vice versa.

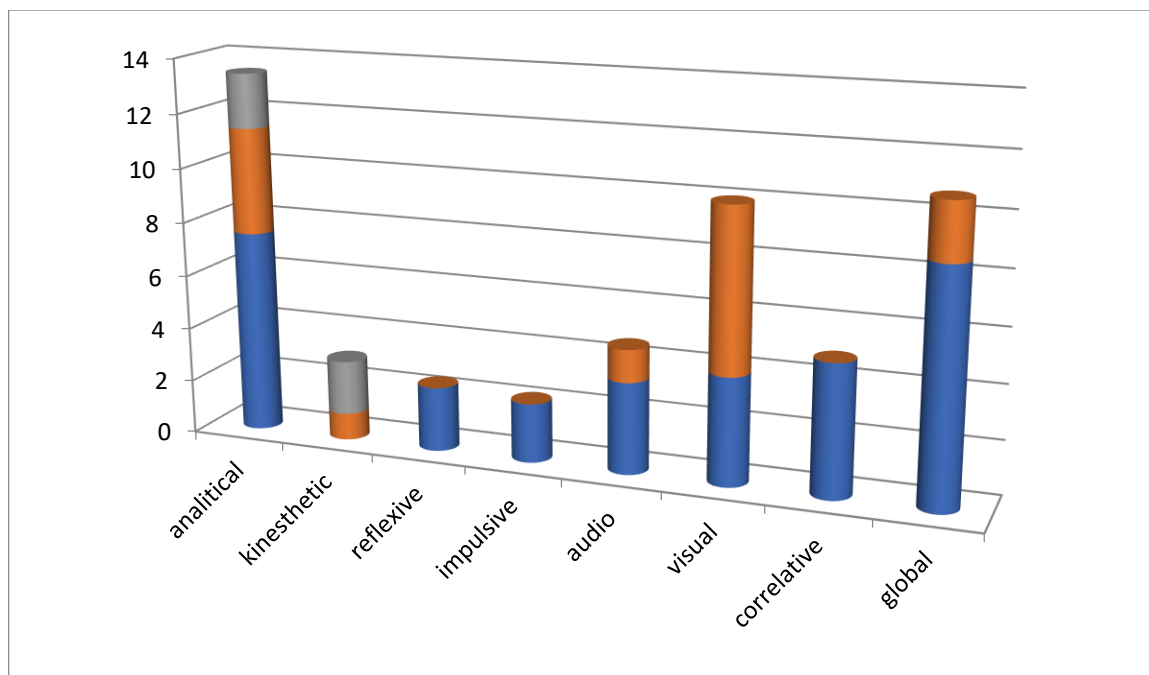
The theoretical value of the article implies the principle that learners master the language receptively as well as productively. There are the type of learners who master the language skills in receptive as well as productive usage on leveled bias. On the other hand, inherited anatomic and physiological factors do affect the process of learning a foreign language. The process of translation is a pleasure and the level of equivalence is easily reached.

The practical value of the article lies in categorization of two types of learning acquisition. Such as the intuitive-emotional and rational-logical types of learners. This way it becomes easier to plan individual approach to students in mixed levels and skills language classes.

So in the article implies two principles of characterizing the foreign language acquisition process are combined. Those are on the one hand the linguistic and on the other hand the psychological aspects.

Individual learning style techniques were being tested among 145 students.104 were estimated as strong ones as their evaluation as over 65 points, all the rest had not higher than 45 points ad acknowledged as weak. The questionnaire covered the analytical, global, kinesthetic, audio lingual, visual, reflexive, impulsive and correlative methods.

The question was__ Which above mentioned method is the most helpful in your studies?



The statistical analysis is as follows for the strong and weak students:

analytical	7.5	3.9	2
kinesthetic	0	1	2
reflexive	2.4	0	
impulsive	2.2	0	
audio	3.4	1.2	
visual	4	6	
correlative	4.9	0	
global	8.6	2.1	

The experiment outcomes are conditioned partly by the teaching methodology and partly the Georgian national mentality. For example, if we generalize the results impulsive learning type is a part of our national way of thinking and is intensively used. As for the correlation of styles it exists only among the strong students. While a weak one is always attached to the only one style and it may be a common characteristic for all nations.

Thus the recommendations might be as follows: every individual either a student or teacher has his individual style, thus the unique method for teaching-learning process does not exist. We might have intuitive-emotional or the rational-logical individual learners in our English as a foreign language classes. Choosing the learning style analytical, global, kinesthetic, audio lingual,

visual, reflexive, impulsive and correlative methods might be conditioned by the subject, context, age, knowledge, motivation and ethnical differentiation.

IRCEELT-2020

Reference:

- Беляев, Б. В. 1959. Очерки по психологии обучения иностранному языку. Москва. (Essay of Psychology in Teaching the Foreign Language). Moscow
- Biggs, J. B. 1992. Study process questionnaire. In: Biggs, J. B. (Ed.), Why and How. Do Hong Kong students learn? Using the learning and study process questionnaires, Education papers #14. Faculty of education, university of Hong Kong, Hong Kong, pp.117- 124.
- Burstall, C. 1975. Factors affecting foreign language learning: a consideration of some relevant research findings. Language teaching and linguistics abstracts 8: 105-25. Carroll, J. B. 1967. Foreign language proficiency levels attained by language majors near graduation from college. Foreign Language Annals 1: 131-151. Carroll, J. B. 1973. Implications of aptitude test research and psycholinguistic theory for foreign
- Krashen, S. 1995. Principles and Practice in Second Language Acquisition. Phoenix ELT. Prentice Hall. Macmillan.
- Larsen -Freeman, D., and Long, M. H. 1991. An Introduction to Second Language Acquisition Research. Longman. London and New York.

