

**INTERNATIONAL BLACK SEA UNIVERSITY**

**FACULTY OF EDUCATION AND HUMANITIES**

**THE FIFTH INTERNATIONAL RESEARCH  
CONFERENCE ON EDUCATION, ENGLISH LANGUAGE  
TEACHING, ENGLISH LANGUAGE AND LITERATURES IN  
ENGLISH**

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## INTRODUCTION

The Faculty of Education and Humanities, the host of the conference, is greeting the participants and the attendants of the IV International Research Conference on Education, English Language Teaching, English Language and Literatures in English.

### About the Faculty

- Faculty of Humanities – opened in 2005/2006, has already had 5 graduations, with almost 100% students employed, some working at very prestigious jobs
  - Faculty of Education – opened in 2009/2010, had the first graduation last summer
  - Merged in September 2013
  - The faculty has the following accredited programs, all delivered in English: 2 BA (American Studies and English Philology), 7 MA (American Studies, US Foreign Affairs. Turkish Language and Literature, Methods of Teaching English Language, English Philology, Education Management, Higher Education Administration) and 2 Doctorate Programs (American Studies; Education Sciences)
- The faculty publishes 2 scientific journals (each, 2 issues per year). We invite you to send your research articles to the journals of Humanities and Education (find on University web-site)!
- The faculty holds three conferences per year:
  - Students' conference – in March
  - Conference on American Studies – in autumn, normally in November
  - Conference on Education – in spring, normally in April
- WE INVITE YOU TO PARTICIPATE IN THEM!!!

**MAHATMA TEMPUS project**

The Faculty is participating in the Tempus project MAHATMA – Leaders in Higher Education Management530311-TEMPUS-1-2012-1-AM-TEMPUS-JPCR (2012-400).

**Grant holder:** Armenian State Pedagogical University

- Goal: MAHATMA'S wider objective is to promote transformation of higher education management in Armenia and Georgia through the introduction of a new Master's programme and professional development courses (PDCs) in higher education management. The specific objectives evolve around the enhancement of the institutional capacity to implement the new Master's programme /PDCs (teaching and learning and management of the programme; as well as the promotion of a change dialogue between the education stakeholders through establishment of a Professional Association of Educationalists leading to system transformation activities.
- A three-year project: November 2012- November 2015
- Participants are 8 universities and other educational organizations from 7 countries (Armenia, Georgia, UK, Germany, Italy, France, and Czech Republic.
- We have developed and now are piloting a new MA Program
- We took part in training for academic personnel in Paris, France and in Koblenz, Germany, on contemporary methods of teaching and education management
- We took part in training for administrative staff in Palermo, Italy, on administrative issues of developing a new MA program
- Based on the received training and the materials both offered by the EU partners and developed by ourselves, we held in-house trainings for IBSU academic and administrative personnel
- We had two visits from Armenian and EU partners for project monitoring and are going to host one more at our university
- The project enabled us to purchase books and equipment for the students of the program, as well as to hold two-week study visits to the UK (Bath Spa University – 2 students) and to Armenia (Armenian State University of Economics - 1 student), as well as host 5 ASUE students at IBSU.
- The MA program in Higher Education Administration was accredited in February 2014.

## **Mastery and artistic peculiarities of the British bourgeois literature over Charles Dickens's novels**

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### **Abstract**

While studying Charles Dickens, you can feel between the humaneness and the facts of his life contradictions. Sometimes we come face to face between the remarkable principles of his great literary world. Charles Dickens was one of the model craftsmen of English Literature and was forming his literary works according to the climate and the conditions of bourgeois literature. In this paper the most important characteristics of his mastery ability in the field of English literature are discussed, in particular, his legal literary legacy, which attracts attention to the described events, and the new literary interventions to his works. So, in this way ethical guidelines code of his novels is investigated, as well as and his sensitive approaches to the national-spiritual values of that period.

**Key words:** Bourgeois literature, mastery ability, sensitive, approaches, facts, contradictions

### **Introduction**

In recent years, Charles Dickens's novels are the most widely read books among the other world classics. English readers' familiarization with Charles Dickens's creativity began in the XIX century, while he was still 25 years old. In this paper, the aim of our point is not to investigate his novels only as a reader, evenly, as based on author's views, as well as to see all the "pejorative qualities" of Victorian era in accordance with the reason and logic in which Dickens's mindset unveiled very stratospheric in the way of thinking of Western literature.

One more important task of this paper is to approach the justice system which was full of unrighteousness in the history of Victorian age. It means that Dickens's literary creativity has been devoted to the troubles of his own working people who lived under the worst conditions in the reign of Queen Victoria. and against the oppressive tension that existed at those times.

Dickens created a different style in English literature and contributed his own mastery ability in the world literature. He never captured himself with the humiliating rules of the Victorian period. It was such a time that "he was the original 'celebrity' author, who attracted thousands of adoring fans to his readings in Britain and across the Atlantic, in which he gave voice to his unforgettable cast of characters" (Callow, 2012, p. 8).

Although his early and teenage life passed under the pressure of Christian contentions, he is the true conscience of the Victorian Age, even a troubled conscience. In addition to it, as a distinctive and realistic writer, he opened a new era in the Victorian period and marked it.

### Over the emotions

The great English novelist of the Victorian era Charles Dickens was born in Portsmouth, in 1812. But very soon, due to his parents' dramatic precarious financial situation, he was forced to abandon his formal education, as his father was in debt and his other siblings were smaller than him.

In order to maintain the entire house, to sustain all the household, was his duty now, instead of his imprisoned father. There was no one who could help him. "*Even worse than the degradation of the job for the young Dickens was the feeling that he had been abandoned*" (Rollyson, 2001, p. 252). Without knowing what to do at the age of 12, he began his first humiliating life experience in London. He lived in misery, but he was not going to surrender.

The poverty of the people around him and the very fast work displacements made a very deep impression on Dickens. Compassion and pain, hope and hate, and the dark and bright such as there were endless fights and conflicts like these in his life...

So, the agonizing memories, injustices and inequalities in the structure of the Victorian era poisoned all his mind and thoughts, but without looking at it, he was very satisfied with his life and for his own England.

"Dickens was loved by contemporary readers because he gave them what they thought of as a completely realistic, and often hilariously funny, portrayal of London life in home, tavern, office, and factory" (Rinehart & Winston, 2004, p. 618).

*Pickwick Papers* was Dickens's first collection of essays published and with it, he was able to protect his reputation forever, up to this day. If we look back to that time of the history, there was not any parish, no corner in England where Dickens was unknown: "which the editor of these papers feels the highest pleasure in laying before his readers, as a proof of the careful attention, indefatigable assiduity, and a nice discrimination, with which his search among the multifarious documents confided to him has been conducted" (Dickens, 1993, p. 1).

Already with *Pickwick Papers* Dickens gained his extraordinary reputation among people. All England was talking of his reputation. This glory, this honor uttered a strong sound in England suddenly, and never faded in the world.

In *Pickwick Papers* Dickens tried to reveal specific problems of the bourgeois class in Britain at the beginning of the nineteenth century. His literary legacy objectively intervenes with his readers, even makes an impact on his own worldviews.

He always was with his people. Horrible living conditions of Victorian Age were one of his most important concerns. Even he had made very crucial references to the government - for the abolition of death penalty and the improvement of living conditions which were very typical for the Victorian period. All the objective existence which was in his character was always reflected as a new literary intervention to his works. But sometimes, all these were going on the contrary to the Dickens'ss view, such as with many Victorians and insomuch, some segments of society, did not want to accept his proposals seriously. And moreover, some saw a crime in his criticisms of the upper class, but even in these cases, the writer always sees himself near his people and thinks that he is one of them too. Sometimes, without any hesitation, he sharply criticized the harmful rules of Victorian Period. "The upper class has taken the initiative years ago. It is they who have put their class in opposition to the country, not the country which puts itself in opposition to them" (Urgan, 2013, p. 997).

If we explain the foregoing sentences, we can clearly see that Dickens'ss sensitive approaches to Victorian age and events are the indications of his real personality and extraordinary principles. "...He is concerned with the problems of crime and poverty, but he does not seem to believe that matters can be improved by legislation or reform movements – everything depends on the individual, particularly the wealthy philanthropist" (Burgess, 1974 p.184).

Dickens lived in very hard conditions, but nature had given him everything – he was very talented. So, very soon the sound of his novels was spread all over the world, to all Germany, to all America, and even far away, to Australia - people were getting more exciting information from his publications.

The 1850s was not a bright and favorable period for Europeans. The revolutions and confusions were imbued all over Europe, and it was a time when almost all social justice completely disappeared everywhere. Fanaticism was developing, people, especially women, were looking for the ways to survive. But England was the only country that was not involved in these revolutions. England was very pleased in its factual stance; Britons were not bothered to join this entanglement. They (the British) saw themselves as ultra-nationalist in such matters as a real British sense and self-respect – it was everyone's philosophical idea. Also, unlike Europe, it was a period when English Romanticism and Classicism in art, music, religion flourished. Within this time, Britain had already made its tremendous progress in science, represented by Thomas Harriot (algebra), in art, represented by John Constable and William Turner (painting) and other spheres of life.

The Realism authors, the artists, the literary critics, who eventually received the real title among the world classics, began to gain recognition one after the other in society, including Britain. Among the pioneers of this movement in the world were: from Britain - Thackeray, Georges Eliot, Charles Dickens, G. Moore, and Thomas Hardy; in France - Alphonse Daudet, Alexandre Dumas, and Guy de Maupassant; in Italy - Giovanni Vergas and Luigi Pirandello; in Russian literature classics Gogol, Turgenev, Dostoyevsky, and Tolstoy; in German literature - Max Kreutzer and Hermann Suderman, in Swedish literature – August Strindberg and many others.

*These writers gave social, economic, political attributes with their different comments to the peak of realism to the world in their works where they lived and where they have chosen the geographical location to themselves. (Kefeli, 2009, p. 46)*

### **The novels of the bourgeois world**

In general, all novels are similar to human life; some become famous, but others, unfortunately, are lost, because were not accepted by mass readers.

Practically all Dickens's writings became world-recognized. One of the reasons is that all Dickens's novels are different from each other; both in style and in terms of idea. He sees himself among the heroes in all of his works, and does not differentiate himself from the personages, as though he describes himself in the novels... The author always is able to maintain this relations and attitudes until the end. It was his prestige, his great mastery here. Especially, his sensitive and moral approaching to national values show that his reputation has been superior to other contemporary to him writers, in fact, even, he has left in the shade such writers as Thackeray and Walter Scott.

Dickens wanted to believe to democracy, in "Hard Times". By him, his country did not seem as before, 20 years ago – old good England - it lived in misery, drowned in hell. 'The whole town seemed to be frying in oil. There was a stifling smell of hot oil everywhere' (Dickens, 2008, p. 112)

But now, Dickens wanted to get rid of this black smoke and did not want to hear the noise of steam machines working day and night, he wanted to save people's lives from the piles of coal accumulated in the city center. It was his dream also, to see his beloved London nice and clean.

While researching Dickens's novel, sometimes, without thinking, you have a chance to compare him with other world prodigies, such as Balzac, Dostoyevsky, Shakespeare, and even, with Napoleon (who has made glorious feats in the world history).

W. Shakespeare was a lively symbol of flawless poem-writing in the history of English literature and also put his stamp mainly in the genre of comedy and drama. A real renaissance man, he was a full of life, strong-willed, and vibrant, and the world opened a new horizon in front of him forever. As though a new religion, a new fire was discovered in his inner world day by day. And all these new values brought him to act and inspired him to write his works to revive a hero in Britain.

Different from him, Dickens symbolized the bourgeois England in his works, with their characters and events. He was extremely democratic and also basically satisfied to live in the bourgeois world. But sometimes, without any hesitation, for the awakening of the people, he protested against greed, and was able to demonstrate society's problems.

If we compare him with Dostoevsky, you will be able to get over more labyrinths. But in reality, the existence of Dostoyevsky, his life style is going between the death and irateness. To reach a significant

reputation among the world classics, he revealed *The Crime and Punishment* and gained great success with this masterpiece.

All events in Dickens's novels complete each other, all of them have many unostentatious thoughts which help each other, and as if they go to the competition or will fight against each other. Sometimes his feelings get emotional, such as children's, but sometimes his heart rejoices to his hero's success. His memory, imagination is very colorful; no detail will escape him. His writing is often autobiographical, such as like in *David Copperfield*. It is probably the most autobiographical novel that involves 'well-remembered facts', and we must define Dickens's creative genius as not so much a brilliantly distorted view of reality in the present as the continuing memory of the way he once saw things long ago - as a child. According to Miller (1958, p. 152):

*It testifies to the copresence of Dickens's childish view and his mature, disillusioned view, and points to the persistence of the former as the source of what we think of as the distinctively Dickensian imagination. Like many other Victorians, Dickens continued to possess his creative power only by keeping what William Empson, speaking of nineteenth century poetry generally, has called a "taproot" to childhood. But here, strangely enough, it is a childhood of separation and distance from all people and things, rather than of a Wordsworthian unity with nature.*

The most impressive in Dickens's works are human characters, especially the poor people he has "drawn" in the realistic manner. In *David Copperfield*, we come across a lot of references, half-comical moments, joyful or serious, all David's memories are linked to one another. In each paragraph and in all chapters Dickens declares extremely sharp, unerring great overview to his heroes, generally, so pure, so unforgettable beauties are in there.

*Great Expectations* was Charles Dickens's thirteenth novel and it is "the most unified and concentrated expression of Dickens's abiding sense of the world, and Pip might be called the archetypal Dickens hero" (Miller, 1958, p. 250), who was living with his sister and her family. As a child, he did not live his childhood in perfect, and he has almost completely been isolated from nature. The wild and cruel rules of society have alienated him from it and the people. There is no any confidence in him to survive.

But Dickens does not see his hero as terrible, the worst ever. He sees the problem in the society; the problem is reflected in such matters as the harshness of employers, the disinterestedness of government, the biases of the penal and justice systems - in short, "more Victorians than ever were enjoying the comfort and serenity of middle-class prosperity" (Rinehart & Winston, 2004, p. 604).

'What is a gentleman, what is true gentility' - Dickens frequently poses such questions to his reader in *Great Expectations*.

On the other hand, each of the characters in his novels were so deeply influenced by Dickens: Pip was a young boy, immaculate and faultless, and Mr. Jaggers is an old man who lived in his mystical events, both had many challenges in their lives of, both have cliffs in front of them, and disasters, shakings, have everything in front of them. Dickens loves them both without any conditions, by all manner of means. And why? Because both are his heroes. The main plot is basic: comparison between the evil and the goodness; humanity and brutality, which cause Dickens to treat his heroes with compassion. In general, "many of Dickens's characters

serve a similar purpose, and are subject to the effects of the “System”, in whatever shape it takes (Rollyson, 2001, p. 256).

Dickens did not forget to joke often at his heroes. But his jokes are very different from others. Dickens never laughs at his heroes cruelly. He could not laugh, except with the eyes with full of tears, at his own success and his heroes’ joys, too. In *Great Expectations* we meet especially one of his personal characteristics – his feeling towards all the characters in a sympathetic way.

At the same time, Charles Dickens never wanted to see his characters in difficulties, with in their daily life setbacks. As we said before, his heroes were from the bourgeois England who lived within certain narrow limits all their lives. In this respect, in the novel, the author examines the problems of all his heroes again and again, puts the goodness and evil in the way that he wishes and thus, he always tries to keep away from the chaos. However hard life is, he favors happy endings, as he hopes for the best. As a novelist genius, throughout of all his creative work, he was one of the writers, who carried the burden of the novel heroes on his own shoulders.

But it is also a fact that, Dickens is a writers whose writings are sometimes very difficult to understand and interpret. If there are contradictions in his writings (the evil is so strong, but the novels end in a happy way), this is due to the fact that he always tries to keep away from the chaos.

### Conclusion

In this paper an effort was made to follow the humaneness and the life contradictions of Dickens’s literary principles. We can easily say that Dickens not only had won the grandiose fame among the world classic writers, but also has made a speedy progress and everlasting development in the literary culture of the Victorian age. Indeed, the descriptions of each novel, the real human emotions, characters, the customs and traditions of society - all these were given with all their features by Dickens in his novels.

Individualism and scientism, positivism and the great beliefs, especially against the confronting requests and loves are an object of his personality. As a writer he unveiled diverse characters, such as eccentrics, villains, criminals, and bureaucrats. These characters “*were surrounded with a rich pattern of lives reflecting their own physical and moral individuality against a define and vivid social background*” (Gulden, 1992, p. 94).

The motives of Dickens’s works are different, but the essential thing is that the author managed to keep the pulse of time. According to us, the emergence of Dickens’s works in English literature and in literature in general was a peak, as he was able to write with love and simultaneously to criticize very boldly the law and the justice system of the Victorian period. The immortality of Dickens’s works started out of necessity and hardship, but finalized with pleasure. The perfection in his works and similarities in his characters attract everyone’s attention, and his novels are reading with relish by everyone, all over the world.



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## **How to make teaching the second foreign language enjoyable and effective**

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### **Abstract**

The paper deals with the effectiveness of teaching foreign languages at public schools and teachers' development. Sharing the information and the experiences among the teachers, not only in one institution, but also in the whole sector is essential. If one school staff faces the problem, that problem may be characteristic of other schools as well. Experimenting and searching for different ways to improve teaching and to raise students' motivation has been crucial for every educator. Different learning strategies are being introduced in contemporary education and it is teachers' job to cope with them and use them in their lessons. School departments (chairs) are working in every school and their aim is to have frequent presentations and discussions among the staff on new methods and techniques of teaching. When other teachers of the same subject are attending different teachers' presentations, they might get some new interesting ideas for their lesson planning.

**Key words:** first foreign language, second foreign language, effective teaching, interest, student needs

### **Introduction**

Teachers, both novice and experienced, come across various practical problems dealing with the quality of teaching and learning. Lots of researches have been carried out to find out effective ways in foreign language teaching, but are all of them enjoyable for learners? We all know very well, how difficult it is to involve student in activities, if they are not enjoyable, even if they are useful.

Are the first foreign language teaching / learning methods as good as the ones for the second foreign language teaching? Can the first and the second language teachers help each other improve the quality of teaching? These are the questions we got interested in, which are equally important for both teaching and learning.

To find it out, first of all let us discuss what 'effective' and 'enjoyable' means. Effective is something that works well and produces the results that were intended, while enjoyable is that gives

you pleasure. Based on this understanding we can say that enjoyable is the feeling that exists while working and the positive results of this process reflect the effectiveness of work. That is why we can say both of them are the common area of interest or responsibility whether the teaching / learning takes place at school or at university. The idea is that it is teacher's or professor's responsibility to raise the interest among the students. Unless teaching considers students' interests and needs, it will not be productive. And ignoring students' interests and needs would ruin the whole educational process.

English is a compulsory language at public schools in Georgia. Students start English as the first foreign language, and then a second foreign language is added. Until last year the second foreign language was taught from the seventh grade, but according to new legislation, which was recently published by the Ministry of Education and Science of Georgia (2014a), teaching the second foreign language should be started from the fifth grade. The attitude towards this change is generally positive among educationalists, students and wider society is positive as students' ability to cope with different subjects, including an extra language, is good at this age. We do not argue with the experts on this idea. The only challenge is the way how we manage to introduce them to our learners.

Since March, 2013 most of certified teachers in Georgia have been involved in the special program of Teacher's House that aims at gaining credits by designing purposeful activities at school (Ministry of Education and Science of Georgia, 2014b).

Later, all school teachers, as well as the administration have been enrolled in this scheme. This year the program has been piloted. Thus, as a teacher, each of us has the chance to practice and experience some new strategies for purposeful teaching. The aim of this is to have highly qualified and paid teachers in the future. It depends both on teachers' theoretical preparation and on the practical work that teachers are doing at school and the success of their students. That is why teachers are doing their best to encourage their students to participate in any accredited school contests which are being conducted yearly throughout the country as that is the best way of proving their achievements as practitioners.

School's autonomy and strength is based on how qualified teachers are ready to cooperate with both students and colleagues. To serve the popularity of the institution cooperation between teachers of various subjects is needed, especially, if these are related subjects. That is why collaboration among teachers is a must for each school.

### **Setting of research**

The purpose of our action research was to find out if the strategies which are successfully used while learning English as the first foreign language would be as effective in teaching / learning Russian as the second foreign language.

According to the language learning level, in general Telavi public school #3 students' English knowledge level is satisfactory, but the situation is not the same in other foreign languages - Russian in our case. This issue has become a painful problem in most public schools where students are not really motivated to learn other foreign languages than English. Besides, students are not very motivated to do some language learning activities, whichever language it is.

### **Method of research**

The method used was action research, as it does not require a professional level of research skills and can be done (due to its informality) by any teacher. Action research may simply involve trying out practically the efficiency of this or that method and approximately assessing it according to students' involvement and comments. According to Ballard (2015, p. 45), action research is liked by teachers, as it is

- Problem-focused;
- A solution-oriented investigation;
- Context-specific insider research;
- Future-oriented to some action or cycle of actions;
- A systematic, intentional inquiry that investigates professional practice to understand and improve work and;
- A tool for evidence-based practice

The basic stage of education 7<sup>th</sup> and 8<sup>th</sup> grades was chosen for this work at school. Listening activities have been prepared for the seventh and eighth graders. Both of these classes embrace students of different language learning knowledge and abilities. The English teacher was conducting a listening lesson based on songs with the seventh graders and the Russian teacher - with the students of the eighth grade. Such kinds of lessons were held once a week. Furthermore, students were asked to make a list of singers or bands which they would like to listen to while doing this activity. Later, the teachers picked the ones the text of which was appropriate to the aim of the lesson and the students' language

skills' level. At the beginning it was really enjoyable, but eventually it became a little bit boring, as students needed something different. Listening to the songs and filling in the gaps was replaced by watching animation films or movies. In both activities the final aim was writing a paragraph or a summary of the episode.

### **Research procedure**

The students in the English class were actively involved in the part which covered listening to the songs and filling in the gaps, but as for the written activity which included writing a paragraph or comments it turned out less attractive for them. Moreover, when they were asked to write down what they liked and what they would change, most of students' responses were that they liked everything and they would change nothing. Furthermore, they were eagerly involved in oral comments rather than in expressing their ideas in written form.

In this case we can come to the conclusion that listening is more enjoyable than writing for our students. Students did write some comments but the process was not enjoyable and their interest was really low.

The same happened in the Russian lesson. At first students enjoyed Russian songs with missing words. The songs and activities have been chosen from the supplementary material. The key words were placed on the top of their handouts. First prediction and guessing was done, then listening and filling in the gaps. The lesson was conducted actively until students were asked to write down how they felt while the listening. As for the comments, most of them wrote that they would change nothing, as they were bored with writing or / and, most probably, lacked the lexical knowledge to express their ideas. Students just did their task and there was no sign of enjoyment.

Both teachers' decision, after discussing the situation with each other, was to change the form of the activity and it was replaced by watching films. In this case students were given the option about animation or just a film. Students' attention and involvement while watching a film was great. Moreover, they actively participated in discussion. As for the written task, the result was the same as it was in the English lesson.

### **Conclusions**

Collaborative action research done by teachers of foreign languages is more effective than action research done by one teacher, as teachers can compare and share their experiences

Students enjoy entertaining and easy activities connected with their interests, but may not enjoy activities which are related with their interests, but require hard work and / or a higher level of language skills than they possess. This does not necessarily entail that we should permit students to be lazy, however, it does entail that we need to make the useful activities more attractive by form and that we need to prepare students linguistically before giving them a difficult task.

It is necessary to take into consideration students' desires while choosing activities, but also it is necessary to find ways to make enjoyable the activities that may not be so attractive for students.

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## **Debate, a penchant for development of high school and higher education students and teachers in the 21<sup>st</sup> century**

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### **Abstract**

The educational sector of our modern society has been using debate as a tool for developing students' performance in their academic and social sphere. A study was conducted to ascertain the use of debate either as a class activity during teaching or an instrument for grooming would-be scholars or leaders and its effect on them. Forty students from the faculty of Humanities and Social Science of the Ivane Javakishvili Tbilisi State University (TSU), Georgia were randomly sampled and an instrument was developed for testing the impact of debate to retrieve information from them. The results show that regardless of the field of study employed, debate helps students to develop mental, oral and writing skills and also is a strong motivator for autonomous learning, lifelong learning and public speaking.

**Key words:** debate, higher education, academic performance, autonomous learning, lifelong learning and public speaking.

### **Introduction**

In today's world, where people from all over the world come together sharing from a communal interrelationship, there is a constant need for distinct and dynamic leadership that could retreat, re-strategize and re-launch owing to innovative needs spurred by those who idealize the world, ethical revolutionists whose aim is to improve in diverse fields and from different perspectives the end and scarce means with alternative uses. Such demands can only be met with a thorough training of critical minds from the cradle. Going through history, we can see that people who made the world a better place were thinkers, speakers and ethical leaders. These were men and women who were skilled in analyzing, discussing and evaluating while proposing new ideas and proffering solutions to problems with an undisputable voice stemming from an ethical mind full of conviction and reason. Thus, debate becomes a skill set to which such people can be molded within the school walls.

### **What is debate?**

For those who read the dailies or academics who are familiar with the word 'debate' what readily comes to mind is two opposing sides trying to win an audience over, based on a subject or topic. According to Snider & Schnurer (2006), a debate is an equitably structured communication event about some topic of interest, with opposing advocates alternating before a decision-making body. Drawing inference from Snider and Schnurer, a standard debate should be equitable, i.e., it should have two equal sides with the topic having the tendency of

being looked at from both sides of the coin. It also should be structured, meaning it should be arranged having a pattern of beginning, content and an ending at every chance given to both sides. Hence, it gives room for preparation.

Debate is an avenue for intellectual communication, a place to rub shoulders, not a place to exchange words, but a place to exchange ideas. This is one major misconception seen on the public scene which terrifies the school management when it is mentioned as an academic tool in the classroom. The topic must draw attention and the interest of participants and viewers or listeners. It should not be an un-debatable or boring discourse. The opposing sides must see each other as colleagues in the field of effecting a positive change in whatever area of pursuit.

Besides the topic it would be good to also know co-debaters' strengths and weaknesses in order to stand a better chance of being accepted more than the other which is a mark of true sportsmanship. One side gets to stand for a position which is 'affirmative', the 'pro' or supporting team for a topic or negate it, i.e., the 'con', or the opposition side. And finally, there must be an audience who will usually reject or evaluate the weak sides of both as been unacceptable.

### **Background to debate across the curriculum**

For most students and teachers, as well as curriculum developers, debate is for activists and those in politics, but it will do much good to see how debate should be included in the high school and higher education curriculum. In the US during the late 20<sup>th</sup> century, the need for better teaching practices spurred what is known as writing across the curriculum (WAC). According to Bellon (2000), WAC was developed and popularized in the early 1970s, and they are programs that began as a sort of basic response to popularly circulated research criticizing college students' inability to write effectively. However, the WAC movement did not produce the desired outcome of success that the public increasingly demanded.

During the end of the century, some institutions sought a wider means to enhance students' communication skills. They did this by developing what is called communication across the curriculum (CAC) initiatives. According to Cronin & Glenn (1991) roughly 20 existing colleges or universities in the US took on these communication-intensive programs, and as at the year 2000 the estimate of institutions involved in it increased for its sheer effectiveness. Debate across the curriculum is a kind of CAC program.

Bransford & Vye (1989, as cited in Bellon 2000, p. 2) produces a workable summary describing constructivism's ultimate principle which proposes that learning necessitates active construction of knowledge. Teachers and materials have the tendency to produce information needed for manufacturing 'new knowledge', however, just retaining this information in a student's mind cannot be termed 'effective learning', as it remains dormant.



According to Caine & Caine (1991), disregarding the inherent nature of a student, educators hamper the productive potential of such student's brain. This implies there has to be an improvement in the manner of teaching, which is anew challenge to educational administrators.

Lastly, since students learn by actively constructing new meanings, they must be given chances to experiment, examine ideas or statements, reflect and decide on patterns that satisfy their personal needs in the classroom with written as well as verbal skills. Concentrating on the written mode of learning in our institutions will retain the teacher-centered mode of learning, unlike the avenue where students are actively involved in x-raying the content materials among themselves in a competitive way. Hence, it is imperative that debate as a stronger form of communication across the curriculum should be incorporated in the high school and higher education institutions.

### **Benefits of debate**

Debate breeds thinkers. By researching on a discourse, the debater takes a plunge into a stream of thoughts spelt out on note pads and begins on the journey of mind transformation, critically assessing and viewing issues unlike before. According to Snider & Schnurer (2006), a mental process consists in churning out for oneself new sequences of thought - new to the thinker, not oblivious to the world. Debate requires reasoning, reflecting, and still more mental activity. The debater learns that thinking is not just an adjustment of preconceptions nor a justification of compulsive favoritism.

Debate produces speakers. While it is so important to acquire information and present it as facts, it is imperative that the way and manner it is done by the speaker is verbally convincing and provoking a corresponding response.

Debate, especially in the western world, the UK and the US, has become the major point of reference when it comes to the development and academic performance of high school students, as most debaters eventually gain scholarship into first-class universities, studying lucrative courses in diverse academic programmes. According to Benis and Stein (2011), a resource of peer-reviewed academic research shows that urban debate makes a notable difference on the crucial academic indicators, including literacy, standardized test scores, high school graduation, and college matriculation. For example, students who are involved in debate are 42% more likely to graduate from high school in the US than those who are not.

As an aid to improving language learning, debate, according to Kress (1995), is used as a means whereby we can analyze the pictorial image our proponents had about themselves and their world and the means of vocalizing our perceptions, for our benefit and for others and after which others can take action. With well-developed tutoring, students can improve their writing skills, too, because they will get to know the rules in writing for either speech, debate, or reports. This will serve a basis for further advanced academic writing. When students are groomed in this way, it will make lecturers' of research methodology life easier, for example, remove the stress of having to teach how a piece of academic writing should look.

According to Carr (2002) most competitions require rewriting, revisions, and sometimes just starting over when getting ready for a case. Students learn how to introduce evidence and ideas into a general paper, so that they link well and the thesis becomes clear. To add, students' formed habit of writing cases develops their vocabulary and efficiency.

Finally, to those teachers, educators, and students all over the world who are searching for educational methods that are active, which integrate knowledge and improve critical thinking and communication skills, debate is the best bet. According to Snider & Schnurer (2006), the importance of debate in the classroom is that it deals with a skillset that students ought to have to excel in this modern day. It does not just provide methods to teach skills, but it is useful in that it merges many of them and forms one activity.

### **Why should we debate?**

Without the understanding of a purpose, abuse is inevitable. The ability to enquire, scrutinize, weigh the pros and cons of a matter helps people generally to gain full mastery and then apply correctly such knowledge in the right environment or direction and that is what debate does. It makes students have great and well-rooted knowledge and right application. Debate ought not to be another kind of conventional or a mere extra-curricular activity, but a worthy venture with great benefits which includes self-confidence, coordination, knowledge, effective public speaking, persuasion, people appreciation, quick thinking and decision making skills.

Not all students are the same, but with debate even the seemingly timid student can boast of commanding the attention of an audience with his / her speech. The moment students doubt whether they can fly, they cease forever to be able to do it. Self-confidence to speak convincingly can be developed as a skill in students with tutoring, mentoring, practice and competition. The fear to stand before an audience will with time disappear. In the same process of tutoring, a green-horn debater also acquires the skill to be coordinated in his research, thoughts, speech and also time.

While researching, a debater gains the ability to draw on cogent facts to drive home points and arranges them sequentially in a way to argue convincingly within a limited time frame. According to Carr (2002) debate provides academic virtues, the most important among which is the ability to instill a sense of discipline and organization. Whether a student is a nationally-known debater or an occasional participant in local competitions, this activity demands a careful attention to time management.

Seeking for knowledge also distinguishes the student-debater from his or her peers. Knowledge is formed in his / her mind as he / she is able to draw inference from available materials. According to Carr (2002), a college freshman, for instance, who takes part in an advanced philosophy class and performs well, is going to be outstanding and distinguished. Being able to comprehend Hobbes or the causes of the Watergate scandal is crucial in having a discussion on American government today. Not only will such a student be knowledgeable,

he /she will also be incisive, articulate and have the poise to pursue his or her dreams outside the four walls of the institution.

Speaking in a public setting is not an easy stance one can pull, let alone speaking effectively. To be able to have an orator's skills, the student should be well-grounded as a debater. Canvassing for a post, persuading a team to follow a direction or communicating with fellow staff members or subordinates in the future, the student will need to have learnt how to communicate effectively and not to be misunderstood.

Finally, debate helps students to sharpen their thinking skills and to make well-informed decisions in times of crisis that will benefit him / her and the organization he / she is representing. Students begin to carefully analyze and interpret data they can get, find out the options they have and evaluate them, looking at their pros and cons, as well as their viability, and take on strategies to solve problems as well as monitor the outcome. All of these skills are crucial in professional careers. Debaters honing these skills usually have a great basis for success in the future.

### Method

This study was aimed at testing the impact of debate either as a class activity or an instrument for grooming would-be scholars or leaders and its effect on them. The population used as sample were forty students from the faculty of Humanities and Social Sciences from the Ivane Javakishvili Tbilisi State University (TSU) all studying either History, Political Science, Journalism, Law, Georgian Philology or English Philology. They were randomly sampled from the faculty regardless of their study level.

A questionnaire exclusively developed for the purpose was used to get information from them. The questions were based on the following: the degree to which the students perceived debate as a developmental tool in learning; the degree to which they perceived debate as a tool for sharpening their language proficiency; the degree to which they perceived debate as a useful class activity and the degree to which they perceived debate for gaining public prominence. The rating scale in a Likert scale format provided for their response ranges from *to a very great extent* (4 points) till *to a very low extent* (1 point).

**Table 1. Population used for the Research (TSU Students)**

Faculty	Male	Female	Total Respondents = 40
Humanities	2	29	31
Social Science	8	0	8
Law	1	0	1
Not indicated	0	2	2

**Table 2. Percentage Number of Responses by Respondents for Each Question**

Questions	to a very great extent (VGE)	to a great extent (GE)	to a lower extent (LE)	to a very low extent (VLE)
1. Debate has helped me to do more research for my studies on my own	65%	40%	50%	20%
2. Debate has helped to increase my thinking skills	85%	75%	15%	10%
3. Debate has helped me to organize ideas and information in a more useful way	100%	50%	25%	0%
4. Debate has helped me quicken my knowledge retention abilities	65%	45%	30%	30%
5. Debate has made me a better writer	20%	75%	35%	40%
6. Debate has made me a better speaker / orator	100%	30%	30%	20%
7. Debate has made me an active listener	95%	60%	20%	10%
8. Debate has made me an ardent reader/ researcher	20%	65%	65%	25%
9. Debate engages my mind compared to class teaching	70%	40%	55%	10%
10. Debate makes the class interesting	95%	25%	10%	40%
11. Debate helps me to have a deeper understanding of a topic	70%	75%	10%	20%
12. I prefer debate to listening to lectures/ teaching	60%	25%	65%	20%
13. Debate has me knowledgeable or inspiring to my teachers and classmates	15%	45%	55%	60%
14. Debate has given me fame in my department/school/ college/ university	15%	75%	45%	50%
15. Debate has given me opportunities to represent my school/department/university/country	30%	50%	65%	30%

16. Debate will give me more opportunities for a successful career	90%	50%	35%	5%
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### Findings

(a) According to the response derived from the students based on the degree to which the students perceived debate as a developmental tool in learning (which comprises questions 1-4); a summation of the percentage responses of the four questions was done and the mean value of each of the response group (VGE, GE, LE, VLE) was determined. The results are shown in Table 3. The sum of percentages in this table and below is above 100%, as these are summed up percentages for 4 questions.

**Table 3: Summary of questions 1-4**

Questions	% VGE	% GE	% LE	% VLE
1-4	78.75	52.5	30	15

(b) According to the degree to which they perceived debate as a tool for sharpening their language proficiency (which comprises questions 5-8); a summation of the percentage responses of the four questions was done and the mean value of each of the response group (VGE, GE, LE, VLE) was determined. The results are shown in Table 4.

**Table 4: Summary of questions 5-8**

Questions	% VGE	% GE	% LE	% VLE
5-8	58.75	57.5	37.5	23.75

(c) According to the degree to which the students perceived debate as a useful class activity (which comprises questions 9-12); a summation of the percentage responses of the four questions was done and the mean value of each of the response group (VGE, GE, LE, VLE) was determined. The results can be found in Table 5.

**Table 5: Summary of questions 9-12**

Questions	% VGE	% GE	% LE	% VLE
5-8	58.75	57.5	37.5	23.75

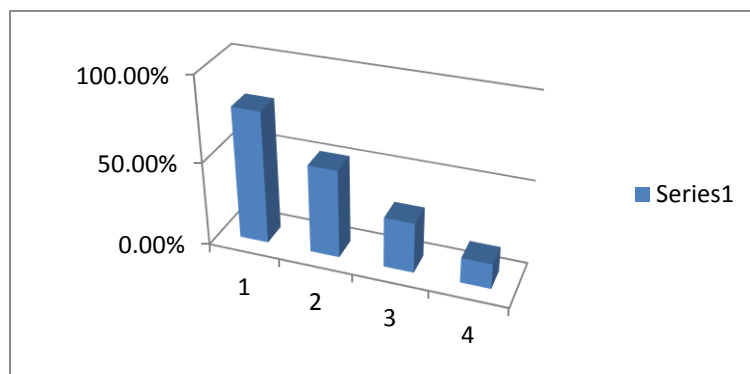
(d) According to the degree to which the students perceived debate for gaining public prominence (which comprises questions 13-16); a summation of the percentage responses of the four questions was done and the

mean value of each of the response group (VGE, GE, LE, VLE) was determined. The results are presented in Table 6.

**Table 6: Summary of questions 13-16**

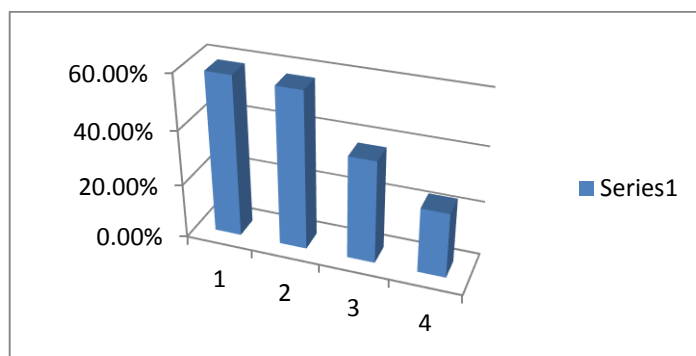
Questions	% VGE	% GE	% LE	% VLE
5-8	58.75	57.5	37.5	23.75

### Analysis



**Figure1. Summary of questions 1-4 (a)**

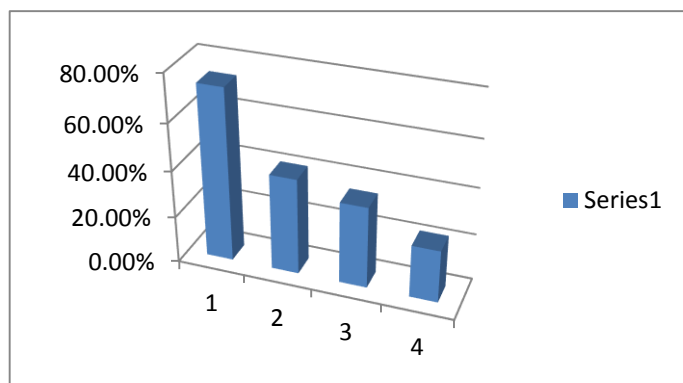
The graphical representation (fig. 1) shows the results of questions 1-4 (a) above. The responses derived from the students are based on the degree to which the students perceived debate as a developmental tool in learning; the idea is widely accepted - the mean average of GVE is the highest with 78.75%. It means that debate has helped the students to do more research for their studies on their own; making them autonomous learners; increased the level of their thinking skills; organized their ideas and information in a more useful way; and quickened their knowledge retention abilities.



**Figure2. Summary of questions 5-8 (b)**

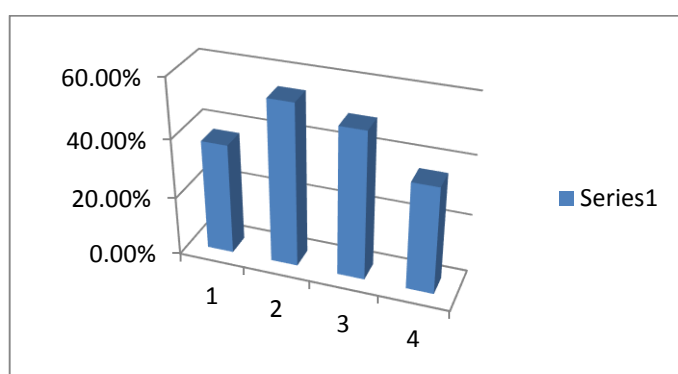
The graphical representation (fig. 2) shows the results of questions 5-8 (b) above. The responses derived from the students are based on the degree to which they perceived debate as a tool for sharpening their language

proficiency. The view is also acknowledged with a VGE rating mean value of approximately 59%. This means that debate has helped the students increase their language proficiency level (the answers have been obtained from students on the English Philology program as well as from students of other programs whose instruction language was Georgian).



**Figure3.Summary of questions 9-12 (c)**

The graphical representation (fig. 3) shows the results of questions 9-12 (c) above. The responses derived from the students are based on the degree to which they perceived debate as a useful class activity. The idea is also widely acclaimed with a VGE mean value rating scale of approximately 74%. This means debate engages the students' mind compared to class lecture or teaching; makes the class interesting; and helps them to have a deeper understanding of a topic. Most students prefer debate to listening to lectures.



**Figure. 4.Summary of questions 13-16 (d)**

The graphical representation (fig. 4) shows the results of questions 13-16 (d) above. The responses derived from the students based on the degree to which they perceived debate for gaining public prominence. They gave the highest value from GE mean value rating of 55% and a 50% runner up from the LE mean rating differing on this opinion. This simply means that on the average, students accept the advantages of debate but also consider other factors that could help them get along well in the socio-political and economic environment.

### **Limitations**

The study was limited only to a sample audience from three faculties in a university in Tbilisi, Georgia, probably, if there was an opportunity to explore other universities much discovery would have been made; also time and resources are other limiting factors.

### **Conclusion**

Debate as it is practiced and inculcated in the school curriculum in some different parts of the world has helped to shape the minds of students in general, so Georgian students and others should not be left out. It has a great impact on making students autonomous and would serve as a spring board for lifelong learning. Much attention should be paid to its importance in the class, the academic curriculum and the society at large for, as we train young minds, we are training the leaders of the world.

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## Online world based on the English language

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### Abstract

This research is dedicated to discussion and analysis of the influence of the Internet over the English language and the current changes introduced in it. The paper analyzes how each component of the English language (morphology, syntax, articles, grammar tenses and spelling) is affected by the so-called 'Online World'. The research discusses the origin of the 'Internet Revolution', the influence of the Internet on the English language, and the usage of new 'Internet words' with its specific new slangs and jargons, the most commonly used Internet abbreviations, and their role and necessity in contemporary English.

**Key words:** online world, Internet English, spelling, grammar, syntax, morphology

### Introduction

The 'Revolution of the Internet' has made a great impact on the whole modern society. It brought a new 'Internet Culture' to our world that is mainly based on the English language. It leads to the creation of new stages and structures in language development, for instance, in lexis, syntax, grammar, morphology and phonetics as well. The Internet Culture rejects common boundaries, violates websites, and feels free of using grammatical and lexical patterns. As a result of technological achievements technical slangs are widely spread all over "The Internet World". The well-known British linguist David Crystal points out that we are on the brink of the biggest revolution in a language ever that Net-speak (as how he calls online language) is not a monolithic creation, but rather a disparate set of communication methods and types such as e-mail, chat-rooms, Internet Real Chat, World Wide Web pages, Websites etc. He suggests that online language is best viewed as a new species of interaction, a genuine 'third medium' (besides the written and oral forms of English), which is evolving its own systematic rules to suit the new circumstances (Crystal, 2001).

The impact of the Internet on the English language and society in general has raised lots of opposing standpoints among linguists and scientists. According to Crystal (2001) and other well-known linguists, the Internet threatens language on several levels. First of all, they deeply believe that the Internet has caused a substantial damage to the English language in terms of written proficiency and usage of words in total. Moreover, they state that the Internet hangs over national borders through the manifest foreign influence and domination. And finally, they claim that the Internet challenges the existence of linguistic minorities and the linguistic identity of oppressed communities and nations.

The Internet, together with the radio, television and telephone communication has created the universal information net which is called "Cyberspace" and all people involved in this process are called "Netizens". There is one interesting fact that the Internet and the World Wide Web led to the development of cyber communities and social networks, where people develop their own cultural norms, values and discipline. The English dominance of cyberspace is primary based on the fact that English is the language of the Internet in

terms of its interiority and exteriority. Other languages faced a challenge in terms of being supported in the system of global networking and operating systems, as all programming has its roots in English. It is the reason why English is the dominant language of not only the world, but also the World Net (Nazaryan and Grindchin, 2006).

The impact of the Internet on English has recently caused a deep interest in the United Kingdom and United States of America. Linguists claim that the Internet threatens the existence of a linguistic heritage of English. In addition, they state that the irresponsible use of 'Internet words' by native speakers is causing English to become a sloppy and deficient language. I agree that it has a negative effect on written English or spelling. For example, "punctuation tends to be minimalist in most situations, and completely absent in some e-mail and chat exchanges" (Crystal, 2001, p. 94).

Since the Internet led to the creation and development of a new environment, new styles of speech and written communication were spread by its users. The frequent usage of new jargons and styles of speech can be noticed among teenagers and younger generations for whom the communication should be fast, simple, and private.

One more field where the language has been influenced is called Computer Meditated Communication (CMC). Chatting and sending e-mails have faced new trends of writing, grammar rules, punctuation, spelling and denotative meaning of word.

Social networking systems give people an opportunity to debate openly politics, government issues, business affairs, and world-known celebrities. The Internet has influenced human beings' minds in terms of their perception related to the concepts of modern world. One more positive impact of the Internet is that it allows people to communicate with each other from long distances. Furthermore, the users of Net world can be the representatives of all nationalities and religions with various social backgrounds. And obviously it draws a conclusion that English is not a native language for many Net users, which is the dominant language of online discourse. As a result, English is a second or foreign language for most of the Internet chatters. Thus representatives of different cultures leave their impact on Net speech. It can be explained by lack of sufficient language proficiency, troubles of financial and intellectual opportunities.

#### **Creation of new Vocabulary**

David Crystal is a British linguist and the author of over 100 books, including 2001's *Language and the Internet*. Crystal claims that the rapid and dynamic changes of the Internet make it difficult for a comprehensive analysis of its effects of up-to-date. However, Crystal deeply believes that the impact of the Internet on English remains minimal. "The main effect of the Internet on language has been to increase the expressive richness of language, providing the language with a new set of communicative dimensions that haven't existed in the past," he said (VOA, 2010). He states that the changes introduced in a language has not influenced English at all, but rather added and enlarged its richness of vocabulary. One of the biggest things that all Net speakers should be taught and follow is the proper use of a language in a required condition, it can be online discourse, academic style of language, or university-level paper and others.

There is one more distinctive form of Web application which came into use in the early 2000s: a blog is a shortened form of personalized web page where the owner of the blog can post messages at intervals (Crystal, 2001). Many blogs can be personal diaries, or short essays later extended to larger ones, while others are more about general topics and concerns, such as hobbies, political issues, education and many others. From a linguistic point of view all blogs have one similarity in common: the written language is unmediated. Crystal states that using English-language data such as emails, chat-rooms and blog posts, proves that new varieties of the language are being emerged due to new technologies. However, he suggests that cultural and linguistic differences, which influence online discourse, remain under question for many researchers. The idea of a speech community is apposite to the study of online discourses throughout individuals or small groups of Net speakers. Online speech groups are constructed around socio-culturally constituted interactions (Wilson & Peterson, 2014).

What makes Net discourse so interesting and attractive to linguists as a form of communication is its way of relying characteristics of speech and writing divide. Many varieties of written language can be found now on different Web blogs with very little stylistic changes. Blog pages often use features typical for spoken speech. Writers of such web pages do not often think who their readers can be, as a result academic or formal use of language is often omitted on web pages. There are several major differences between online discourse and face to face conversations. First is the lack of simultaneous feedback due to computer technology. There is no way that the recipient will react to our message while we are typing until he/she receives it. The second big difference between Net speech and face to face is that the rhythm of Internet interaction is slower than the one found in a face to face conversation (Crystal, 2001).

The online language is a hybrid, sophisticated language, the mixture of spoken and written languages. The Internet language is sometimes called “written speech”, as people chat with each other about their everyday conversations, ideas, thoughts, problems, interests, feelings and many others in written. Since Net speakers use casual expressions, lots of grammatical mistakes are made. Simply they “omit” or “escape” from an official language, and that is why online language faces new changes. Due to rapid technological developments, new forms are introduced in language and literacy. Nowadays people use computer abbreviations as their ordinary store of lexis. As a result, the Internet communication is a set of idiomatic expressions and phrases that are typical for online discourse. It is obvious that Net speakers introduce a great number of neologisms in language that are accepted in Net speech and are widely used online. The Internet language uses various ways of creating new words in English. For example, the most common way of creating totally new words in language is creating *neologisms* or *coinage*. However, English neologisms mostly refer to words related to modern technology (for example, *computer*, *e-mail*, *webinars*, etc.). Thus, new terms and neologisms are commonly spread in online world. The following are the most frequent coinages spread in the Net world:

*404 error* – message arising when a file is not found

*ROFL* – Rolling on the floor laughing

*Poke* – touching someone on Facebook

*Crackberry* – Nickname that compares the BlackBerry’s addictive nature to freebase cocaine

*Mouse hand/Black Berry* – Thumb Physical injury as a result of addiction

*Lurcker* – Someone who visits forums and reads others' comments, but never leaves his/her own notes

One more known way of creating new words in online discourse is called *compounding*. This can occur when non-native speakers combine one word from their mother tongue with the English word, or vice versa. Here are the examples (Barton, 2009):

*Rick-Rolling* -Jape in which a posted link leads to a Youtube video of Rick Astley's hit Never Gonna Give Up

*Googlewraching* - an attempt to "defeat" Google by typing in two words and retrieving a single search result.

### Grammar for the Net

The dramatic changes are seen in using articles online. Net speakers completely "ignore" the usage of the articles, they simply omit them as if they do not exist in English. In a 1000-symbol length a span of text, nearly 7 articles were used, that proves the lack of usage and knowledge of articles. Moreover, in virtual discourse sometimes the adverbs are substituted by adjectives. It can have two explanations: first, the lack of grammar knowledge related to adverbs and adjectives, and second, non-native speakers often do not pay attention to spelling rules. For instance, "*Susan is so great at job*", is used instead of "*Susan is greatly admired at job*" (Speak English on Skype, 2013).

Grammar suffers enormously in the Net world. People simply "forget" all grammar tenses while chatting online. Net speakers communicate in a simple way, as they speak in everyday situations. Obviously, the language of the Internet keeps the rules from established standard of spoken language. As in spoken language, four or five grammar tenses are used in oral speech. In online chat-rooms only seven tenses are found: Present Simple, Present Continuous, Past Simple, Future Simple, "Going to", Present Perfect, and Future in the Past (Rumsiene, 2004). In most cases present tenses are the most commonly used and sometimes they substitute past and future tenses in electronic discourses. Short forms of tenses are very widely used among Net speakers, for example, "*gonna speak*" instead of "*I am going to speak*", "*or taken it*" meaning "*have taken*". Very often the auxiliary verbs are omitted, as a result the structure and the order of the sentence is violated. Arab speakers try to avoid the use of passive voice, because they do not have the equivalent of it in Arab language. As a result they make lots of grammar mistakes.

As I have observed different English-speaking forums, I have noticed that online speakers can easily confuse all Grammar Tenses. They can use Present Simple and Past Simple in the same sentence or in the same context, without even understanding the difference between them. The verb *to be* is completely mixed with the verb *to have*, and they are interchanged in one and the same context. For example, *I haven't wisdom*, or *I don't be a student*. Sometimes the verb *to be* is even omitted. For example, "*Hello I want to join but I know my ability not good, please correct my mistake*". In addition, very often they confuse the use of gerund and the form of the following verb after it. For example, they can say "*I enjoy to do shopping*" and so on. This fact indicates the insufficient knowledge of a language. Moreover, I have also seen that most of Net speakers omit prepositions in phrasal verbs, as a result the meaning of the clause or collocation is not clear. For instance, "*I was looking Tom for two hours*" (instead of "*looking for*"). I have noticed the incorrect use of Present Simple in 3<sup>rd</sup> person

singular form. As a result there is no “s” added to a verb. For example, “*i want a mentor or teacher who point out<sub>s</sub> my mistakes. plz help me*” - s is added in an inappropriate place. The Conditionals are overused in chat-rooms. For instance, the use of *will* and *would* are repeated in the main and subordinate clause ( *I will buy a car, if tomorrow I will ok, or Jack would have do shopping, if he would going to mall*).

Furthermore, almost none of online chat-room users write in capital letters, in spite of proper names, or if it is the beginning of a sentence. Online discourse is also characterized by using a vast number of abbreviations or just substituting words by them in a simple way, for instance, *u* - *you*, *Im*- *I’m*, and many others. The use and form of Possessive Case is almost forgotten in online discourse, as Netizens use ‘*s*’ and ‘*of*’ interchangeably. The rules of forming a plural noun is missed, for instance: *these question, a black cats or good daies*, etc. (examples from Speak English Online, n.d.). Furthermore, the parts of speech are confused with each other. Net speakers can use a noun instead of an adjective, a verb instead of an adverb or vice versa. The following sentence can be an example of this issue:” *thank you very much for your suggest Ana*” (suggestion instead of suggest).

Finally, there is no formal language in online discourse. Formal speech is substituted with casual or spoken every day speech. As a result chat-rooms are full of collocations, dialects and idiomatic expressions (Takl English Forums, n.d.). Conjunctions and prepositions are completely mixed up, or in some cases are omitted and overused. In the following example, instead of preposition ‘*in*’, preposition ‘*to*’ is used: *any body interested to speaking English add me skype cameopk*.

### Spelling

Spelling has also some distinctive features in terms of its historical and cultural dominance. For instance, US spelling in English is more common than English. This fact can be explained by historical and economical dominance of the USA as well as the reasons of space economy (as US spelling has shorter characters than English ones). For instance, fruits, colors, labor, behavior, favorite, and many others are the examples of US spelling.

The rules of spelling are also influenced by Net speech. As I have observed different English speaking forums and blogs, I have seen that very often online speakers “omit” the letters which are not pronounced, which leads to spelling mistakes, for instance, *government-goverment, love-luv, Finn-Fin*. Moreover, the most frequent spelling mistake is the wrong use of diphthongs such as *ie* and *ei*. For instance, the following words are confused too often in Net world: *brief, piece, chief, their, either, neither*, etc. (Five Tips to Learn English Fluently, 2012). In addition, the usage of *ea* and *ae* is also mixed up in the following words: *heat, beat, teacher, aerobics, aegis*, and so on. The spelling of *ch* and *ck* are as well influenced in online discourse. For instance, the words such as *catch, match, batch, China, chocolate, buckle, pickle, click* suffer in the Net world, as a result of insufficient knowledge of spelling rules in English. Very often the spelling of nationalities, languages and countries are confused or written incorrectly: *Vietnames, Finese, Arabian, Francis* and so on. Moreover, the use of pronouns is mixed, for example, *mi skype account* (instead of my Skype). The following spelling mistakes are made in nouns: *foreignere, peaple, ettend, police, liecence*, etc.

Participants of Net chats are either native speakers of English or those speakers of English as foreign language. It suggests that when mistakes are made, both the addresser and addressee are familiar with the correct

form of the word. This can happen when online speaker types a text at a very high speed, as a result he/she can make such kind of mistakes. In addition with spelling problems, punctuation rules are often omitted, forgotten, or simply “abandoned” in many virtual sentences. This occurs as a result of the rapid speed of typing text-messages and lack of time on checking the proficiency of a language.

### **Conclusion**

The online language is a hybrid, sophisticated language, the mixture of spoken and written languages. It is a completely “new” language which is created due to new generation’s technological achievements. Internet English includes all varieties, dialects and peculiarities of written and spoken English. These varieties of English which are spoken outside of Britain and America are variously referred to as overseas or extraterritorial varieties. As I have observed online conversations, the Internet language uses various ways of creating new words in English: coinage or neologism, compounding, clipping, abbreviations, borrowing, and blending. Thus Net speakers create their own vocabulary, which they spread all over the online world. There is no opposing idea that Netizens have definitely enriched English language. However, Crystal points out that modern English suffers a lot, as online language than is often used on non-Internet environments, threatening the linguistic heritage of the English language.

The Internet uses a number of specific lexical units, which may either substitute existing words with previous existing concepts or deny the new ones. As a result, different uses of spelling, jargons, and abbreviations are all distinctive features of Net speech. Moreover, the Internet language uses quite specific sentence structures, with short sentences full of abbreviations.

I have studied different English-speaking forums in order to see how ‘Internet English’ works. As a result I have observed Netizens’ online conversations about their daily activities. I have noted that lots of mistakes are made by Net speakers. However, most of errors are committed by non-native speakers (or uneducated native speakers). Moreover, Net speakers are in need of language knowledge. As a result, they make mistakes related to all components of the English language, such as grammatical, lexical, morphological, syntactic, and spelling errors. But I should admit that not only non-native speakers, but also native speakers commit lots of errors mentioned above. This factor can be explained by the high speed of typing words or frequent conversations in chat-rooms.

The Internet makes significant benefits to foreign language learners, particularly to English learners (EFL). It makes the process of learning more student-centered rather than teacher-centered. Although the standard language of the Internet is English, there are some regional peculiarities of every country. As there are lots of dialects and varieties of English language all around the world, this factor cannot be ignored in online discourse. As I have seen, the Internet remains a positive tool for language acquisition since it has not caused the extinction of any language in the world. As a result, it has not caused any negative effect in terms of changing the English language, but it has provided a good platform that is conducive to massive contact and community building. As languages are open systems, they can change from within and from without as long as they are alive. In addition, one of the most interesting facts that online language faces is that the language of certain

websites and chat-rooms on such websites as Facebook, Twitter, Classmates is neither checked, nor controlled or censored. This is the reason why Net speakers make lots of mistakes while having online discourse.

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## Implicit contents of political speeches

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### Abstract

The paper deals with the question of implicit content of a political speech as a text which is often used as a means of communication. Communicative implicature can be described as additional information about a referential situation given in the utterance or it can be some other thing connected to the situation. In this respect a political speech is an interesting phenomenon, because it best shows what linguistic means and ways are used to avoid answering a question. Politicians often fail / avoid to answer a simple Wh or Yes/No question and use other means to keep their positive image in front of public.

**Key words:** implicature, political, pragmatics, image, repetition

### Introduction

When a diplomat says *yes*, he means ‘perhaps’

When he says *perhaps*, he means ‘no’;

When he says *no*, he is not a diplomat.

—*Voltaire* (Quoted according to Escandell, 1993.)

More and more people seem to be interested and involved in politics nowadays, which makes it an essential part of our everyday life. Therefore, linguists show a great interest in political speeches as they reflect the changes undergoing in a language. The research shows that contemporary political speeches and discussions are full of specific linguistic devices to increase the effect. For example, politicians frequently make use of anaphora, which is a form of repetition, whereby consecutive sentences begin with the same word or phrase. Politicians also use other techniques in political rhetoric, such as confusion, diversion, association, omission, and composition. These techniques are all employed in speeches and public statements to win the favor of the listening audience either explicitly or implicitly.

Politicians manipulate their image to create a more trustworthy, righteous, and intelligent version of themselves, which is presented to the public. The research shows that, apart from explicit meaning, an utterance also has an implicit meaning. The implicit contents of a text sometimes are more important than the explicit ones. Implicature is a technical term in the linguistic branch of pragmatics. In order to study the communicative implicature it is necessary to go beyond the linguistic situation and take into account the extra-linguistic situation the utterance is connected with.



Implicit contents of an utterance consist of the same layers as the explicit contents – nominal or referential and implicative, in other words, some additional information about the referential situation described by the utterance, or it can be some other thing connected to the situation.

One cannot study the implicit content of a text without Grice's co-operative principles. Ideas and views in implicature were firstly proposed by Grice (1975). Herbert Paul Grice emphasized the distinction between what words mean, what the speaker literally says when using them, and what the speaker means or intends to communicate by using those words, which often goes considerably beyond what is said. The study of such *conversational implicatures* is the core of Grice's influential theory.

Grice's so-called theory of conversation starts with a sharp distinction between what someone says and what someone 'implicates' by uttering a sentence. What someone says is determined by the conventional meaning of the sentence uttered and contextual processes of disambiguation and reference fixing; what s/he implicates is associated with the existence to some rational principles and maxims governing conversation. What is said has been widely identified with the literal content of the utterance; what is implicated, the implicature, - with the non-literal, what it is (intentionally) communicated, but not said, by the speaker. To go back to the citation given above we can say that people (politicians in particular) often say something absolutely different from what they mean.

### **Pragmatic analysis of political speeches and discussion**

Political discourse and the problems connected with it has become the subject of interdisciplinary research due to the special importance of political situations in the modern world. With this background knowledge the study of political speech has become very important, as it belongs to a new trend of linguistics - political linguistics. Political linguistics arose because of the increasing interest in the study of political discourse.

Modern stage of civilization shows a progressive interest of society towards politics. It will probably be very difficult to carry out pragmatic analysis of political speeches without studying the specific usage of lexical units connected with ambiguity and esotericism of political discourse (Kirvalidze, 2009). The vocabulary used by a speaker can help us see the implications hidden behind the words and whether a speaker is trying to give some hidden information or not. Implication – in other words the underlying message - can be seen through the meanings of the words and also through the relationship between the context and the linguistic situations.

The correct interpretation of an utterance made by a politician is very important as it determines the relationships among people and countries, and even the solution of socio-political problems depends on the correct interpretation of an utterance.

The implicature is described in relation with such categories as informativeness. That means that implicature could not be discovered through a standard analytical procedure used to study the factual

information given in the text explicitly. Consequently, the implicature is connected with other categories as well such as explicitness and implicitness. The implicature could have hardly ever been formed spontaneously as it is usually caused by the communicative intention of a politician. That is why it is also clear that the implicature is connected with the category of intention.

To make the theory clearer, I can illustrate an extract from US president Barack Obama's speeches. But before I give some examples, I would like to give some remarks about the president. As Forbes cites, President Barack Obama uses a number of rhetorical devices in his speeches to captivate his audiences. One of the techniques he uses is repetition. For example:

"I believe that we can give our middle class relief..."

"I believe we can provide jobs..."

"I believe that we have a righteous wind in our backs..."

In his pre-election debates as a senator Barack Obama was asked a specific question: "How will you balance the budget?" The response was typically along the lines of: "Balancing the budget is critical to America's future, which is why I am committed to it!" It feels like an answer; after all, the budget was mentioned in the question and the response. But parse the words and you'll realize that you still have no idea how the candidate will balance the budget (Roger & Norton, 2011).

When politicians dodge questions, they send an implicit signal that they believe that their answer to the actual question could negatively affect how voters view them. These are exactly the questions we need them to answer.

In a 2004 debate in St. Louis, Bob Schieffer, a journalist of CBS News, asked President Bush about job loss. What, Schieffer wondered, would Bush say to someone who has lost his job? Bush began by promising to 'continue to grow our economy' and then, subtly, changed course. Suddenly, Bush was talking about education, specifically him signing the *No Child Left Behind* legislation. "I went to Washington to solve problems," he explained. "And I saw a problem in the public education system." In two or three sentences, Bush had moved from the question about lack of jobs to an answer about education and a promise fulfilled (Speigel, 2012).

One can easily trace hidden information in political speeches as politicians are very sensitive towards their image - meaning a speaker's linguistic and social behaviour. Any speech act might have an influence on the image and might create an atmosphere where a person could easily lose his/her image.

Linguistic competence of communicants allows a speaker to make grammatically and lexically appropriate sentences to get an adequate reaction from a listener.

To make the case clearer I can illustrate the above with an extract from the UK former Prime Minister Tony Blair's speech made in the House of Commons.

**The P. M. (Mr. Tony Blair):** *We should be proud that, in Iraq today, we have a process under way that will allow the Iraqi people to achieve the freedom, democracy and the rule of the law that we take for*

*granted. Yes, we will get protests, as we saw earlier today. In the end, the people of this country elect their Government. That is a fantastic thing, and it is an opportunity that is available for people in Iraq today. I know that people -- some of them Labour Members -- are worried about our alliance with the United States of America. However, I think that America now understands and believes that the best and ultimate guarantee of its security is the spread of the values of freedom, democracy and the rule of law (van Dijk, 2004, May 2004).*

The extract shows how the former Prime Minister wants the House of Commons to support him in the war against Iraq. The extract shows that his speech is based on the thesaurus of communicants which form the implicature of a text. Mr. Blair knows that the majority of Commons are against the war. That is why he tries to use the appropriate utterances based on presuppositions. An extra-linguistic factor is added to the general context information which is common for both the Commons and the Prime Minister. In this case it is a strike in the street against the war which definitely does not help the Prime Minister. It is obvious that the former Prime Minister appreciates the situation well. He somehow tries to observe the principles of co-operation to make the conversation successful.

The pragmatic analyses of political speeches I have performed prove that there are certain categories that help us identify the underlying message of a text. They are: frequency of used pronouns, the length of utterance, background noise, phrase fillers, contagious reaction and types of questions. The following example shows how difficult the US former president Bill Clinton finds to answer a simple question and how he manages to deal with it.

*"I've thought about it a lot. And there are lots of more sophisticated explanations, more complicated psychological explanations. But none of them are an excuse. I have to say that over and over again, because I know that people will raise Cain about that. But only a fool does not look to explain his mistakes. People should try to understand why they did the things they did, **shouldn't they?**" (McDermott, 2004).*

*In this case the form of a tag question he uses is somehow a rhetoric question. I think a tag question is a good way to see the difference between a question and a statement. E.g., the tag question makes these two sentences different: "He is stupid, **isn't he?**" and "Is he stupid?" The pragmatic analysis of these sentences shows that using the first sentence, a speaker tries to give us some hidden information about N and make us agree with him.*

## Conclusion

As you can see, political speeches need to be carefully read or listened, as they contain some implicit information which sometimes might be more important than the explicit one. A journalist with an appropriate knowledge and instruction can easily alter the way of the conversation, strengthen or weaken the influence on the speaker. The easiest and the most available way of manipulation used by journalists is just an interruption if an interviewee talks too much. The analysis I have performed once again proves that many techniques are used in political speeches, and these are all designed to make the audience accept or agree with what is being said. This agreement is often a result of a politician's trustworthy image and frequent emotional appeals. Politicians often shroud their message in jargon to avoid betraying logical inconsistencies and to create associations between unrelated things in order to produce an effect. Repetition is a powerful technique often

used in political speeches. Repetition ingrains important and usually crowd-pleasing policies into the listeners' minds. Aside from the use of repetition, politicians also frequently make use of techniques such as anaphora. Repetition can create a sense of familiarity, which people generally react to positively.

In accordance with the research I can conclude that political speeches mostly use the first person plural in most cases, though, we can say that during political speeches the choice of pronouns goes beyond their grammatical person, number and gender. The pronouns can be chosen for different reasons. They can be used to show the communicants' attitude, social status, gender, motivation and so on.

To go back to Voltaire's quote, what is said and what is meant, coded information and its use in communication do not seem to coincide in all cases. If we look carefully at the means of expressing implicature (frequency of the used pronouns, repetition and types of questions), we can see the difference between uttered and inferred statements to get the real message from a speech.

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## The role of music in Anthony Burgess's *A Clockwork Orange*

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### Abstract

The research problem of the article is the role of music in Anthony Burgess's novel *A Clockwork Orange*. Music is inseparable from the main character's - Alex's - personality. The impact of music on him is ambiguous. Alex's violent behaviour is often dictated by Beethoven's *Ninth Symphony*. On the other hand, music helps Alex to survive in prison. Later, after his treatment, music causes a terrible pain and even forces him to commit suicide. Besides, the article views the structure of the novel. The form of an operatic aria is shown as the foundation of the novel's structure. The novel is divided into three parts and is written in ABA form – the first and third parts are structurally similar, while the second section is different.

**Key words:** music in a literary work

John Anthony Burgess Wilson's novel *A Clockwork Orange* first appeared in 1962. It was not a success until Stanley Kubrick made a movie based on the book in 1972. The title *A Clockwork Orange* was an innovation for the reader. Burgess says (The International Anthony Burgess Foundation, n.d.) that the name of the book comes from a phrase "as queer as a clockwork orange," frequently used by old English people, he also explains that an 'orange' refers to lively life and 'clockwork' – to control or discipline.

*A Clockwork Orange* is seen by many scholars as the criticism of the Soviet Union, communism, and generally, the criticism of any society which suppresses an individual in order that the majority of population live in peace. The main topics of the book are: the inviolability of free will, the relationship between the individual and the government, the techniques of punishing criminals.

Many critics claim that *A Clockwork Orange* is quite similar to the form of a symphony. Such resemblance may be explained by the fact that Burgess, besides being a writer, was a composer and many of his novels, such as *The Earthly Powers* (1980), *The Piano Players* (1986), *Mozart and Wolfgang* (1991), were inspired by music and were written in a resemblance to the structure of a symphony, which is really unusual for a prosaic literary work. Another example may be Aldous Huxley's *Point Counter Point*.

In this paper I will discuss the importance of using classical music in *A Clockwork Orange* - how it affects the structure of the novel, the development of plot, and the role of music in the main character's Alex's life.

Speaking about the structure of the novel in comparison to scientists who believe that *A Clockwork Orange* is as symmetrical as a symphony, Burgess claims (*A Clockwork Orange* Resucked, 1986) that by writing 21 chapters he wanted to emphasize that the age of 21 is the age of human maturity. In the 21<sup>st</sup> chapter

the reader notices how Alex has changed, he is tired from being violent, he dreams about a warm house and a family. Thus, Alex becomes mature at 21. Despite the fact that Burgess wanted to emphasize the age of maturity, the structure of the book still is closely connected with the form of a symphony.

Assuming his first profession to be a composer, Burgess approaches the structure of *A Clockwork Orange* (maybe without his realization) not as a novel but as a piece of music. According to Robbie B.H. Goh (2000), the novel is closely connected with an Italian operatic aria - Da Capo Aria. Operatic aria was especially popular in the 17<sup>th</sup> and 18<sup>th</sup> centuries and nowadays as well one cannot imagine opera without an aria. One of the most important features characteristic to Da Capo aria is that it has three sections: it starts with an opening A section, after which, in contrast to A section, comes a B section and aria ends with an A section, which is almost an exact repetition of the opening section. The ending part repeats the starting section, but adds notes, changes the musical line and at the same time tries not to turn away from the primary musical line.

*A Clockwork Orange* is as symmetrical as an operatic aria. Like Da Capo Aria, *A Clockwork Orange* is divided into three parts and each of them contains seven chapters. The first and third parts of *A Clockwork Orange* resemble each other, but there are some additional features which are added to the third part. Teddy Wayne (2002) thinks that the descending chapters of the third part usually reverse the ascending chapters of the first part. First of all, the first and third sections start with the question which Alex asks to his friends in the first part and to himself in the third part: "What's it going to be then, eh?" In the third part Alex meets people who he robbed, beat, violated in the first part, however, the roles have changed. Mr. Professor who Alex beat in the street meets Alex in the library and it is Mr. Professor and not Alex who makes a revenge this time. The police comes to help Alex while in the first part the police always tried to catch Alex and his gang. In the first part Alex almost kills Dim and Billy Boy, however, in the third part he becomes their victim. Most importantly, while listening to music in the first part, Alex imagines killing people with pleasure; in the third part, when he hears music, he suffers and jumps out of the window to commit suicide. But he failed, because Burgess could not support the idea that music can kill anybody.

Another important feature of an operatic aria is repetition. Musical repetition has a great power and this is why it is used in *A Clockwork Orange*. When a composer repeats pleasurable notes, listeners not only remember this music well, but they will also listen to it for hours and never get bored. In *A Clockwork Orange* one can find the following repetitions in the second chapter "Prrrrzzzzrrrr, I could slooshy the clack clackclacky clack clackclackityclackclack typing, grinning and going ererer and a right, right, right, razrez, razrez" (Burgess, 2012: 22,26,28,29), as well as in the fourth chapter „brrrr, Joy Joy Joy" (ibid, 41,49), " and "What's going to be then, eh" (ibid, 10,76,126) with which each section starts. Because of these frequent repetitions the language of *A Clockwork Orange* becomes distinctive and musical, and, while reading loudly, readers may think that they are listening to music.

The second part of the novel is completely different from the first and third parts. The second part of *A Clockwork Orange* describes Alex's life in prison and the experiment of Ludoviko's method. The chapter starts with "What's it going to be then, eh" but these words belong to the prison Chaplain, and not to Alex. Alex does

not have a name in the second part and he is always referred to as number “665321”. Also, in the second section Alex does not meet his old friends or victims. All the characters are new not only to the reader, but also to Alex.

It is common knowledge that highly educated people are fond of music. Some people make their children listen to classical music from the early age, since they believe that music will positively affect their children’s development and they will grow up intelligent youngsters. However, the reader encounters a paradox in *A Clockwork Orange*. Alex, a professional criminal, is madly in love with classical music. The paradox of the novel is that classical music, usually associated with pure feelings, here is the source for violence. Classical music evokes the desire of hurting people when the main character Alex listens to Beethoven. Alex must have a reason for admiring Beethoven’s ninth symphony. Maybe the ninth symphony is associated with freedom for him. Benjamin F. Carlson in his article “What does Beethoven’s Ninth Symphony Mean?” agrees with Harvey Sachs (a writer, the author of a book “The Ninth: Beethoven and the World in 1824) that Beethoven’s ninth symphony was written in a politically repressed Europe and it was a “quest for freedom: political freedom, from the repressive conditions that then dominated Europe, and freedom of expression, certainly, but above all freedom of the mind and spirit” (Carlson, 2011). Perhaps Alex connects his desire to be free to the symphony and it’s why he listens to it very often.

Probably the aim of Burgess presenting Alex as a music lover is to emphasize that even criminals like Alex can be intelligent and can listen to Beethoven. Alex reminds us of many fascists who whole-heartedly cried over music and then cold-bloodedly tortured and killed innocent people.

Music and Alex are so connected to each other that it is hard to separate them. Alex does not think that classical music will have a positive influence on young people and laughs at the idea of classical music being good for children’s improvement. He remembers an article written about music: “Great Music, it said, and Great Poetry would like quiten Modern Youth down to make Modern Youth more Civilized... Music always sort of sharpened me up, O my brothers, and made me feel like old Bog himself“(Burgess 2012: 46). Alex’s crimes mainly stem from classical music. He loves listening to Mozart, Shubert, Beethoven (Hanoeh-Roe, 2002). In the first part while listening to Beethoven’s Ninth Symphony Alex always thinks about violence, killing. He listens to Beethoven’s Ninth Symphony when he rapes two teenage girls: “There were vecks and pttisas, both young and starry, lying on the ground screaming for mercy, and I was smecking all over my rot and grinding my boot in their litsos ... and indeed when the music, which was one movement only, rose to the top of its big highest tower, I broke and spattered and cried aaaaaaah with the bliss of it” (Burgess 2012: 38).

Classical music is so important for Alex that it becomes the reason for his conflict with Dim. In the third chapter Dim imitates Alex’s favourite symphony (Das Bettzeug by Friedrich Gitterfester) and Alex beats him. In prison Alex finds the escape from horrible prison life by listening to music. He becomes a friend of Chaplain and he chooses music for church service. In Prison Alex often dreams about Beethoven and Mozart. Maybe he finds power in music during his hardest times. In the third part, Alex is happy that he will be able to listen to music at home. Unfortunately, after government doctors conduct an experiment called “Ludiviko’s technique” on him, Alex not only becomes harmless, but also loses the ability to get pleasure from listening to

music. Music is somehow connected with Alex's inviolability of free will. Without music Alex's life does not make any sense, it is nothing. After curing from Ludoviko's technique, the first thing Alex does is listen to Beethoven's Ninth Symphony."When it came to the Scherzo I could viddy myself very clear running and running on like very light and mysterious nogas, carving the whole litso of the creeching world with my cut-throat britva ... I was cured all right." (ibid, 168) In the 21<sup>st</sup> chapter, which is completely different from the whole book, Alex's taste of music changes together with his personality. He does not any more enjoy hurting people. Such a change might be caused by the age of maturity, as Burgess suggests, but it seems strange to me, that due to the age of 21 Alex stopped enjoying both violence and classical music. Maybe it was classical music that inspired Alex to be violent and after changing his taste of music he lost the desire to be a criminal.

Thus, there is a vivid connection between classical music and Burgess's *A Clockwork Orange*. It is reflected in the book's structure and plot. The structure of the book is similar to Da Capo Aria. Both "A Clockwork Orange" and Da Capo Aria have three parts in which the first and third sections are similar and the second part is different. Music inspires Alex to hurt others in the first part, in the second section music makes his life easier in prison and in the third part he tries to kill himself because music becomes a pain for him. In the last chapter we see Alex as a normal person who is mature, willing to start a family. His change seems to be caused by the change of his taste in music. Accordingly, music does play an important role in Alex's development from a criminal to a normal citizen.

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## The concept of Death in John Donne's sonnet *Death Be Not Proud*

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### Abstract

The paper deals with the concept of Death in John Donne's *Holy Sonnet X - "Death Be Not Proud"*. Donne's attitude towards the concept of Death is paradoxical and deconstructive. He treats Death as a person. The poet rejects the power of Death and makes himself more powerful and the one who can escape Death. He believes that this is the God who creates the Death and Death is a part of creation like other creatures and has no more power over others. Donne attacks the immortality and pride of Death. The most important element of the Holy Sonnet X is the poet's use of apostrophe (personification of Death). The poet addressing Death shows that Death is not in such a high position that cannot be addressed by a mortal. Through personification, Donne questions Death's power. Donne displays the true nature of Death against public's perception and Death is no more "*Mighty and dreadful*"; it is like a "*short sleep*" which results in eternal life, so there is no reason to be afraid of it. He breaks down the fear of Death and dramatizes its weakness and dependency.

**Key words:** concept of Death, God, metaphysical poets, personification, metaphor, immortality, eternal life, nature of Death, afterlife, sleep

John Donne was a great English poet and writer of the XVI-XVII centuries. He is considered the pre-eminent representative of the metaphysical poets. His works are noted for their strong, sensual style and include sonnets, love poetry, religious poems, Latin translations, epigrams, elegies, songs, satires and sermons. His poetry is noted for its vibrancy of language and inventiveness of metaphor, especially compared to that of his contemporaries. His style is characterised by abrupt openings and various paradoxes, ironies and dislocations.

Donne's poetry represented a shift from classical forms to more personal poetry. Donne's complex personality plays an important role in his poetry. It can be seen in his attitude towards the concept of Death which is paradoxical and deconstructive. Like most poets of his time, Donne was obsessed with Death. His preoccupation with the instability of life and the ruthless perpetuity of Death makes him a Death poet. His most famous phrases are "Death be no proud" and "for whom the bell tolls" (Fomeshi, 2013, pp.1-2). Thirty two of his fifty four *Songs and Sonnets* (Donne, 2001) deal with these themes directly or indirectly.

Ralph Emerson (1803-1882), the American transcendentalist, calls him a philosopher" (Hammond, 1974, p. 68), and Samuel Taylor Coleridge (1772-1834), the British romantic poet, views him as "worthy almost of Shakespeare" (Smith, 1983, p. 278). These two quotations reveal Donne's status in the world of literature.

The image of Death in Donne was completely different from the others. As mentioned above, it was paradoxical and deconstructive. He was hypnotized with the mystery of Death. It can be said that Donne

romanticized the idea of Death. He sometimes adored Death, sometimes mocked it, and in the other times belittled Death. As a Christian, Donne believed in existence of life after death and believing in afterlife, he was not afraid of Death and applied it as a means to reach the eternal and everlasting life in the glory of heaven. Death was an unimportant matter for him while others feared for it. He wanted to have superiority over the horrible face of Death rather than being its slave and victim.

Donne's Holy *Sonnets* are a matter of special interest. In *Holy Sonnets*, Donne addresses religious themes of mortality, divine judgment, divine love, and humble penance while reflecting deeply personal anxieties (Ruf, 1997, p. 41). His "*famously impassioned 'Holy Sonnets' showed how the religious poet might appropriate traditionally secular lyric genres*" (Keenan, 2008, p. 135).

In the focus of attention of the present paper is Holy Sonnet № 10 "*Death, be not proud*" (Poemhunter, n.d.), where the notion of Death is deconstructed by Donne. The poem was written in 1610 and first published posthumously in 1633.

Donne's "*Death Be Not Proud*" differs significantly from typical sonnets. The transcendence of Death through faith in an afterlife is not the conventional theme of the Renaissance sonnets, as sonnets usually concern love problems. Donne's sonnet presents the author's contradictory views on the problem of Death. It is a sonnet concerning the ways in which one can defeat the fear of Death and anticipate the happiness of an eternal afterlife.

According to literary scholar and poet John Daniel Thieme, the poem expresses an open defiance against fate and Death. Thieme describes Donne's speaker as "bold in his confidence that Death ultimately will be defeated by the victory a saved soul experiences in resurrection. After 'one short sleepe past', eternal life snatches victory and power from Death" (Thieme, 2014, p. 11).

In the opening lines of poem, "*Death be not proud, though some have called thee/ Mighty and dreadful, for, thou art not so;*" (Poemhunter, n.d.). Donne demonstrates his own uncertainty on the issue, since that "some" he mentions includes him at times. However, he denies the power of Death in the very next line, "*For, those, whom thou think'st, thou dost overthrow, /Die not, poor Death, nor yet canst thou kill me*" (ibid.). He treats Death as a person. He tells him not to be so proud, because he's really not as scary or powerful as most people think. He has no superiority over others and like other creatures should wait for proper chance ("*poor Death*"). Donne rejects the power of Death and makes himself more powerful and the one who can escape Death. He believes that this is the God who creates the Death and Death is just a part of creation like other creatures and has no more power over others.

Gradually, Donne tries to justify his reason for deconstructing the image of Death and in further lines "*From rest and sleepe, which but thy picture be,/Much pleasure; then from thee much more must flow,/And soonest our best men with thee do go,*" (ibid.), he shows that Death is not the end of our life but the end of our earthy life which is mortal and Death is a gift from God which bestows us our immortal life in heaven. It is not

possible for human beings to be immortal without dying, so even "*our best men*" wait to be taken away with Death to their deathless lives.

Moreover, Death is like "*sleep*", a sweet sleep, which not only gives rest to physical bodies and bones but also brings freedom for souls. Death is considered as a gateway, a transitory stage, between earthy and afterlife world. By mentioning "*our best men with thee do go*" (ibid.) Donne grants a positive attitude towards Death for those who are afraid of it and recalls his readers that Death is not a punishment from God which is received only by a few people but it happens for all human beings, even for noble and best men and everyone should endure it for getting to the admired heaven. The subsequent line explains both the physical and spiritual need for Death, since it provides "*Rest of their bones, and soul's delivery*." (ibid.) Not only will it rejuvenate the body, but also the spirit Death is the last chapter of living in the earthy world and the rest continues in the world after Death.

Donne attacks the immortality and pride of Death when he writes, "*Thou art slave to fate, chance, kings, and desperate men*." Donne calls Death a slave. A slave is someone who must adhere to another's wishes, and therefore Donne is showing the absence of genuine dominance or authority of Death. This comparison makes Death appear to be subordinate to forces other than its own, particularly the forces of man. By making Death appear to depend on man, Donne shows the reader that rather than Death being overpowering, man is in fact more in control of Death than Death is itself.

In the next line "*And poppy, or charms can make us sleep as well*," he employs a metaphor to compare Death's methods to "*poppy or charms*". This connotation describes that the feeling of Death is not inevitably unpleasant; and poppy or charms both imply a peaceful and relaxed passing into sleep or Death. It extremely decreases the fear of Death. The metaphor explains that since sleep is such a pleasant experience, Death must be even more pleasant, since Donne believes that Death is simply a deeper form of sleep. A method used by Donne to diminish the fear of Death is to compare it to sleep. Through comparing the unknown phenomena to a known one, he conveys a feeling of familiarity with Death, an acceptance through understanding and therefore removing the fear of the unknown.

Finally, the poet predicts the end of Death and the poem ends in lines: "*One short sleep past, we wake eternally/And Death shall be no more; Death, thou shalt die*." (ibid.). He compares the relationship of Death to the afterlife to that of sleep to waking up. This metaphor encompasses the religious aspect of the theme by showing that Death is not permanent, but is only a break between life in this world and that in the next. Donne affirms with great bravado the ultimate defeat of Death through eternal life (Targoff, 2008, p. 106).

Here the poet mocks and destroys Death completely. After awakening from a short sleep, all will live forever with no Death; Death is deconstructed and removed from afterlife completely and ceases to exist. Death has no room in the life after Death and loses its horrible images in the mind of human being. Donne displays the true nature of Death against public's perception and Death is no more "*Mighty and dreadful*"; it is like a

“*short sleep*” which results in eternal life so there is no reason to be afraid of Death. Donne breaks down the fear of Death and dramatizes its weakness and dependency.

Addressing Death is evident from the beginning line of the sonnet, "*Death, be not proud, though some have called thee*" to "*thou shalt die*" which ends it. These words show the attitude of the poet towards Death throughout the poem by making the audience immediately aware that Death is not in such a high position that cannot be addressed by a mortal. Through personification, Donne questions Death's power.

Using "thee" John Donne puts Death on the same level as himself, and demonstrates his lack of fear and awe for Death. Donne succeeds in escaping his fear of Death by deriding it. As a devout Christian, Donne considers Death as the indispensable transitional period, something neither to be annoyed about nor to be afraid of.

As we can see, the poem consists of a series of paradoxical images of Death as powerful, yet weak and servile. Donne appears as the preacher-poet-philosopher looking at the Death skull and describing the ways in which one can deny its victories.

It is safe to assume that Donne did not fear Death in the conventional manner, for he believed in the concept of an afterlife. His faith in Christian theology calmed those fears and doubts, but at times he searched for answers to questions about Death, answers that had no explanation. For this reason, his poetry is highly paradoxical, a quality that only adds to its richness and attractiveness, much to the delight of its readers.

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## **Methods of teaching English Novel academic course: Raising students' awareness in the main literary movements of the 19th century (On the example of O. Wilde's *Picture of Dorian Gray*)**

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### **Abstract**

Students' interest towards the subjects of humanities has been decreasing gradually for the last twenty years in Georgian universities. . The pleasure of reading long classic novels is replaced by watching movies, or reading some adapted versions of the novels which convey only the plot of the novel, while all other virtues and beauties are lost. Ways to overcome this problem are offered in the paper. I propose to opt on the syllabus which is concerned with the process through which these outcomes are to be brought about. Developing the students' skills of creative thinking, logical argumentation, and judgment is the process rather than a set of product.

The paper is based on teaching experience of *English Novel* academic course, and illustrates the role of a teacher in raising students' interest towards the novel of Oscar Wilde – *The Picture of Dorian Gray* which will lead them to exploring the genuine depth of the novel to find out the secret of its immortality. Oscar Wilde's timeless novel "The Picture of Dorian Gray" still inspires young generations and gives an opportunity to teachers to stimulate class discussions on a wide range of topics - philosophy of the novel, dominant literary genres of the epoch, style and vocabulary, satire, humor and cynicism, metaphors and comparisons, witty expressions, and exquisiteness of the language. The most important is that the novel also gives a socio-cultural picture of the epoch; it demonstrates the mentality, tastes, and habits, moral and ethical norms of English high society at the end of the 19th century. The authors' approach in designing of the syllabus for the English Novel academic course is discussed and teacher's original lecture plans are demonstrated.

**Key words:** teaching literature, motivation of reading fiction, syllabus in English Novel

### **Introduction**

In the twenty-first century the rapid development of technologies has changed the teaching paradigm, as well as students' learning style. Both have become more pragmatic and labor-market oriented. Students' interest towards the subjects of humanities has been decreasing gradually for the last twenty years in Georgian universities. The pleasure of reading long classic novels is replaced by watching movies, or reading some adapted versions of the novels which convey only the plot of the novel, while all other virtues and beauties are lost. The present article is an attempt to show one of the approaches teachers may use to raise students' interest towards reading the novels, so that they could gain knowledge of the universal truth, learn more about human history, social changes, morals and ethics, and fall in love with the beauty of literary language.

One of the classic novels that inspires the students of English Philology at the International Black Sea University is O. Wilde's *Picture of Dorian Gray*; it seems to me natural, because Oscar Wilde's timeless novel is still a key to understanding of the philosophy, ethics and morale of the 19<sup>th</sup> century British society and socio-cultural aspects of the life of the aristocracy. The novel gives an opportunity to teachers to stimulate class discussions, to discover the exquisite beauty of the language of the novel, full of metaphors, comparisons, witty expressions, satire, humor and cynicism.

*The Picture of Dorian Gray* is an infinite source of inspiration that leads teacher to talk about one of the most interesting periods in the history of Great Britain - The Victorian Era; explain and discuss the major literary genres and tendencies in the 19<sup>th</sup> century English literature, such as: romanticism, modernism, aestheticism, gothic novel, and decadence. Broadening the students' horizon in the field seems absolutely necessary in order to increase their interest towards a deep analysis of the novel. It will support their individual intellectual capacity to explore the depth of literature, and particularly the worth of the 19<sup>th</sup> century English novel.

### **Designing the syllabus for the *English Novel* academic course**

Before the beginning of the study course, it is important to identify students' interests and requirements which should be considered while designing the syllabus. It is how it will "fit" to the needs of the students. The teacher should send pre-designed questionnaires through e-mail to the students in order to discover their interests. The procedure of choosing the novels for the course by the teacher considering the students' needs and inclinations is one of the major premises for the development of an effective syllabus. It is also important to get information about background knowledge that the students have in the area, and particularly around the topic. For example, the questions that the teacher asks may refer to the author's biography, his epoch, literary works, and a particular novel.

Setting up a syllabus is one of the most complicated stages of the study course. In some subjects the lecturers are bound to the formal, already accredited curriculum, set up by other specialists and lecturers. When teaching an academic course in literature, the lecturer has the privilege to be relatively free in designing his/her own one. The curriculum development process should reflect a set of philosophical, social, and class management aspects, which contribute to the planning and successful implementation of the academic course. When designing a syllabus in a broader sense, the teacher selects the content, structure, and parts of the academic course, also the methodology of teaching: learning tasks and activities. The major problem is how the syllabus will "fit" to the needs of the students. The need to make value judgments and choices in deciding what to include in (or omit from) specifications of content and which elements are to be the basic building blocks of the syllabus, is a constant problem for the lecturers facing a difficulty of tailoring the course to the needs and interests of the students, on the one hand, and, on the other hand, offering new perspectives and viewpoints to the students, as it is expected from the teacher who is the leader and the mentor in class.

In the evaluation part of the syllabus, the teacher should define the criteria for the assessment of the students' achievements to identify what they have learned and what they have failed to learn in relation to what had been planned. Reading and analyzing literature raises the students' awareness, motivates them to read more books, and enhances intellectual capacities and critical thinking skills.

How can a teacher identify the progress the students are making in terms of creative thinking, or critical analysis? It is important that in the planning, implementation, and evaluation of a given curriculum and syllabus, all elements be integrated and considered during the evaluation process. Particularly, it is very complicated to work out discreet norms for evaluation of the students' creative essays.

Creative and analytical type of essays should be assessed based on formal criteria set out by the lecturer, but there is a complexity in evaluating the student's creative thinking, original approach and intellectual progress revealed in the judgment. Undoubtedly, the evaluation of the named processes requires a very sensible and prudent approach from the teacher's side. A creative essay, as well as the student's overall achievements, or his/her interesting presentations and discourses in class should not be judged based only on formal assessment requirements. In humanities academic courses, it is important that evaluation principles are reflected, not only in curriculum documents and syllabus plans, but also in classroom activities, patterns of classroom discussions, argumentation performance, students' interest in reading additional literature, and in their creative essays and presentations. One of the aims of a teacher of literature is to try 'to open the doors of perception' for the students. So, I propose to opt on the syllabus which is concerned with the process through which these outcomes are to be brought about. Developing the students' skills of creative thinking, logical argumentation, and judgment is the process rather than a set of product.

### **The role of a lecture plan in teaching academic course in literature**

With my 30-year teaching experience, I recognize that developing the plan for each lecture makes the lecture well-organized and more efficient. Also it helps me to work out a prudent management style, and what is more important, to introduce different topics, tasks, and activities in order to allocate discreetly every aspect of the syllabus, and avoid exact resemblance between the lectures.

What is not indicated in the lecture plan is the soul of the lecture, an emotional, and at the same time inspiring teaching which aims to bring about learning. "The teacher is a guide and director; he steers the boat, but the energy that propels it must come from those who are learning" (Dewey, in Boydston, 1988, p. 140). Though I doubt that a teacher is able to achieve all of his/her learning objectives during each lesson, I assert that teaching should have an overall intention to raise the students' awareness, in order to inspire and induce the further learning. It should direct the students' forces to construct their own images, knowledge and objectives. This is possible to achieve in case the lecture is well designed and class management is effective. Here is a lecture plan for the first three-hour lecture + seminar. Each academic hour lasts 50 minutes.

1. Introduction to the course and syllabus (15 min)

2. Presentation of general biographical notes about the chosen writer – Oscar Wilde, and his most popular novel ‘The Picture of Dorian Gray’ (35 min)
3. Reading of the Preface of the novel about the role of art and literature. Why was it written by the author? The students make comments and try to interpret the authors’ sophisticated ideas expressed in Preface which are also a key to understanding the essence of the novel (30 min)
4. Reading in class the important and most difficult passages from chapters 1 and 2 (20 min)
5. Identification and discussion of new words and phrases in class. Demonstration of proper technique of addressing new words from the text (20 min)
6. Asking students to express their first impressions about the novel (20 min)
7. Answering students’ questions (10 min)
8. Home assignments: **A.** Read chapters 1-5. Write down new words in the given context, give definitions and synonyms. **B.** Write a short summary of the chapters (500-800 words); **C.** Give brief characteristics of the main characters in the novel: Lord Henry, Painter Basil and Dorian Gray. **D.** Read the handout materials prepared by the teacher which includes:

1. Oscar Wilde’s short biographical notes. 2. Characteristics of Victorian Age. 3. A list of 100 new words and expressions from chapter 1-5; 4. A number of factual and opinion questions to be discussed in class. 5. Three titles for the essays. The students chose one of the titles to carry out their written assignment.

It is advisable to start with general information about the epoch, describe the spirit of the Victorian Age and the famous writers of the 19<sup>th</sup> century, the Oscar Wilde’s biography, the history of the novel’s publication, and other important aspects of the novel. Some examples are provided below.

*In the Victorian era, which lasted about seventy years, more than 60,000 works of prose fiction were published in as many as 7,000 novelists. It saw the rise of a highly idealized notion of what is “English” or what constitutes an “Englishman.” This notion is obviously tied very closely to the period’s models for proper behavior, and is also tied very closely to England’s imperial enterprises. Many colonists and politicians saw it as their political duty to “help” or “civilize” native populations in colonized regions. Later the Victorian writing saw the seeds of rebellion against such idealized notions and stereotypical codes of conduct. These “proper” behaviors often served as subjects of satire; Oscar Wilde’s novel and his plays are excellent examples.*

The above- provided example is an extract from the lecturer’s speech about the Victorian Age which aims to give one possible explanation to the bitter satire the writer uses in his novel. It is important that the teacher carefully chooses the passages directly concerned with the target novel. Background materials put the students into the picture giving them a broader context. The later years of the Victorian period also saw the rise of aestheticism, the “art for art’s sake” movement, which directly contradicted the social and political goals of much earlier Victorian literature.



When talking about Oscar Wilde's biography, it is important to mention that "*He was an awesome student, and his big contribution to literature in general was that he popularized aestheticism while he was still in school*" (Green, n.d.). A general definition of aestheticism is basically art for art's sake; it does not have a greater purpose. It is not trying to do anything socially or politically. It is just there. It is beautiful, and it is art. That is the idea behind aestheticism which plays a central role in understanding of the novel. In *Preface* to the novel the author states: "*There is no such thing as moral or an immoral book. Books are either well-written or badly written. That is all. All art is quite useless.*" (Wilde, 1891). This last phrase may seem ambiguous to the students, unless the teacher explains the philosophy of aestheticism and tell about the public disgrace which followed the first publication of the novel. The *Preface* was written after the Author was blamed for immorality and Oscar responded that "*No artist is ever morbid. The artist can express everything*" (Wilde, 1891). He claimed that it was just a piece of art. Not only is the novel written in accordance with Aestheticism, but also Wilde uses *The Picture of Dorian Gray* to spread his own interpretations of Aestheticism.

It is essential to develop the main idea of the novel step by step concentrating on the genre, literary style, and brilliant language of the novel. *The Picture of Dorian Gray* is a curious mixture of different genres. It displays Wilde's incomparable talent for social comedy and satire, even as it turns toward the formula for Gothic literature. Gothic fiction, focused on tales of romance, cruelty, and horror became once again popular in the 1880s. *The Picture of Dorian Gray* is considered to bear some characteristics of this genre which combines the elements of the medieval romance, which deemed too fanciful, and the modern novel, which was considered to be too confined to strict realism. The name "Gothic" comes from the castle built in a Gothic style, which happened to be a setting for the majority of novels in this genre. The degradation of the picture of Dorian, as well as his biography, represents a type of moody romance popular among Gothic authors who fictionalized contemporary fears like ethical degeneration and questioned the social structures of the time. Classic works of this Urban Gothic include Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr. Hyde* (1886), and Oscar Wilde's *The Picture of Dorian Gray* (1891).

One cannot avoid discussion of the literary style and language of O. Wilde which seems so fascinating to many generations. Wilde had two distinct styles of writing, though he sometimes mixed them with the happiest results. One of these was the aesthetic or symbolist style, gorgeous and poetic, full of allusion and reminiscence and jeweled words, and the other light, wordly, cynical, paradoxical, and full of laughter. There are hundreds of examples of witticism and the teacher should outline the most important quotes to be interpreted (Aldington, 1978). The students also try to explain the meaning of the quotes orally and in a written form. Here are some examples of the quotes which could serve a correct interpretation of the novel's philosophy: (a) *A cynic is a man who knows the price of everything, and the value of nothing.* (Decadence). (b) *To love oneself is the beginning of a lifelong romance.* (Hedonism which is one of the central ideas in the novel); (c) *I can resist anything except temptation.* (Seduction); (d) *The books that the world calls immoral are books that show the world its own shame.* (art cannot be blamed) (e) *Women are meant to be loved, not to be understood.* (Wilde's attitude towards women which is a reflection of dominant view-point).

There are some key words in the novel which should be not only translated, but also analyzed and interpreted. For example: *idolatry, debauchery, hideous, humbug, solitude, filled with awe, enthralling influence, and many other*. On average, while studying the book, students learn five hundred new words and expressions and enlarge their vocabulary with some unforgettable phrases, such as, “*I have the simplest tastes. I am always satisfied with the best.*” Or “*I am not young enough to know everything*”.

The lesson plans presented hereby serve a twofold function: they demonstrate what topics are introduced and what types of home assignments help students to understand and interpret the novel.

### **Teacher’s plan - some topics and assignments for the following lectures**

1. The students express their attitude towards the main characters of the novel and read out the words and phrases that best characterize each of them.
2. Students are asked to write the quotes they liked best on the board and try to interpret, explain, and find idea in the words written on the board.
3. What is Hedonism? Why is it one of the central themes in the novel?
4. Why is the novel considered to bear some elements of Gothic Fiction?
5. *The Picture of Dorian Gray* is thought to be a work with a strong Faustian theme. Explain the idea of Faustian theme.
6. Find the metaphors in the 10-20 chapters.
7. What are some of the examples of O. Wilde’s cynicism? What is the author’s aim?

*Home assignments:* Read handout materials prepared by the teacher: Who were the members of the group of Pre-Raphaelites? Discuss the philosophy of aestheticism of the 19<sup>th</sup> century. What does a *Yellow book* symbolize in the novel? Answer the questions given in the course-notes to get a better understanding of the text; answer seven opinion questions, and be ready to discuss some challenging issues in class.

It is highly advisable to offer different types of questions, such as: Factual question examples:

1. *Tell the story of Dorian’s family. Who was his mother? Why was Dorian brought up by his grandfather?*
2. Opinion question example: *Lord Henry tries to explain a paradox with the following words: “the way of paradoxes is the way of truth”. Do you agree with this? Give example(s).*
3. Problems for class discussions and written assignments: *“Nowadays people know the price of everything and the value of nothing”, says Lady Henry. What can be inferred from this phrase? What does she mean?*

4. Characteristics: *Characterize Lord Henry and his attitude towards his old friend Basil.*
5. Provide your judgment: *Why did Dorian become jealous of his own portrait?*

The novel provides an opportunity to embrace a wide range of concepts which might be new for the students. The teacher could offer those concepts with the definitions in connection with the idea embedded in the novel. The students' personal interest will lead them to make further exploration around the concepts. Some examples are provided below: *Philosophy of Hedonism – pleasure-seeking, self -satisfaction; Paradox - a statement that apparently contradicts itself and yet might be true or wrong at the same time. Faustian theme - where the fictional character sells his soul for knowledge. Mephistopheles - an evil who tempts Faust. Philosophy of individualism - allows one to live one's life boldly, freely, and according to one's own edicts. Homoeroticism - sexual attraction between members of the same sex, either male–male or female–female. Seduction - something very attractive and charming, likely to lead a person astray.*

By the end of the course, the students are intellectually mature enough to discuss more sophisticated topics, such as the Pre-Raphaelite movement and decadence. Pre-Raphaelites were a group of artists whose intention was to reform art by rejecting what it considered the mechanistic approach. Pre-Raphaelites are closely connected with aestheticism. It involves a devotion to art and it signifies the importance of beauty compared with other values, such as morality and material utility. Hence, Pre-Raphaelites' aestheticism is crucial for understanding the main idea of the novel. As it is known, the novel was highly debated regarding whether it is morally repulsive, due to the focus it places on fascination between men, or a work of Aestheticism.

Decadence which means falling to a lower level in morals, art, and literature also emerged in the same period as a reaction to the dominant fake "morality". It also aimed to demonstrate the hidden dark sides of the society. The prudery for which the Victorian Age is notorious, in fact, went hand in hand with an equally violent immorality, in the writings of the Decadents (Encyclopaedia Britannica, n.d.).

One of the most impressive ways to attract the students' attention is to demonstrate some very well-known materials, noteworthy photos, beautiful pictures. Also it is highly advisable to draw parallels between movements that took place in Europe, America, and in Georgia, for example, decadent poets in England, in France, and in Georgia. Broadening the students' horizon is a core component of literature lectures. Teaching *Dorian Gray*, we embrace a wide range of social, cultural and spiritual problems of the English society, we give a broad picture of the century, and teach students how to develop a habit of reading novels, and how to make a thorough analysis.

The concluding remarks about the novel: Wilde's exaggerated hedonism is demonstrated in the personality of Lord Henry Wotton, who is so dominating that all other characters are reduced to shadows. The author is the prototype of Lord Henry. It almost seems as if Wilde were warning himself through the book that as long as he kept his aesthetic theories to the realm of pure idealistic art, he was safe; but as he transferred them to the sphere of action, he was courting disaster. He feared he would become his other character, Dorian Gray. The novel is often referred as 'the dialogue of the soul with itself'.

Is Dorian a villain, or a victim? If we understand Dorian as a victim of this Victorian circumstance, we can read his drastic course of action in a more sympathetic light. Indeed, by Chapter Sixteen, he is a man desperate to forget the sins for which he believes he can never be forgiven. The novel emphasizes the relationship between art and morality. But art is immortal and at the end of the novel, the beautiful picture of Dorian Gray – a masterpiece of Basil, a painter, revives and .... “*is hanging upon the wall, a splendid portrait of their master as they have last seen him*”(Oscar Wilde, 1891).

## Conclusions

What are the expected results of the study course?

The students will gain the following field-specific competencies:

1. The course will teach the students how to apply clarity of thought **to interpret and analyze classical novels**. Students will be able to present their judgments in class regarding the main idea of the novel, discuss its social, historical and cultural background. Students will have competences to analyze the characters and their actions through content and linguistic analysis.
2. The students gain / deepen **factual knowledge** about: a. English novel, b. The 19<sup>th</sup> century English literature; c. Dominant genres in literature in the Victorian era; d. Wilde’s biography and life; e. Wilde’s literary style; f. The plot of the novel; g. Definition of some literary terms.
3. Students **expand their vocabulary**; also acquire the necessary skill of working on their personal vocabulary development. The novel is full of wonderful expressions, literary words, satire and humor. Students are enabled to translate difficult lexical passages and grammar structures into their native language.
4. **Students develop their writing and oral presentation skills**. They learn how to write the summary of a chapter. I usually change the number of words of the summaries: starting from 500, and finally the students bring a very concise summary with only 100-150 words. The topics of the presentations are chosen by the students (usually from a list of suggested topics) and approved by the lecturer.
5. **Students develop critical thinking skills**. Usually, there are live discussions around the controversial issues raised in the novel, such as: homoeroticism, self-gratification, seduction, misogynistic, art for art’s sake, and end of the century.
6. **Students develop a creative approach when reading additional literature around the novel**. By the end of the course they are able to carry out individual research projects in literature.

7. Students acquire a good **understanding of theories and principles** important for a deep analysis of the literary pieces.
8. **The course has a long-lasting effect**, because in consequence, the students raise their awareness in the field and broaden their horizon. The enduring outcome of the course is that that the students acknowledge the value of reading classical literature, because they have experienced the pleasure of emotional reading when inspiration is the result of a profound understanding of the depth of the thoughts and the beauty of language of the novel, as well as the philosophy and moral of a literary piece.
9. The course will teach students **how to work on literary masterpieces**, how to emphasize hidden ideas and disclose their aims, how to reveal the truth and discover the values hidden in literary works by genius writers.
10. Reading and analyzing literature develops in students important **learning skills**. The course will improve their **speedy reading skills** and their ability to evaluate their own learning process in a coherent and comprehensive manner. Reading literature almost always suggests **raising the students' awareness in the area of humanities in general**.

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## Integrating literature in ESL/EFL classrooms

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### Abstract

Major changes have taken place in terms of literature teaching to ESL/EFL students in the last decades. This paper aims to examine the process of integrating literature in foreign language teaching. Through an ample research on using literature in the foreign language classroom, the study reviews teachers' and students' attitudes towards teaching literature as well as summarizes purposefulness, difficulties and highlights of teaching literary texts to students. Although there are some difficulties in application of literary texts in ESL/EFL classroom, the study reveals teachers' and learners' positive attitude towards literature due to its authentic and culturally-enriched materials. As a result, teacher training, reading techniques and additional materials should be provided to exploit literary works efficiently in foreign language teaching. Literature plays an important role in L2 learning and contributes a lot in developing learner's language skills. Literary texts enable students to acquire the target language easily and better through reading and enrich their knowledge on various humanistic, cultural, intercultural and global issues.

**Key words:** literature, ESL/EFL,

### Introduction

Literature teaching in EFL/ESL classrooms has many positive outcomes, and therefore there are a lot of reasons why it should be included in English language teaching curricula. Collie & Staler (1990) list several reasons for including literature in target language learning curriculum: a) valuable authentic material; b) cultural enrichment; c) language enrichment; d) personal involvement.

Carter and Long (1991) suggest the models for literature use and explain the necessity of integrating literature in teaching: The first model, according to them, is the **cultural model**: as literature can provide learners with culturally-loaded materials, in which learners can understand similarities and differences between the target language and their own culture, as well as appreciate different cultures. The **language model**: literary texts should be seen as meaningful authentic materials to teach the FL, as learners can enrich and acquire vocabulary and discourse structure through literature. The third model is the **personal growth model** that causes to engage students in reading, enables them to assess and appreciate personal and cultural values, as well as appreciate literary works, understand others and themselves better, to gain better comprehension in the world and how they function in it. This model also aims to increase pleasure reading that will last lifelong.

Literature indeed has a high cultural value. Learners get to know with the target language culture, other countries' traditions, etc. and, therefore, they can enrich their knowledge in this area, as well as appreciate their own and different cultures. According to Amer (2012, p.2-3) learners:

Can appreciate the similarities and tolerate the differences between their culture and other cultures... exposure to literature stimulates learners to reflect on concepts, recognize real life problems, explore causes and solutions, and compare their values and life styles with other cultures. This can provide teachers and learners, in the language classroom, with an authentic and rich context for discussion about their cultural values and traditions in contrast with other cultures.

Literature plays a great role in EFL/ESL learning process. Through reading a lot of authentic material, learners encounter a lot of vocabulary. Some students deliberately acquire new words that are introduced in literary texts. Learners also acquire discourse structure without realizing it. According to Elley & Mangubhai (1983), literature has a crucial role in acquiring L2. In their study, students who were involved in free reading program and shared book experience program did better in their reading comprehension tests, writing skill and grammar than those involved in learning by audio-lingual method. In her later study that was conducted with almost 3000 pupils, 4<sup>th</sup> and 5<sup>th</sup> grade children showed better results in reading comprehension tests, writing and listening and grammar (Elley, 1991).

According to Carter and Long (1991, p. 2), if implementing and approaching properly, it can further the learner's mastery in the four basic areas of listening, speaking, reading and writing. Literature can highly motivate students; it can raise intrinsic motivation that means that "the books offered must be enjoyable. This is more powerful than any other motivation" (Nuttall, 2000, p. 131). This enjoyable reading of literature always causes pleasure. Reading for enjoyment stimulates the student to read quite a lot of pages, and this, in return, enables him/her to acquire vocabulary better by exposure to words and lexical meanings. Besides, some researchers indicate that literary texts are a great source to acquire discourse / grammatical structures (Iftikhar, 2011; Amer, 2012).

However, several difficulties accompany the process of integrating literature in ESL classes. Some teachers and students have difficulty in understanding literary works as they read. This is mostly due to the fact that reading fiction requires higher skills that are above their language proficiency. According to Yongan Wu (2008) the problem lies in two areas: conception and pedagogy. Very few students know contemporary English writers, and consider some literary texts to be difficult and out-of-date. "Not surprisingly, ESL learners consider English literature long if not tedious, difficult if not formidable, out of date if not stale," (Wu, 2008, p. 5). According to the same author, some teachers consider students to be able to understand only fragments of texts, not the full text, while some teachers treat students as native speakers, and design curricula that include literary works beyond the students' language level.

If these difficulties are taken into consideration, it must be very hard to maintain students' interest and motivation, as well as to take into consideration the fact that literature teaching is not an easy task for teachers, too due to a high proficiency level required from students and themselves. Nevertheless, as a lot of research reveals (Ghazali et al, 2009; Perumal, 2013), students who are engaged in literature courses show a positive attitude towards literary texts. As research indicates, they do not have the same positive attitudes towards all the literary genres. Learners prefer some literary genres, such as short stories and dramas, while they consider novels

and poetry to be very difficult to comprehend. As the research indicates, they also use movies and videos as a kind of additional material in to help the comprehension of the literary texts.

### Research on literary texts in ESL/EFL settings

Literature teaching is a very sensitive aspect of language teaching and it was not favored by all teachers in the past. Even nowadays, not all teachers are eager to include literary texts in the target language curriculum due to their complexity, high level of critical thinking and language proficiency needed. But fortunately many teachers are aware of the advantages of using them in ESL/EFL settings. A study (Küçükoglu & Arikan, 2011) was held in Turkey to find out teachers' views of implementing literary texts in target language teaching. 84 prospective English teachers took part in the study to find out teachers' attitudes toward literature teaching. And the results are as follows:

**Table 1. Prospective ELT teachers' views on using literature in English language classes**

Prospective teachers enjoy teaching literature to the students	78%	Literature motivates students	81.3%
Teachers have difficulty in understanding literature	45%	Literature teaches grammar in an indirect way	80.2%
Teachers believe that literature studies are boring	27.5%	Literature improves writing skills	83.5%
Teaching reading would be easier, if they use literature	86.8	Teachers believe literature can be confusing for students	58.2%
Literature is great for teaching and learning vocabulary	87.9%	Teachers consider literature courses necessary for future ELT teachers	92.3%
Literature helps students to develop better personalities	71.4%	Literature helps learning about the target culture	95.6%

(Küçükoglu & Arikan, 2011, p.1719-1720)

Overall, the study shows prospective teachers' positive attitudes towards incorporating literature into FL teaching program, though their views about students' confusion and having themselves difficulty in understanding literature needs to think over more thoughtfully and find out some ways to increase their self-confidence by providing literature training programs and giving some valuable instructions in this field.



The second study (Zorba, 2012) at the same university (Akdeniz University, Turkey) was conducted to reveal students' views on literature-oriented courses along with their suggestions to improve English language teachers' education curriculum. 59 4<sup>th</sup> grade students took part in the study.

**Table 2. ELT Students' reading habits and their views on literature courses**

Students think teaching literature is beneficial	89.8%	Literature-oriented courses are useful for developing critical thinking	86.4%
Literary texts are useful for vocabulary enrichment	91.5%	Students often read in native language	67.8%
Short stories affect reading ability positively	98.3%	The participants often read in English	30.5%
Participants believe cultural competence is extended by means of literature teaching	100%	Students enjoy reading literary texts	56%
Students enjoy literature analysis	69.4%		

(Zorba, 2012, p.1914-1916)

The study also revealed that the students believe that short stories affect reading ability more positively than any other literary genre, (novel, drama and poetry). The students also believe that watching film versions of the literary texts is beneficial for understanding literature- oriented courses.

Students' attitudes towards literary text types and teaching methods used in the class are the purposes of the following study, which was conducted among 32 students in Malaysia. According to the findings of the study, short stories are very popular among the students. Most of them agreed that poetry is very difficult to understand, and novels were not popular among them due to their length. Participants found drama to be helpful and interesting. They favor reading about adventure, mysteries and life experience. As the study indicated, students liked watching movies and videos related to the text, because they were very helpful in understanding literary texts. As for the methods, the students agreed that they enjoyed a wide variety of activities used by the teachers in the class and they favor group work. Also they liked expressing their opinions. Teachers' explanations and notes were very helpful for them (Ghazali et al, 2009).

As mentioned above, a lot of comprehension problems seem to exist while students try to comprehend literary texts. Poor vocabulary, lack of knowledge of discourse structure and metacognitive strategies, as well as poor background knowledge are the main reasons of problems in comprehension process. So, it is not surprising why literary texts are often difficult for non-proficient learners. Some high "values", abstract concepts and figures that authors symbolize with kindness, wickedness, innocence, etc. are usually very difficult to analyze.

Case study methodology was applied with 42 students in Turkey to understand their difficulties and experiences (Yavuz, 2014). Their experience was investigated through content analysis of the student presentation checklist and evaluation forms. Students had no difficulties in making a Power Point Presentation (introduction, development, and a very good sequence). The students had also gathered information about the content connected with the writer, the plot and the themes of the literary pieces. According to Yavuz,

This information was descriptive and isolated between each other and consequently, students had serious difficulties in the topics below... the relationship between the Gothic aspects of Edgar Allan Poe's life: darkness, madness, obsession, supernatural, violence, mystery, evil, death and murder: Christianity and positivistic perspective clash in John Donne's "Flea" (trilogy and the flea connection)... the raven and the black cat metaphors and personification of demonic characters in Poe's "the raven" and "the black cat"... lamb as a symbolic metaphor for innocence in Blake's "the little black boy..." (Yavuz, 2014, p. 30).

Students also stated that they needed "a bigger variety of samples of literary analyses which is a direct improvement point for the lecturer," (Yavuz, 2014, p. 32).

Generally, researchers are interested in finding the importance of studying culture, and to measure its effectiveness. Knowing the quality of effectiveness enables teacher-practitioners to implement the most effective and successful strategies in their classes. The following study (Nasirahmadi, Madarsara, Aghdam, 2014) was done to investigate the effectiveness of incorporating culturally-loaded materials in EFL courses. Short story was used as the sample of culturally-loaded material. The study was held among 14 students who were divided into two groups: control and experimental. Lessons for each class lasted for half an hour and the last half hour was assigned to work with short stories in the experimental class. The outcome of the experimental group was higher than that of control group. Statistical results: scores are based on a 100-scale grade (mean: experimental group 85.28, control group 77.14; median: experimental group 86, control group 77). As the results show, those students who were assigned culturally-loaded materials outperformed the students who did not have exposure to this kind material. Researchers also observed that students in the experimental group gained more speaking fluency and were more eager to take part in classroom discussions.

Poetry is generally less favored by students, it is often hard to understand due to the words' figurative meanings in poems and verses. Some researchers, who use poetry as one of the sources in their studies, suggest the ways of teaching it. Poetry in autonomous classes is the issue of the following research. It was assumed by the researcher that "autonomous classes may help students improve their logical thinking and reasoning abilities. And it may also provide a favorite atmosphere for language learning" (Pushpa & Savaedi, 2014, p. 1919). The participants were 60 students of AA (Associated degree of Arts) in applied linguistics at Islamic Azad University, Iran. They were divided into two groups: control and experimental. In the experimental group classes were learner-centered and the students were given special task-based activities, and classes in the control group were teacher-centered and the students were taught the same poems by the same teacher using the traditional way. They also took part in the activities, but special task-based activities were not designed for them. The measurement instruments used in this research were Oxford Proficiency tests (to trace homogeneity of the subjects), the final tests and attitude survey given to the experimental group to find out their autonomous literary enjoyment. (Exam 1: the total average of the experimental group scores (M= 19.04) is higher than that

of the control group (M=15.79). For the second test (Exam 2) the scores gained by the experimental group (M=17.74) also outnumbered the scores attained by the control group (15.39).

According to the authors: It was noticed that appropriate context-based activates in autonomous classes can foster the hidden potentialities of the students and elevate their proficiency level. Besides, for the psychological aspects of autonomous classes, it has been noticed that in such classes students enjoyed more freedom to express themselves in the absence of the teacher as the superior power and knowledge in the class. It has also been noticed that students of autonomous classes had improved their affinity towards poetry and were delighted to participate in creative writing and other literary activities (Pushpa & Savaedi, 2014, p.1924).

As literary texts are usually difficult for students, teachers must try to find some additional sources that can facilitate the reading process and contribute to better understanding. Watching movies is seen by students as a very helpful source for literature reading. Therefore, integrating movies and videos, as literature teaching additional material must be considered by teachers in accordance with integrating literature in the ESL/EFL classrooms. The researcher of the following study, Perumal argues that “movies can be used as a pedagogical tool to bridge students’ reading and understanding of canonical texts,” (Perumal, 2013, p. 353).

The participants of the study were 14 students of Malaysian origin aged between 18-23 who were asked to read *Great Expectations* by Charles Dickens or *Wuthering Heights* by Emily Bronte. Students’ responses were collected, using journals, postings on online forums and semi-structured interviews to find out the answer to the research question: how do students use movies based on novels to understand the reading of the respective novel? Although the students were not told by the lecturer to watch the movies, they used to watch them when they had difficulties in comprehension. And the results were the following: (from 4 students’ journal entries).

The movie was an entry point and also a scaffolding for him to understand the text... She “kept pace” her reading of the text with watching the movie. She read five to six chapters and watched the movie to the point of the chapters that she had read. She then, wrote her journal entries after having a better understanding of what she had read by watching the movie... The scenery depicted in the movie helped him to transfer the words on the page to pictures he could understand... Ashu finds that creating pictures of the dark and dilapidated castle “was easier” after watching the movie. (Perumal, 2013, p.356-357)

According to the author:

The students repeatedly write in their journals that the movies helped them to picture the scenery better. The movies helped them to understand the canonical novel better. Thus, watching the movie was not an exercise that did not contribute to understanding reading but one that led to a better understanding of the novel. (Perumal, 2013, p. 357)

Using good teaching strategies are essential in literature teaching process. Very few students can read literary texts without help. Most students need teachers’ help not to quit literature reading process. Many strive to understand the main points of the texts and the main message that the author wants us to know. These problems can quite easily be solved, if teachers have acquired effective strategies to teach literature to students. The following study explored the method of integrating literature in English language proficiency courses at University Technology Mara in Malaysia. Both groups were given the same story, but the control group was taught by the routine reading and comprehension reading approach, while “the experimental group was taught

using the reader response approach adapting Ibsen's the I model text exploration and literary devices" (Muthusamy, et al, 2010, p. 69). According to the findings of the study there is a significant difference between the mean ranks of the pretest and posttest as attained by the subjects of the experimental group. They showed significant improvement after the teaching sessions.

**Table 3. Research on application of literary texts in ESL/EFL settings**

N	Researcher, Date	Country	Number of participants	Purpose	Instrument	outcome
	Küçükoglu & Arikan, 2011	Turkey	84	Find out views of implementing literary texts in target language teaching	Survey	78% of teachers positive attitudes towards incorporating literature into FL teaching program
	Zorba, 2012	Turkey	59	To reveal students' views on literature-oriented courses along with their suggestions to improve English language teachers' education curriculum	Survey	Teaching literature is beneficial (89.8%), literary texts are useful for vocabulary enrichment (91.5).
	Ghazali et al, 2009	Malaysia	32	To reveal students' attitudes towards text types; to explore their attitudes towards teachers' strategies.	Interview	Short story is the most favorable genre. Students aren't entirely satisfied with the teachers strategies use in the class.
	Yavuz 2014	Turkey,	42	To understand Students' difficulties and experiences in comprehending literary texts	Presentation checklist and evaluation forms	Descriptive and isolated information, difficulties with interpreting the figures correctly
	Nasirahmadi, Madarsara, Aghdam, 2014	Iran,	14	To investigate the effectiveness of incorporating culturally-loaded materials in EFL courses	Short stories	The Experimental outperformed the control group, also developed speaking fluency

	Pushpa & Savaedi, 2014	Iran	60	Autonomous classes may help students improve their logical thinking and reasoning abilities	OPT, the final tests and attitude survey	The Experimental outperformed the control group
	Perumal, 2013	Malaysia	14	How do students use movies based on novels to understand the reading of the respective novel	Journals, postings on online forums and semi-structured interviews	Movies help the students to picture the scenery better.
	Muthusamy et al, 2010	Malaysia	60	Using effective method in ESL literature courses and thus improving the students' results.	The reader response approach adapting Ibsen's the I model text exploration and literary devices	Experiment group show better results after training sessions.

### Conclusion

Thus, the incorporation of literature in EFL/ESL teaching is not an easy process and, as the research above indicates, there are several difficult aspects connected with it: its complexity, high-level critical thinking and ability to comprehend abstract concepts, readers' exposure to too many new lexical meanings, and SL or FL proficiency. As seen in the research above, students sometimes have comprehension problems in comprehending literary texts and sometimes they fail to understand the main message that the author intends to tell the readers, or they comprehend the main ideas, but fail to understand several details in the texts. Also, even some teachers have difficulty to understand literary texts deeply. If they do not understand, then it will be even more difficult to help their students understand, as they may find discussions difficult to arrange and monitor. Therefore, literature teaching training programs should be designed for teachers before they teach students, in order to raise teachers' knowledge of the subject.

On the other hand, these difficulties can be compensated by the advantages of using literature in ESL/EFL classrooms. The above researches agree that literature has a very high value due to its authenticity, cultural enrichment, language enrichment, personal enrollment and development of better personalities. As cultures are often seen as a tool for bringing 'people together', and literary texts are very good sources for reading development, vocabulary acquisition, enhancing speaking skills, there is no doubt why the literature should be integrated in ESL/EFL curriculum.

As research indicated, short stories were rated as the most enjoyable and affordable learning material in ESL/EFL classroom. Drama was also favored by the students compared with other literature genres. So stories and dramas should be necessarily included in English language teaching curricula. Above all, after deciding on the genre, teachers must take into consideration two main criteria of choosing the proper literary texts: they do not have to be too difficult for the learners and they have to be very enjoyable to keep and increase students' motivation.

As the data suggests, students use movies and videos as one of the strategies to help them in the comprehension process, as well as they enjoy these materials. Therefore, movies and videos need to be paid more attention in the process of literature teaching.

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## Teacher-student interaction in a classroom context

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### Abstract

Teachers' and learners' perception about the teaching and/or learning process is largely determined by the flow of interaction between the study process participants. Although such premises lead to teacher-centered or student-centered teaching, the nature and purpose of the interaction differs between the identified categories. The article explores the interrelatedness between the language use and teaching purpose, it highlights various strategies applied by expert teachers in the teaching process, and reinforces the crucial needs of modifying strategies according to the pace of the lecture or the specific requirements of the students at the given moment. It is suggested that correctly and purposefully selected discourse or classroom interaction is crucial for attaining the pedagogic goal the teacher sets during the teaching process, moreover, the interaction patterns will change according to the pedagogic goals and classroom focus.

**Key words:** interaction, teacher-centered, student-centered, classroom discourse

Teachers' and learners' perception about the teaching and/or learning process is largely determined by the flow of interaction between the study process participants. Although such premises lead to teacher-centered or student-centered teaching, the nature and purpose of the interaction differs between the identified categories. Sadler uses the term "intention" to describe the above-mentioned concept and argues that "... in the context of the conceptions of teaching literature, student-teacher interaction has been considered in terms of being a dimension of the conceptual categories" (2012, p. 149). Bearing the above-mentioned in mind, it can be assumed that teaching/learning context is constructed by the participants through their interactions considering the institutional or pedagogic goals. According to the Seedhouse, "contexts should be seen as the interface between pedagogy and interaction and thus as the environments through which the institutional business is accomplished" (2004, p.118).

In order to highlight the interrelatedness between the language use and teaching purpose Walsh uses the term "mode" and defines the concept as "...classroom micro-context that has a clearly defined pedagogic goal and distinctive features determined largely by a teacher's use of language" (2006, p.77). Teachers employ various interaction strategies that encompass the use of referential questions, turn-taking strategies, wait-time, etc. Lee and Ng (2000) distinguish three types of teacher interaction strategies: teacher-fronted, facilitator-oriented, and learner-oriented. The teacher-fronted strategy is the controlled by a teacher device to ensure the free and efficient flow of information. Obviously the characteristic features of such classroom would be the teacher-dominated interaction, teacher-fronted activities, Initiation – Response – Feedback (IRF) pattern usage,



more teacher talking time, etc. Assuming that the purpose of activity is to understand grammatical tenses, following could be brought as an example of the teacher-fronted strategy:

### **EXAMPLE 1**

**Teacher:** What is the auxiliary verb for Present Perfect Tense?

**Student:** Have and has.

**Teacher:** Correct. Present Perfect tense is formed using auxiliary verb have/has and the third form of the verb.

The facilitator-oriented strategy is a device used by a teacher to support more interaction in the classroom through referential questions, personalizing the topics, elaboration, using backchannels to stimulate the participants, etc. Although teacher still uses the traditional IRF methodology, he/she encourages more student participation through which she/he elicits the required knowledge or information. As a result the participants are more motivated and empowered to take the initiative for learning. Gil (2002) points out that facilitator-oriented strategy units focus on form and focus on meaning. Cullen shares the main points of the argument and claims that the traditionally used IRF can be made more “communicative” if the third element (follow-up) becomes more “discoursal rather than evaluative” (2002, p. 24).

### **EXAMPLE 2**

**Teacher:** Have you talked to any of your teachers recently?

**Student:** Well ... I guess so .... (more wait-time), English teacher, probably.

**Teacher:** OK. So, you have talked to her about your homework, haven't you? (Follow-up)

**Student:** Not exactly, I have seen her in the hall, she was talking to Jane. (Correct use of tense)

The learner-oriented strategy is a completely different device from those described above. It envisages minimum intervention of a teacher and full opportunities for learners to participate. The teacher allows the students to discuss tasks and questions with each other and assumes more the role of an observer (Ng, 2000). Under this strategy, interaction is learner-initiated, leaving the students the floor to choose the topics, initiate turn-taking, and deal with the obstacles. Although the latter strategy motivates students to engage in the learning process, the strategy entices threats worth considering. Johnson suggests that student-student interaction may cause more humble students stay quiet, fearing to look unknowledgeable in front of peers or it could fossilize errors (Johnson, 1995). Assuming the objective of a teacher is fostering discussion skills, the following could be a good illustration for a learner-oriented strategy:

### **EXAMPLE 3**

**Teacher:** Please turn to your peer and elicit some information on your partner's hobbies and leisure activities (task setting by a teacher).

**Student 1:** Ok, Jane, what do you think about the task

**Student 2:** Well, frankly speaking, I don't really up to talking about that.

**Student 1:** Well, still we have to generate something.

**Student 2:** OK. I usually have little free time, but whenever I do .....

[similar conversations are going on between student 3 and 4, etc.]

Similarly, Walsh (2006) differentiates four micro-contexts or modes to elaborate the interrelatedness of interactions and pedagogic goals. These modes, characterized by specific patterns of turn-taking, are managerial mode, classroom context mode, skills and systems mode, and materials mode. However, simultaneously Walsh makes a reservation that each of them could incorporate other modes, as each classroom is comprised of pedagogic and linguistic features. The terms provided by Walsh are clear-cut patterns to provide descriptive systems for the teachers. Like the teacher-fronted interaction strategy suggested by Lee and Ng (2010), the managerial mode aims at transmitting information, arranging the learning/teaching process, referring learners to specific materials, introducing or concluding the activity/task. Therefore, the teacher leads the class with learner's little contributions. Besides the common interactional patterns, the managerial role may occur at the beginning of the lesson, inviting participants to get oriented on a certain task (example: Teacher: Now, could you turn to page 47 and start reading ...). Alternatively, the managerial mode may occur in a post-activity or as a link between different parts of the lesson (example: Teacher: Could you stop reading for a while and pay attention to the usage of metaphoric expressions in the text). In the latter case it is preferred to use the transition markers (well, ok, all right) to indicate the end of a certain part of a lesson, otherwise it might become confusing for the learners (Walsh, 2006).

Like the facilitator-oriented strategy, the materials mode is concentrating on the material, carrying a certain pedagogic objective used by a teacher to construct the whole lesson. The pedagogic goal is to provide information, elicit responses from the students, check and display answers, facilitate learners' participation and evaluate their contribution. While using the material mode, a teacher obviously uses and manages the IRF style, checks the understanding of the material by display questions, repairs the incorrect answers and suggests the correct alternatives. The level of participation by a teacher or a learner depends on the activity/material used through the lesson. Although the interaction is organized around the pedagogic material, the turn-taking might be loose or tight, sometimes allocating time for teachers and sometimes - to students. Therefore, material to be mastered largely determines the pace the teacher chooses, though the general purpose is to instruct and motivate learners (Walsh, 2006).

The skills and system mode suggested by Walsh is concerned by either a specific skill of a target language (reading, listening, speaking, writing) or by a particular language system (phonology, discourse, grammar, etc). The learning outcomes are typically achieved through a rigorous control of turn-taking determined by the teacher. The main objective of the teacher is to elicit the correct utterances or correct patterns from the learners and to enable them to use the target language by providing corrective feedback. Obviously, the IRF pattern is heavily relied on during the lessons, as the key pedagogic goal is accuracy rather than fluency. Therefore, the teacher's role in skills and system mode is much greater than in any other mode suggested (Walsh, 2006).

The classroom context mode can be considered as an alternative of learner-oriented strategy suggested by Lee and Ng (2010). Similarities can be traced in pedagogic goals deployed during the mode, such as extended

learners' turns, exchange of interactions mainly by the students, content feedback focusing on a message rather than on the form, extended use of referential questions in contrast to display questions. In support to Walsh, Seedhouse (2004) identifies the same feature in one of the micro-contexts of the classroom and interestingly points out that the teacher's aim is to maximize opportunities for interaction presented by the classroom itself. Considering the above-said, the learner is the leader of the process bringing in diverse culture and experience within the classroom context. The aim of a teacher is to facilitate the process by supporting the interaction. Therefore, the interaction during the classroom context mode is more genuine and resembles the real hurdles of the natural conversation, allowing participants to choose the right semantics, get and maintain the floor, respond and make remarks, etc. Correctly and wisely managed by a teacher, even the clarification requests could significantly contribute to the language acquisition and fluency.

Considering the above-said, it is possible to assume that correctly and purposefully selected discourse or classroom interaction is crucial for attaining the pedagogic goal the teacher sets during the teaching process. It could be also concluded that interaction patterns will change according to the pedagogic goals and classroom focus. Teacher's discourse or interaction surely has an impact on the learning process as getting teachers to relate their use of language to pedagogic goals and examining the interactional features will result in a greater depth of understanding. Additionally, it is possible to conclude safely that not only learners will be the primary beneficiaries of the wisely selected teacher talk or language use through different modes or strategies, but also the motivated class and participatory students will support teachers' development as professionals. Interaction with the involved students is probably one of the key characteristics and the influential factor for teachers' development. The above-stated assumption can be based on the argument that participating students give feedback to the teachers regarding their techniques, mastery, and patterns which could be a subject for reflection by a teacher.

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*Mrs Dalloway's Mirror Stages*

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**Abstract**

The purpose of this study is to demonstrate the relationship between the 20<sup>th</sup> century's famous novelist Virginia Woolf's novel *Mrs Dalloway* and the French psychoanalyst Jacques Lacan's Mirror Stage model which is one particular stage that makes us remember or recognize ourselves. *Mrs Dalloway* is a psychological character study of the heroine's choices, love, life experience, and self-knowledge. In her novel, Virginia Woolf discusses the role of life and the question if it is worth to live. However, Woolf's *Mrs Dalloway* is a fiction written skilfully with the stream-of-consciousness technique. For the reader, it is possible, through the novel's heroine Clarissa, to know why Septimus' suicide happened and to conceive the meaning of life with the help of the Lacanian Mirror Stage connection.

**Key Words:** Mirror Stage, Jacques Lacan, *Mrs Dalloway*, Virginia Woolf

**Introduction**

Virginia Woolf is one of the most prominent and prolific writers of the 20<sup>th</sup> century. Her novels represent an elegant interpretation of political, social, psychological and feminist attitudes. Furthermore, "she mixes public and private discourse" (Jefferson, 2003). Woolf's experience of being a woman and her willingness to identify her experiences play a fundamental issue in her works. Furthermore, her novels *The Waves*, *To the Lighthouse*, *The Voyage Out*, and *Mrs Dalloway* deal heavily with the themes of death. Woolf's first novel was *The Voyage Out* (1915), which is set in South America. The novel narrates the feelings of some tourists near the River Amazon. Woolf's next novel was *Night and Day* (1919), which is about the lives of two friends named Katherine and Mary. *Jacob's Room* (1922) is based upon the life and death of Virginia's brother Thoby. *To the Lighthouse* (1927) and *The Waves* (1931) accomplished Woolf as one of the leading novelists of Modernism. *A Room of One's Own* (1929) is Woolf's most feminist work. In *The Guardian* Virginia is introduced as follows:

As a woman, Woolf knew about the sense of helplessness that can afflict women given too little to do. And she knew – she insisted – that a life spent maintaining a house and throwing parties was not necessarily, not categorically, a trivial life. She gave us to understand that even a modest, domestic life was still, for the person living it, an epic journey, however ordinary it might appear to an outside observer. She refused to dismiss lives that most other writers tended to ignore..... She was herself. She had her limits. She wrote only about members of the upper classes. (Cunningham, 2001)

Roe (1990, p. 5) describes Woolf as being contiguous with her writing, and as issuing from her writing practice rather than being contained within her texts. Daiches (1960, p.189) emphasises that in Woolf's books, the characters are apprehended rather than comprehended. Furthermore, Warner (1985, p. 83) states that Woolf adopted a style to present life as she saw and understood it. In *The New York Times* Woolf is summarized as:

To literary formalists, she was a groundbreaking stylist, a courageous experimenter who, along with James Joyce, fractured and remade the novel. To feminists, she was an early advocate of women's rights, a writer concerned with both the social and emotional consequences of patriarchal politics. (Kakutani, 1995)

Virginia was born in London in 1882 as the third child of Sir Leslie Stephen, a literary critic, and Julia Duckworth. As it was the second marriage for both her mother and father, she had also stepbrothers and sisters. Virginia never achieved formal education, but was educated in Latin and Greek by private tutors at home in Kensington. When Virginia was at the age of thirteen, her mother died and this unexpected death caused her to have a serious mental breakdown. In this period Virginia became closer to literature:

As Virginia grew older, her father increasingly had given her the freedom to choose from his library and so to broaden her self-education: she read voraciously in literature, history, and biography. (Whitworth, 2005, p.12)

After her father's death, Virginia became a member of the "Bloomsbury Group" which was a collection of writers and intellectuals who came together for informal literary discussions in the early 20<sup>th</sup> century. Virginia met her future husband Leonard Woolf in this group and married him in 1912. Five years later the couple founded "Hogarth Press", which became a successful publishing house. On the other hand, although the relationship between Virginia and Leonard started with love, the marriage became extraordinary over time and the couple began to sleep in separate bedrooms. Nevertheless they were like good friends and lived together until Virginia committed suicide. In 1941 she drowned herself in the river Ouse, convinced, that she will never recover from mental illness. Cunningham (2011) expresses that among the reasons Woolf drowned herself at the age of 59 was her conviction that her final novel, *Between the Acts*, was an utter failure.

Cawley (2002) reminds us that Woolf's life story is dense with tragedy - debilitating mental illness, suicide attempts, and shattering family losses. By the time she was 24, her mother, father, stepsister, and brother had all died. In addition, as a young girl, she endured sexual advances from her stepbrother Gerald Duckworth. Because of this, it is obvious that Woolf had an unusual marriage in life which she also expressed in *Mrs Dalloway*.

### **The plot of *Mrs Dalloway***

Being a masterpiece of the 20<sup>th</sup> century published in 1925, *Mrs Dalloway* depicts the social life and mental breakdowns of people in post-WWI in London. In this novel, Woolf takes a day from morning to evening in the life of the protagonist Clarissa Dalloway (Mrs.Dalloway) and builds up her story through the events of this short time. Woolf created her novel both with the depth and intensity of the minds of the heroine Clarissa Dalloway through the successful use of the stream-of-consciousness technique. Bozkurt (1977, p.21) defines the stream-of-consciousness technique as a technique in literature which depicts various thoughts and

feelings that pass through the mind of a character. This technique which is an interior monologue intends to give readers the impression of being inside the mind of the character.

Readers face five outstanding characters in *Mrs Dalloway*. The heroine of the novel is an upper-class middle-aged housewife called Clarissa Dalloway. She is married to Richard Dalloway, who is a conservative member in the parliament. Another character is Peter Walsh who is an ex-lover of Clarissa from her pre-marriage days. It is easy to understand that Clarissa's love-story with Peter never ended and she still continues to love him. Since Clarissa always keeps thinking about Peter she is usually regretful of marrying Richard. Further characters are Septimus Warren Smith, and Rezia who is Septimus' wife. Within the novel, Clarissa shares a mystical connection with a war veteran called Septimus, and their lives run parallel to one another.

The novel starts with Clarissa who is making preparations for her party at home. According to Clarissa, parties are implements for communication. She goes to buy flowers and meets Peter Walsh whose marriage proposal she rejected before marrying Richard. In the evening, when the guests come to the party, she hears the news of Septimus who has thrown his life away from a window. After Clarissa hears that Septimus has killed himself, she goes to a room in the house where she would be alone to think. Although there are many friends at home, Clarissa feels lonely and thus comes to the thought that both Septimus and she are sensitive people who feel empty.

The news of Septimus's death makes Clarissa understand the reason of his suicide and this creates a unity between her and him. Although Clarissa and Septimus have never met and they do not know each other, Clarissa is affected by his suicide and thinks: "A young man had killed himself. Oh! Thought Clarissa, in the middle of my party, here's death." (Woolf, 1990, p.162). Clarissa is conscious that a suicide is an intentional act which quickly results in death. She identifies herself with Septimus and feels glad he has given an end to his life. Obviously, she did not pity him, which she mentions as in the following:

"The young man (Septimus) had killed himself; but she (Clarissa) did not pity him; she felt somehow very like him - the young man who had killed himself. She (Clarissa) felt glad that he had done it." (Woolf, 1990, p.165).

At the end of the novel, Clarissa watches through her window an old lady who is getting ready to sleep. The old lady puts her light out and goes to bed. Simultaneously, Clarissa sees her own life clearly and comes to terms with her own aging and death. Afterwards, Clarissa returns to the party again. The novel ends with Clarissa's search for her self-identity.

### **Jacques Lacan and the Mirror Stages**

Jacques Lacan was one of the most prominent and most controversial intellectual figures in the world. As a reputed psycho-analyst of the twentieth century, Lacan picked up on the unconscious as a social being. He made significant contributions to psychoanalysis with his theories on subjectivity and gender. Lacan's theories suggested a new and potentially empowering approach through which psychonalysis could be

interpreted. Lacan incorporated elements from a wide range of fields in addition to linguistics, expanding psychoanalysis with insights from philosophy and literature.

McNulty (2006, p. xxiii) clarifies that Jacques Lacan is questioning the coherence and identity of the self from the outset, seeing in hospitality not only an occasion to confront the self with its outside or other, but also to explore those dimensions of the subject. In Lacan's view "the unconscious leaves none of our actions outside its field" (2004, p.457). *Ego* is the way in which a person sees and feels about himself or herself and Lacan describes the *ego* as the *self I*, but for Freud the *ego* is the organised and realistic part of the mind. The opinion that the ego is a fragmented construct was based on the conclusions drawn from Lacan's identification of the Mirror Stage. Lacan proposed that the Mirror Stage establishes the ego as fundamentally dependent upon external objects as people. Eagleton (1996, p.144) describes the Lacanian Mirror Stage as a kind of metaphor where someone discovers a likeness of itself in another, which is the reflection.

Lacan portrays the Mirror Stage as the child's formation of subjectivity, a self that is the ego, which occurs during the first two years of his/her life. Additionally, he introduces this period as 'a drama whose internal trust is precipitated from insufficiency (2004, p. 444). This insufficiency means that the child separates his past and realizes that he/she is different from the mother. The period before this separation will never be forgotten, but will continue in the form of the unconscious, which Lacan describes as 'the lack of a lack', (1977, p.55). According to Lacan, human thoughts pass through a stage in which an external image of the body reflects in the mirror and produces a psychical response that gives rise to the mental representation of an 'I'. In other words, the Mirror Stage is the recognition of 'I', in fact, the unconscious ego. Sometimes, human beings encounter such things that these things allow remembering or recognizing themselves. These things may be a person, a phrase, a film or any other object. Therefore, as one particular stage, the Mirror Stage is a phase where people watch themselves from outside through it.

De Preester (2005, p. 274) states that "If the Lacanian Mirror Stage has any interest, it consists in creating a unity that was lacking before". In order to understand this we must locate ourselves in front of the mirror without any previous knowledge or sense of unity. With the image in the mirror, we are, as the infant is, in front of something we do not know at first sight, something we do not recognize straightaway as our own image insofar as we are strictly incapable of comparing our face with this face in the mirror and the body that comes with it. We must first have a long stare at that image as a profound mystery as far as this thing seems to respond instantaneously to each move one makes". In Woolf's novel, we can also see some aspects of the Mirror Stage by Jacques Lacan. The heroine in *Mrs Dalloway* establishes a unity with her past and present and explores her unconscious thought about choosing death or not.

### **The two Mirror Stages in *Mrs. Dalloway***

Lacan's Mirror Stage, as the most significant factor in the development of the self, becomes particularly relevant to Clarissa and her struggles with identity. Although the Mirror Stage is a period in

somebody's first years of life, Septimus Warren Smith is an essential counterpart to Clarissa Dalloway and her attitude specially compares with Septimus' attitude. In De Preester (2005, p. 275) it is emphasized that the Mirror Stage behaves as a sort of metaphysical moment introducing something absolutely new. Because of this, it is easy to say that Septimus is Clarissa's first Mirror Stage, since she explores that they both have similarities.

Ouditt (1999, p. 47) states that Septimus's death is narrated through Clarissa's consciousness. During the party day, Clarissa has viewed death through Septimus as a true communion, where people from all ranks of life meet. In this manner, Septimus is Clarissa's Mirror Stage and lets her remember that she wants to die, too. In other words, the Mirror Stage Septimus helped her to find out her internal thoughts, in which Clarissa looked with Septimus's eyes at herself. Originally, these two people are not together, because Septimus is dead, but Clarissa makes an imagination of him. Fundamentally, people feel sorry, when they hear about someone's death, but Clarissa does not and defines her thought about death as:

“Death was defiance. Death was an attempt to communicate, people feeling the impossibility of reaching the centre which, mystically, evaded them. If it were now to die, it were now to be most happy,” (Woolf, 1990, p.163).

People often confront other mirrors and things that mirror them, but they are not Mirror Stages precisely. Thereby, with Septimus's death, Clarissa realised that there is no use to live and simultaneously her unconscious thought about death comes to light with the help of Septimus' illusive image. Subsequently, Clarissa interested herself with Septimus' personality and got some information about him and learned that Septimus was a successful, intelligent, literary young man who won many honours and friends during the World War I. He was married to Rezia, an Italian woman, but he was not happy. She also gets some information that he had a mental illness in which he heard voices and became extremely sensitive, and always talked to himself. All this information about Septimus makes Clarissa think that they both have similar personalities, which is an event that occurs during the Lacanian Mirror Stage, at which someone realises him or herself. Clarissa has a mental illness and is not very happy with her husband Richard, with whom she even sleeps separately. Besides, just as Septimus, Clarissa is admired by her friends, and as a gift, she gives parties to them at her home.

When Clarissa gets the detailed information about Septimus, she thinks: “Septimus is like me”, which means the recognition of herself and this situation is one of the Mirror Stages in the novel *Mrs Dalloway*. In this manner, the Mirror Stage is the recognition of *I*, and Clarissa thus recognizes her own *I* through Septimus. Lacan mentioned that the Mirror Stage is watching oneself from the outside and discovering the own self *I* which is often hidden. Clarissa's hidden thought comes to the surface with the help of the Mirror Stage Septimus. According to Clarissa, Septimus reflects her and she reflects him. Clarissa realizes her consciousness about life and death by Septimus and makes a connection with her soul twin Septimus. Since Clarissa considers that Septimus is her counterpart, she becomes closer to him even though she did never meet him in real life. Consequently, she commences to think about her own suicide and her subconscious thought about suicide emerges with the help of her Mirror Stage.



Lacan sees the ego (the self I) as necessarily alienated, as living in the imaginary real, with no direct recognition of reality. For De Preester (2005, p.275) the Lacanian ego is not a real thing in a scientific sense, but only the very reflection of a reflection. Clarissa's unconscious thought of death turns to conscious with the Mirror Stage. For Lacan, the ego can never substitute the unconscious, or empty it out, or control it, because the ego or *I* is only an illusion, a product of the unconscious itself. Clarissa formulates her *I* during the Mirror Stage, and in this duration she finds more definition about her inner world, that she wants to escape from her current situation. The Mirror Stage is therefore the self-recognition of somebody.

According to Lacan, the real is not a physical place, it is a psychological place in which Clarissa makes it clear in the movement between her real and imaginary life, so that her real life is her imaginary life. Briefly, Clarissa sees herself in the Mirror Stage with the help of Septimus, since Septimus looks like her own reflection and her imaginary is the psychological place, where she projects her ideas onto her Mirror Stage Septimus.

In *Mrs Dalloway* readers observe a connection between the past and the present. For this reason, the past and the present are mingled where the past is the varied world and the present - the real one. Death is idealized in this novel and because of the suicide of Clarissa's Mirror Stage Septimus, she thinks mainly of her own death. The heroine of the novel imagines that she can meet with Septimus after death somewhere, because she knows that they are both similar in their life style and personality. From Clarissa's aspect, real life is something, which comes after death and the unconscious images about her life after real life become conscious with the Mirror Stage. Therefore, it is obvious that the Lacanian Mirror Stage is a passage which lets people remember their inner world.

According to Lacan, all needs occur in the Mirror Stage and Clarissa's needs occur on Septimus. The unconscious is the main ground of everything that includes all wishes and desires, and Clarissa's unconscious is the basis of her conscious. She realizes her wishes and desires and recognizes them in the Mirror Stage. In Lacan's point of view, the Mirror Stage is a symbol for the self, and therefore, Septimus and the idea of death is the symbol of Clarissa herself.

Besides Septimus, there is another Mirror Stage in *Mrs Dalloway*, which is a diamond to which Clarissa is speaking. It is known that a diamond is a valuable stone and it is clear, but not transparent, it attracts light, yet reflects and refracts it. The features of a diamond made the heroine think that they both are similar, because she too never shows her real inner world. Only an expert can see the inner side of a diamond and hers.

Clarissa resembles the diamond and recognizes her personality through it and the light reflection of the diamond is like the positive behaviours of her friends. After looking deeper into the diamond, Clarissa realizes that the un-transparency of the diamond is similar to her inner world and her hidden thoughts. Therefore, the diamond in *Mrs Dalloway* is the second Mirror Stage, since it makes the heroine think about her real personality, in which the diamond helps her to think about her own personality and the relations with other

people. In this manner, it is easy to say that the diamond lets Clarissa recognize her own *I* that is the heroine's Mirror Stage.

### Conclusion

Virginia Woolf (1882-1941) was an English writer and essayist who is considered as one of the cornerstones in the English novel and modernism. Virginia lost her mother, her brother, and her half-sister while still young and these deaths made appalling breakdowns on her mind and life. In her works she experimented with the stream-of-consciousness technique to deal with the underlying psychology of characters.

In the centre of Virginia Woolf's novel *Mrs Dalloway* are the heroine Clarissa and Septimus, who sometimes are drawing close and sometimes are far from each other, but always stand in relation by the striking of London's symbol Big Ben during the hours of the day. *Mrs Dalloway* was written in the stream-of-consciousness technique and according to Lacan, consciousness is the recognition of the self *I*.

The images of Clarissa dealing with death and the diamond help her identify her real personality and feelings about life and death. The Mirror Stage is the identification of oneself and everything is a portrait in this scene. The unconscious matures in the Mirror Stage and immediately becomes conscious and through the Mirror Stage people see their real personality. Thus, the Lacanian Mirror Stage is the recognition of *I* and the act of recognition externalizes the own *I*.

The Mirror Stage is a metaphor for a certain type of human consciousness and because of this, the Mirror Stage establishes the ego, which Lacan describes as *I*. Clarissa's secret wishes and desires appear in the Mirror Stage that is influenced by external objects or people. In Woolf's novel the external person and object are mainly Septimus and the diamond. Usually, people are not aware of their inner world, which is unconscious, but the Mirror Stage helps them to see their unconsciousness and then it becomes conscious.

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## Educational uses of digital storytelling in Georgian school education

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### Abstract

The purpose of the paper is to identify teacher's preparedness for using digital storytelling in the teaching and learning process. The paper investigates how teachers can (or should not) use digital storytelling as one of the technology-integration strategies in Georgian schools. The paper examines the reality of technology integration in Georgian schools nowadays and analyzes how digital storytelling can be used in the classroom as a tool of an empowering strategy for students' motivation, performance and achievement. It explores what makes digital learning important for the Net-Generation and how it enhances the technology integration, the level of learning and teaching.

**Key words:** digital storytelling; technology integration; ICT; video; story;

*'Tell me a fact and I'll learn*

*Tell me a truth and I'll believe*

*Tell me a story and I'll remember it forever*

Saying

### Introduction

This paper explores the educational uses of digital storytelling. It is essential to analyze the privileges and benefits that digital storytelling can have in the Georgian Secondary Education Curriculum, to teach English (or other foreign languages) in Georgia. In particular, the paper explores the possibilities that digital storytelling may offer as a tool to encourage a student to increase his/her performance in education, by analyzing the actual examples produced by students or teachers. The results indicate the need to solve certain problems and difficulties which may evolve during the process of the digital storytelling application in the classroom.

### History of digital storytelling

Digital storytelling is the new approach in educational environment which started in the United States in the 1990s, promoted by the Centre for Digital Storytelling (Lambert, 2010). After that, its uses and applications have expanded rapidly (McWilliam, 2009), especially in the field of education. This non-profit organization encourages development and research of digital tools that allow young people and adults to tell stories about significant experiences in their lives. These stories are shared to promote learning and education and not only in education, but also in different fields.

There are many types of digital stories (Couldry, 2008). The paper's focus is on Educational Digital Storytelling, a type produced by students under the supervision of their teachers (Robin & McNeil, 2012). In this case, digital stories help teachers to give students additional possibilities to increase their performance and academic results with the help of digital storytelling.

The definitions of digital storytelling may vary from person to person. It depends on their prospective and experiences (Barrett, 2004; Lambert, 2010; Robin, 2006): a short story (between 2-5 minutes) that combines traditional modes of story narration with a wide variety of multimedia tools, such as graphs, audio, video, animation and online publication. One of its most noteworthy characteristics is that the author narrates the story with his own voice.

As Handler-Miller (2008) says:

The "digital" part of the name refers to the fact that it is supported by a diverse array of digital devices and media, including computers, digital video, the Web, wireless devices, and DVDs, just to name a few examples. And the "storytelling" part of the name refers to the fact that these new forms of fiction are narratives, too, just like the older forms. They depict characters in a series of compelling events, following the action from the inception of the drama to the conclusion. The Digital Storytelling Association defines Digital Storytelling as "the modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. Stories have been adapted to each successive medium that has emerged, from the circle of the campfire to the silver screen, and now the computer screen.

### **The nature of digital storytelling in the context of teaching and learning**

It is really good practice for educators to plan and set goals for student use of technology, such as digital storytelling (Pitler, 2006). Moreover, research confirms that to ensure a successful digital storytelling experience, teachers must become familiar with the process, technology considerations, challenges, and student benefits associated with this strategy (Bull & Kajder, 2004; Chung, 2007; Kadjer, 2004).

When we are speaking about digital storytelling, it is important to consider the concept of a story. People like stories, they like to listen to others' stories and also want to share their own stories, too. In everyday life we are sharing our own stories to each other through emails, messages, letters, phone calls, etc. Stories have a great power. For children, storytelling is a vital part of their early lives. Not only does storytelling take children to the initial stages of communication and literacy, it also helps them to "share experiences and feelings in an engaging and entertaining way" (Huffaker, 2004, p. 63). Indeed, Combs and Beach (1994) state, "The stories that are part of the fabric of our lives are personal narratives . . . the human brain is essentially a narrative device. It runs on stories" (p. 464). Storytelling can give opportunities to students to think about their past and present realities. At last, storytelling can connect past, present, and future generations to shape values and beliefs (Chung, 2007).

All the above-mentioned gives us a supposition that using digital storytelling would be helpful for

Georgian teachers to implement a lot of activities in order to develop many students' essential skills, however, the reality in Georgian schools is, unfortunately, a bit different nowadays. The teachers have an opportunity to have trainings in ICT, which would enable them to plan and implement projects with the help of technology, but the concept of digital storytelling is a new phenomenon in most schools, not known for the vast majority of teachers. There are some well-equipped schools with even with two computer laboratories, but the ICT skills of most language teachers are not appropriate to use this activity at all or properly.

### **Learning strategies of digital storytelling**

It is important to give Georgian (and other) educators precise knowledge and experience of how to create useful materials for their students and also have enough theoretical and practical experiences to teach how to create effective digital stories to their students.

The perception of digital storytelling largely depends on many different factors: who are using them, whether she/he has enough and appropriate skills to use digital storytelling affectively as theoretically and also technically, how they can realize the concept of digital storytelling, adjust the necessity and reality of the class, draw the right and precise target, reach that target after the digital storytelling completion.

### **Types of digital stories**

As Robin (2006) says, there are three types of digital storytelling. They are:

1. Personal Narratives
2. Historical Documentaries
3. Stories That Inform and Instruct

#### ***Personal narratives***

They are stories of tellers' emotions. The students show their own experiences and emotions to each other. It may include conflicts in their countries, tears, struggle and etc. The stories show to others what the life looks like in their community, and how they handle the hardships in their everyday life or live with harmony in their neighborhoods.

#### ***Historical 'documentaries'***

Many digital stories' context is historical events, the students make research about the target event that is in their curriculum and after that they can make historical digital story videos. For example, an audio recording of a student's story about the famous Georgian poet Galaktion Tabidze can be illustrated with pictures of that period, which can be found on the internet.

*Stories that inform and instruct*

This type of stories is used to give instruction in a particular field or subject. For example, the teacher / a student can prepare instructional videos of Pythagoras's Theorem and give this instruction to the students to watch two or three times at home. The story should instruct the listener on how to perform particular actions as well as inform about the concept.

Robin (2008) also mentions the result of the digital storytelling what skills may improve, when the teacher uses digital storytelling and students are involved in the process of creating it. The students can acquire literacy skills, including the following:

- Research Skills: Documenting the story, finding and analyzing pertinent information.
- Writing Skills: Formulating a point of view and developing a script.
- Organization Skills: Managing the scope of the project, the materials used and the time it takes to complete the task.
- Technology Skills: Learning to use a variety of tools, such as digital cameras, scanners, microphones and multimedia authoring software.
- Presentation Skills: Deciding how to best present the story to an audience.
- Interview Skills: Finding sources to interview and determining questions to ask.
- Interpersonal Skills: Working within a group and determining individual roles for group members.
- Problem-Solving Skills: Learning to make decisions and overcome obstacles at all stages of the project, from inception to completion.
- Assessment Skills: Gaining expertise critiquing their own and others' work.



(Morra, 2013) This process, as the picture above shows, comprises eight steps:

- Come with an idea

- Research/explore and learn
- Write/Script
- Storyboard/Plan
- Gather/create images, gather/create audio, gather create video.
- Put it all together
- Share
- Feedback and reflect

The process of storytelling begins with exploring different types of stories. The most common are interviewing, personal stories and community histories. As students explore different options, they should think how each kind of story can help them put forth their goals. The students should answer such questions as: What are you looking for in a story? How do you want your audience to hear it? What will help you get your story across most successfully?

### **Conclusion**

This paper has argued in favor of using digital storytelling as a tool to enhance students' motivation in secondary school education and as the perfect tool to include teaching in the Georgian school's curriculum. In today's digitized world, visual storytelling is a favorite classroom tool, and the affordability and accessibility of technology that it could not be imagined a decade ago. So educators need to pay more attention to the new method of teaching and learning to be achieved the planned curriculum goals.

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## **Polysemy and semantic peculiarities of certain phrasal contructions**

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### **Abstract**

A phrasal verb is a very typical and important part of the English language. It consists of a verb and one or two particles. In spite of the idiomatic nature of phrasal verbs, native speakers perceive them as very usual and simple units of their language. Non-native speakers find them difficult to use for their peculiar semantic features, based on conceptual metaphors - the development of figurative meanings from literary ones. Conceptual metaphors help us to understand subconscious connection between expressions. The above-mentioned connection may exist between the components of phrasal verbs. The presented paper focuses on the analysis of polysemantic meanings of frequently used particles that compose phrasal verbs.

**Key words:** phrasal verbs, semantic peculiarities, idiomatic nature, polysemantic meaning, subconscious connection.

### **Introduction**

A phrasal verb is a very typical and important part of the English language. It consists of a verb and one or two particles. The particle may be expressed by an adverb, preposition or any other kind of verb that functions as an adverb or preposition. Phrasal verbs are especially typical of colloquial speech and they are used in spoken language more than their appropriate synonyms of Latin origin. The meanings of phrasal verbs are more emotive and impressive than those of usual single verbs. Phrasal verbs and their nominal derivatives constitute a significant part of new English words. Native speakers use a great number of phrasal verbs in conversation. Their speech, full of phrasal verbs, is much more fluent, comfortable and perfect. Phrasal verbs, since they replace “official” and “dry” words of Latin origin, have an emotive and meaningful influence that results in an effective communicative act. As to non-native speakers, they often use Latin words even in contexts where phrasal verbs are more relevant.

Phrasal verbs have got certain semantic peculiarities. They change the meaning of a verb or make it stronger; they have synonymous words; almost all the phrasal verbs are polysemantic; they create idiomatic meanings; a certain number of nouns is derived from phrasal verbs. As for the idiomatic nature of phrasal verbs, some scholars do not distinguish phrasal verbs from idioms; others consider them separate language units. In spite of the fact that most phrasal verbs seem idiomatic by their origin, from time to time they become usual and common parts of conversation. Both speakers and listeners perceive phrasal verbs without any difficulties because of their usualization in the language. The meanings of phrasal verbs are usualized, simplified and clear, especially for the native-speakers. Phrasal verbs having absolutely idiomatic meanings also exist, however, they are not marked as phraseological units, but as phrasal verbs in dictionaries. On the other hand, the dictionary of

English idioms includes a certain number of idiomatic phrasal verbs. This fact allows us to consider phrasal verbs equal to idiomatic units.

The meanings of some phrasal verbs are not idiomatic and so easy to understand, the existence of the particle does not influence either the phrase or sentence meaning. In spite of having no particle meaning in a certain context such kind of phrasal verbs still exist and are used quite intensively in conversation. Because of intensive use of phrasal verbs and other typical language units, non-native speakers find much easier to learn the literary language, than the conversational one. The use of complicated language units like phrasal verbs causes difficulties while learning. The essence of a phrasal verb is that it expresses the meaning being different from its content. That is why phrasal verbs are difficult to learn for non-native speakers, since they learn direct meanings of words, they find it difficult to learn the indirect meanings of phrasal verbs and to use them in the appropriate context.

According to Michael McCarthy and Felicity O'Dell (2004), two things you really need to know about phrasal verbs are: 1) what they mean and 2) how they function grammatically. The authors rightly focus on the issue of what the main phrasal verb particles 'mean', making the point that in some phrasal verbs the particle has a clear basic meaning, but most particles convey a number of different senses. Along with the particles, the most frequently used adverbs and prepositions can be pointed out according to the following sequence: up, out, away, over, off, down.

It is difficult to perceive any pattern in the way phrasal verbs attract meanings, and the general view is that these verbs just have to be individually learned and remembered.

## Discussion

Why are phrasal verbs thought to be so difficult? When a learner encounters an unfamiliar phrasal verb, s/he will usually know what the base verb means and what the particle means - but put the two together and you get something completely different. Even beginners know what *put* means and what *off* means, but that will not help them to guess the various meanings of *put off*. Teaching material which addresses this problem typically focuses more on explaining how phrasal verbs work, rather than on why they behave in the way they do. The learner is still left with the impression that it is all very arbitrary, very random, and that there do not appear to be any obvious 'rules'.

Some of these rules are obvious. The basic tenets of English morphology, for example, tell us that nouns usually add -s or -es in their plural form: once you know this, there is no need to memorize the plural form of every individual English noun you might want to use. Knowing rules is extremely useful for the language learner, because it reduces the load on their memory. Factually, there are a lot more of these rules and a lot more 'system' in the language than we had previously suspected. With regard to pragmatics, for example, Michael Stubbs (2001) has pointed out that a major finding of corpus linguistics is that pragmatic meanings, including evaluative connotations, are more frequently conventionally encoded than is often realized.

When we discuss phrasal verbs, it seems very unlikely that their behaviour is not amenable to systematic explanation - but it has to be admitted that if there are rules in operation here, they are pretty hard to discern. A good place to start is analyzing the common particles from which most phrasal verbs are formed. While it does not really make sense to think of a particle as having a 'meaning', we can at least talk about the semantic information, which it contributes to the phrasal verb of which it is a component.

Spatial prepositions (like *in*, *on*, and *under*) not only have more precise literal meanings than is sometimes recognized, but that 'their physically grounded (or 'literal' or 'concrete') spatial meanings are used to express and nuance dozens of abstract notions, for example, the use of *away* in verbs such as *beaver away* and *chatter away* can be traced back to its literal use in a combination like *drive away* - the link being the notion of 'continuing without any clear endpoint'. This gives a clue as to how the 'phrasal verb problem' might be resolved, and this principle can be extended to all the main adverbial and prepositional particles that are used to create English phrasal verbs. And once the subject of metaphor is on the agenda, we turn inevitably to the work of George Lakoff and Mark Johnson (1980), whose notion of 'conceptual metaphor' provides such powerful insights into the way that meanings develop from the literal to the figurative. Conceptual metaphor helps to explain, for example, the underlying link between expressions like 'a heated debate', 'a fiery temper', 'seething with rage', 'an inflammatory remark' and 'getting hot under the collar'. As Lakoff and Johnson have shown, these formulations (and many more of the same type) are all connected by the fact that, when English-speakers talk about anger, they unconsciously invoke a metaphor in which 'being angry is like getting hot or being on fire'. It is reasonable to suppose that the same principles may also help us to unravel the mysteries of phrasal verbs and their particles.

Most of the common phrasal verb particles are - in their basic meanings - words describing positions in space: *up*, *down*, *in*, *out*, *on* and *off* - all have literal uses that relate to spatial orientation. But most spatial concepts also have figurative uses, and many of these are - if not actually universal - found in a wide variety of other languages: for example, the ideas of being 'up' or 'down' are often equated metaphorically with high and low quantities, with status and power, and with a person's mood (happy or sad). If an amount goes up, it becomes larger, if it goes down, it becomes smaller. Similarly, people in powerful positions are thought of as being 'high up', whereas the weak and powerless are 'down at the bottom'. And if you are 'down in the dumps', this is definitely not as good as being 'up on cloud nine'. As Lakoff and Johnson (1980) demonstrate, there is a coherent system at work here and the metaphorical development of literal spatial concepts is 'rooted in our physical and cultural experience'. For example, the link between being up and having power has a basis in our experience of the world: if two people fight and one of them is physically on top of the other, that person usually ends up having the power.

We can see here the beginnings of a fairly systematic process, in which the basic, spatial particles develop new and more abstract meanings. As these particles combine with common verbs to form phrasal verbs, the metaphorical meanings of the particles contribute to our understanding of the whole verb. Thus, when someone leaves a powerful position, we say they *step down*, and if a dictator is removed from office he is

*brought down*. In each case, we can see that the choice of the particle is not at all arbitrary: the use of *down* - with its association with loss of power - gives us the best clue to the meanings of the phrasal verb.

Starting from the principle that the non-literal meanings of spatial particles are not arbitrarily assigned, we have to identify the metaphorical connection that may explain how a basic literal meaning can ramify to form a range of new, more abstract senses. To give a better idea of how this works, let us look at a couple of particles and some of the meanings they have acquired. First, *over*: one of its basic meanings is the idea of 'moving across a space from one side to the other' (I saw one of my friends and *went over* to say hello to her). Linked closely to this are the (still physical) notions of passing, from one side to the other, above the top of something (A plane *flew over* the building, someone *ran over* our dog), and the related idea of one thing covering something else (All the windows were *boarded over*). We can then see several further ideas that develop as metaphorical alternations on these spatial concepts, including: - being in a higher position (figuratively) than someone else and having authority *over* them (Judge Davis will *preside over* the hearing) - powerfully affecting someone's emotions (A feeling of desperation *swept over* me) - trying to hide a truth or the problem (The report *skates over* some vital issues). By a similar process, we can trace the paths by which figurative notions attach themselves to another literal meanings of *over*, the sense of something going *over* the edge of a container and flowing away. A small imaginative leap takes us from here to the idea of people being 'filled to overflowing' with emotion (Tensions finally *boiled over* and fighting broke out), and to the notion of something going beyond a limit (The meeting *ran over* by 30 minutes).

One of the senses of *back* is the idea of returning to a place you were in before (She left the room and *came back* ten minutes later). This is a basic, spatial concept. But the more abstract notion of time is often conceptualized in terms of space: for example, we talk about past events being 'behind us', and we think of the future as being 'ahead'. So returning to a former position links metaphorically to returning to an earlier time: In the story, an elderly lady *looks back* to her childhood before the war. This, in turn, takes us to the ideas of returning to a previous point in a discussion (I'd like to *go back* to a point you made in your introduction), or to a previous condition (He soon *bounced back* after his illness).

## Conclusion

Some of the above-mentioned ideas are exploited in Macmillan's recently-published phrasal verbs dictionary (Rundell, 2005). Several earlier dictionaries of phrasal verbs have tried to tackle the issue of what particles 'mean' by including a 'particle index' that shows the various semantic features associated with each of the main particles. This is fine as far as it goes, but what limits all these attempts is that they describe, but do not really explain. In the end, students are still left with a disparate collection of meaning areas which simply have to be memorized. Through second language acquisition teachers should focus on polysemy of verbs and particles in order to help students learn guessing contextual meanings of phrasal verbs. According to T. Margalitadze (2012), one of the important issues faced by the teachers of L2 is 'linguistic and cultural

alomorphism' between the English and Georgian languages, resulting in semantic asymmetry of seemingly similar words of these languages. This semantic asymmetry is even wider between genetically unrelated and systemically completely different languages as is the case with the Georgian and English. Semantic asymmetry is discussed at the lexical unit level, i.e. the level of individual lexical-semantic variants of a polysemantic word.

As it is discussed, spatial concepts gradually attract networks of metaphorical meanings. The mystery of phrasal verbs, of course, is not solved completely according to the above-mentioned study, but it might be one of the interesting and useful ways to help language teachers and learners discover the underlying 'rules' that might make phrasal verbs seem less intimidating.

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## Music as a valuable component in a foreign language classroom

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### Abstract

The purpose of the paper is to outline the benefits of using songs as they affect the various aspects of foreign language acquisition. Music in the classroom has long been valued, but very often it has been associated to entertainment. In reality music lowers anxiety in the classroom and motivates learners, provides physiological benefits, guides lesson planning and practical classroom use, improves listening and pronunciation, and enhances cultural awareness and sensitivity. Although the empirical evidence on the effects of music on various aspects of language acquisition is rare, a variety of reasons why educators might include music as a valuable component of any classroom are presented in the article.

**Key words:** cultural awareness, foreign language acquisition, music, motivation, songs.

### Introduction

The use of music and song in the English language learning classroom is not new. As early as Bartle (1962), Richards (1969) or Jolly (1975), scholars have been arguing for the use of music in a language acquisition context for both its linguistic benefits and for the motivational interest.

There are examples in the literature to argue the strong relationship between music and language that are substantiated by research in the fields of cognitive science, anthropology, sociolinguistics, psycholinguistics, First Language Acquisition (FLA) and Second Language Acquisition (SLA). Music had been used on occasion with the Audiolingual Method in language teaching classrooms to reduce the boredom that could occur from repetitive drills from the 1950s through to the 1970s and later, the use of classical instrumental music was used with the goal to produce a relaxed state of mind that makes the brain receptive to inputs and activates the subconscious in Suggestopedia methodology. However, it may not have been until the Communicative Language Teaching (CLT) and Task Based Learning (TBL) approaches became more pervasive that there was a sudden demand for pedagogical material for the use of songs in the language-learning classroom (Griffiee, 1995).

With the progress of technology, the development of educational tools for foreign language teaching has started to contribute significantly to student progress while learning a foreign language. Therefore, the efforts to adapt these tools, which are developed by the technology of our day, to class environment has become of a greater importance. At the same time, the increase in the number of approaches to develop students' skill of

communication and cross-cultural interaction is an indicator of the fact that songs are audial and written tools essential for foreign language teaching.

Many years ago, learning English was widely criticized because teachers' methods were not based on learning a language with the outcome to achieve the communicative competence. The main objective focused mainly on acquiring grammar rules and completing written tasks in order to pass an exam.

The application of visual and audial tools is effective in concretizing the learning process. Using these tools in class environment not only enables students acquire the desired information more quickly, but also makes the information acquired more permanent.

### **The importance and role of songs in foreign language classes**

"In our time, it is difficult to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls, at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools" (Murphey, 1992, p. 4).

And it is exactly schools that could use the best and the most the immense potential a song disposes. Griffie (1995) claims that songs have a place in the classroom for helping create a friendly and co-operative atmosphere that is immensely important for language learning, but they can offer much more.

According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Shen states that "language and music are interwoven in songs to communicate cultural reality in a very unique way" (2009, p. 88). Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

Songs can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practised, the same way as linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation.

Songs are also "especially good for introducing vocabulary because they provide a meaningful context for the vocabulary" (Griffie, 1995, p. 5-6). However, it depends on the choice of songs, since there are also some songs without a meaningful context. From the grammatical point of view, they "provide a natural context for the most common structures such as verb tenses and prepositions" (ibid).

Songs can be very helpful as far as learning *pronunciation* is concerned. They provide the authentic language with all its "traps" (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it.



Sounds are the smallest units from which words are formed and which can be categorised as vowels and consonants. For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they have to learn to physically produce certain sounds previously unknown to them. Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that incorrectly pronounced sounds strain communication, and it can also change the meaning of a phrase.

Songs can help learners, because the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing themselves to these sounds, repeating them, getting better at recognizing them, and finally producing them.

Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasised syllable (the stress) and the rest weak (unstressed). First of all, the Georgian language does not have such a strong stress as the English language, so that students do not understand why teachers make so much fuss about the stress. There are several more difficulties that may be encountered by a learner. Firstly, each English word has its own stress pattern, with very complex 'rules' to guide learners. Secondly, even when the same words exist in both languages, the number of syllables is not always identical. And lastly weak syllables are central to English.

There are both several difficulties and several ways songs can support practicing correct stress. Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced.

Connected speech is the natural way we speak, linking together and emphasising certain words, rather than pronouncing each word as standing alone. Connected speech plays a very important role in English, as it is the way English is usually spoken, but, unfortunately, not always in English lessons. "Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation"(Rixon, 1986, p. 38). However, native speakers usually connect the words. And when the "words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognise" (ibid, p. 39). The problem is that learners normally study words individually and, especially at lower levels, tend to pronounce each word separately. Concerning this problem, Rixon claims that words pronounced in isolation often sound very different from the same words said in connected speech, so there is little point in concentrating too much on single words said out of context (ibid, p. 30). Another problem is that learners "frequently misconceive contraction as being 'incorrect', only used in 'slang'. But, as said awhile ago, a native speaker says the words separately either on purpose or when talking emphatically, which means that connected speech is natural, normal and widely used. Songs help learners practise the described subject matters, because they provide real and 'catchy' examples of how the whole phrases are pronounced, often to the extent that students find it difficult to pick out individual words. The music further emphasizes the 'flow' of the words. Moreover, songs, like other spoken texts, are full of contractions.

### **Listening/speaking and songs**

Learners of a foreign language usually say that speaking is the most important skill to master, but before speaking we usually have to listen to be able to react then. And even if speaking precedes listening in a form of asking or saying something, in most cases this act involves an expectation of response, which is, again, listening. So, we can definitely agree with Michael Rost (1991), who wrote that “progress in listening will provide a basis for development of other language skills” (p. 3). To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.

Jeremy Harmer describes three main reasons why it is also important to teach listening to spoken English. “One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today’s world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English” (Harmer, 2007, p. 97). This is a cogent argument for involving listening to songs in a classroom, since songs provide an inexhaustible quantity of different varieties of English. However, this advantage does not relate just to songs, the students can be “exposed to spoken English through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcast, poetry reading, plays, speeches, telephone conversations and all manner of spoken exchanges” (ibid, p. 98).

Learners have different listening difficulties. All of them can be well practiced on songs. There are various exercises using the lyrics of songs such as, for instance, a gap-fill, ordering the parts of the text, reading comprehension, by means of which the first difficulty may be removed. Students can see the written language, and immediately hear the difference while listening to it. As far as the connected speech and rhythm are concerned, it can be definitely said that songs are one of the best types of exercises practicing these sorts of problems. When we sing, the words are naturally connected together to fit the melody with the help of rhythm, which represents an enormous help and support for learners. The fourth difficulty is closely connected with the first one. The lyrics of songs can be used as a material in which students, while listening, should find the ‘same’ sounds pronounced to some degree differently.

Shelagh Rixon claims that “the principal aim of listening comprehension practice is not to provide a model for oral production, but to strengthen the ability to understand spoken messages” (1986, p. 13). It can be concluded that songs include both practice to strengthen the ability to understand and excellent models for oral production.

### **Songs and motivation**

Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students’ anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather

than work and thus find learning English through songs amusing and relaxed, while language acquisition will occur subconsciously.

The ‘affective filter hypothesis’ (Krashen, 1982) argues that the most favorable learning occurs in a setting of low anxiety, self-confidence and high motivation. Built on SLA research, the hypothesis states: “Acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive” (Richards & Rodgers, 2008, p. 183). An exploration of the literature regarding how affective filters may relate to the use of music and song in the language classroom (Merriam, 1964; Claerr & Gargan, 1984; Wilcox, 1995) suggests that music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning. Based on corpus analysis, pop songs are conversation-like, repetitive and occur at roughly half the speed of spoken discourse (Murphey, 1992b), therefore also lowering affective barriers. “This simplicity, their highly affective and dialogic features, and their vague references (ghost discourse), allow listeners to use them in personally associative ways” (Murphey, 1992b, p. 771). Connecting this argument to earlier ‘motherese of adolescents’ discussions, it is postulated that pop songs create a low affective filter and Murphey characterises them as a ‘teddy-bear-in-the-ear’ because of their riskless nature. Additional research examining differences in affective filter, stress levels and language acquisition (Ganschow et al, 1994) implies the anomie that language learners feel, which may include a sense of homelessness, social uncertainty and dissatisfaction, can be addressed by use of music in the classroom.

Anxiety, associated with negative feelings, such as feeling upset, tense, frustrated, self-doubting and frightened, would impede language learning (Larsen-Freeman & Long, 2000). Students beyond puberty are more apt to be affected by anxiety in learning a foreign language. Therefore, to minimize the amount of anxiety in foreign language learners becomes crucial to successful language learning.

Motivation is a vital element in affective learning. It is multifaceted and concerns both the affective states and attitudes that impact the amount of effort a learner expends to acquire a new language. The degrees of the various types of instrumental, integrative, extrinsic and intrinsic motivation (Ellis, 1997) differ with the individual student. Research literature (Cook, 1997) supports the use of song and linguistic play in the language classroom to increase individual language-learner motivation.

The validity of using authentic and natural language input “including real-world/target tasks, pedagogical tasks and enabling skills” (Nunan, 2004, p. 19) so that “there is some sort of relationship to comparable real-world activities” (Skehan, 1998, p. 95) has been noted as a motivating factor in the language classroom. Mishan (2005) contends that because music is an authentic activity that occurs among first language users both in terms of discussion of popular music as well as in the group singing that occurs at many public events ranging from karaoke to football, it also proves motivating to use for language learners in a classroom setting (Cook, 1997). The arguments that the rhythmic patterns of jazz chant are fragments of authentic language use (Graham, 1992); that popular rock music provides a meaningful authentic activity with frequent integrated exposure (Domoney & Harris, 1993); that rock songs are short accessible authentic texts rich in content that work as a catalyst to engage with and build meaning from (Pope, 1995); that the poetry of rock music provides

a valid authentic text (Griffie, 1992); and that this 'rock poetry' may be considered an example of inclusive literature (Ferradas Moi, 2003), all provide further support to the motivating factor of music in the language classroom.

### **Disadvantages of using songs in the classroom**

Besides the advantages that songs may have in the classroom, there are some disadvantages worth mentioning. According to Jensen (2000), many teachers do not have sufficient knowledge about music and teacher training programs do not involve anything regarding how to utilize music in language teaching.

Another disadvantage of using songs is the lack of the ability to slow down the tempo of the song when a grammatically difficult part is playing, or to fasten it when there is the repetition of certain parts (Miller, 1999).

Despite the disadvantages that songs have, the number of such problems can be reduced, if teachers have sufficient knowledge about using songs in the class. If they are used in classroom wisely and in a balanced way, songs can be perfect sources for teachers. For instance, students may think that songs do not have any educational significance, as utilizing them leads students off the syllabus and the course book. For this reason, the teacher should involve certain activities which show that using songs in the lesson has a significant motive. Therefore, in order to avoid the misuse of songs, there are certain criteria to be considered for choosing the song to be utilized in the class.

While utilizing a song in the classroom, the language of the song, age and language level of the students, areas in which the students and the teacher are interested in should be taken into consideration. In order to utilize songs in the best way, a certain amount of attention is required. Griffie (1992) lists four elements to be considered, while choosing a song to be used in the class:

1. Classroom environment (number, age and interests of students; lesson hours)
2. Teacher (teacher's age, interest in music and aim to use the song in the class)
3. Classroom facilities (flexibility in lesson plan, classroom equipment)
4. Music (lesson plan and equipment such as the volume, sources of music, copy machine, board, etc.)

The content of the chosen song is also important. Some songs may contain embarrassing elements for students. Griffie (1992) recommends using short and slow songs for beginner students. For the higher level students, long and fast songs telling a story should be used. The song to be chosen should have a clear sound and it should be comprehensible; there should not be too many instruments played with a high volume in the song.

The diction of the singer should be clear, so that the student will understand the lyrics more easily. The song should be chosen from a music genre favored by a major group of listeners. For example, if the teacher makes the students listen only to classical, folk music or old songs, students may feel bored with the lesson.

Applying the four criteria above during a lesson ensures that songs are optimally utilized in the class.

### Types of activities using songs

After considering the factors discussed above, teachers can prepare different activities according to the level and the needs of the language learners. As songs provide a valuable source of authentic language, there are different ways to exploit them in the language classroom.

**Ordering the verses:** With low levels this is a very simple activity. Chop up the lyrics of the song by verse and give a small group of students the jumbled verses. As they listen, they arrange them in order.

**Classic gap-filling:** This activity is not as simple as it sounds and before holding it, teachers should think about why they are taking out certain words. It may be better to take out all the words in one group, such as prepositions or verbs, and tell learners what they should be listening out for. Another option is to take out rhyming words. It is advisable not to ask students to fill in many words (from eight to ten will be enough). To make the task easier, teachers can even provide the missing words in a box at the side for the learners to select, or they could number the gaps and provide clues for each number.

**Error correction:** Teacher can change some of the words in the lyrics and as language learners listen, they have to spot and correct the 'mistakes'. As with the gap-filling, the limit of the number of mistakes should be from eight or ten, and if possible, the words should be somehow linked. The teacher can make all the adjectives opposites, for example. Another example of this for higher levels is to show students the real lyrics and 'correct' the English to make it proper! E.g. teacher can change 'gonna' for 'going to', 'we was' for 'we were', etc. This is a good way to focus on song language. The students will reconstruct the real song text and discuss why the lyrics is not written in standard English.

**Comic strip:** Songs that tell stories are great for students to make comic strips out of. Teachers have to choose the song carefully and spend time looking at the lyrics with the students and making sure they have understood the main ideas. Lower levels may need guidance as to how to divide up the song into suitable chunks that can be represented pictorially.

**Ordering the jumbled verses:** With low levels this is a very simple activity. Teachers should chop up the lyrics of the song by verse and give a small group of students the jumbled verses. As they listen, they put them in order.

**Translation:** Although some teachers oppose all use of the mother tongue in the language classroom, some students really enjoy translating lyrics into their own language.

**Discussion:** Certain songs lend themselves to discussions and teachers can use the song as a nice lead into the topic and a way to pre-teach some vocabulary.

**Write the next verse:** Higher level learners can write a new verse to add to a song. It is better to focus on the patterns and rhyme of the song as a group and then let students be creative. If they are successful, the new verses can be sung over the top of the original!

### Conclusion

Utilizing technology for language teaching is of great importance, and the tendency to integrate technology with lesson content grows each day. Accordingly, utilizing songs through technology in the lesson environment attracts attention. Irrespective some negative views on the utilization of songs in foreign language teaching, they are definitely worth using. Songs are used for many reasons in foreign language teaching:

- Linguistic reasons: developing pronunciation, vocabulary and grammar skills; providing authentic texts
- Lingvo-cultural reasons: linking language with culture, making some cultural discoveries
- Communicative reasons: developing listening, speaking, reading and writing skills, also translation skills; developing pair and team work (team-working skills)
- Psychological reasons: relaxation of stress, enjoyment, subconscious acquisition of language, motivation of learning; stimulating creativity; taking into consideration learners types (auditory learners especially benefit; if joined with playing the rhythm and even dancing, kinesthetic students will also benefit) and intelligence (almost all intelligences: linguistic-verbal, musical, inter and intrapersonal, bodily-kinesthetic and visual-spatial)
- Pedagogical / classroom management: avoiding boredom, improving discipline and increasing attention, providing student involvement

For foreign language teaching, if songs are carefully chosen by taking into consideration the audience, objectives, language level of students and song content, and if deliberate activities are carried out, it is possible to make use of songs effectively. Utilizing songs in this way provides an enjoyable experience not only for students, but also for teachers. Using songs along with activities will have many advantages, such as saving the lesson from being boring and monotonous and improving student motivation.

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**XX century Georgian and Oriental literature on woman's burden (Based on the analysis of the fiction by Rabindranath Tagore, Giorgi Leonidze and Mikheil Javakhishvili)****Tamila Davitadze**

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**Abstract**

A constant fight for identification and strengthening of the woman's and man's equality in family, society and politics has been continuing since the time immemorial. A woman had different statuses in terms of right and property. All these depended on the social, political and cultural development levels, religious beliefs, word perception and other factors of the concrete society.

One of the main problems of the modern society is the gender issue which is believed to have started openly in the 1920s and restarted in the 1970s and which has not still lost its actuality. It is particularly interesting to investigate the problem in relation of the Eastern World where the local rules forced out the woman from the society and made her find a shelter in Harem. The issue of attitude towards the woman used to vary in different periods, which appeared to be expressed in the literature of every country at least to some extent. It is true that the issue was mainly addressed by women-writers, but men-writers did not show less support and sensitivity too, amongst whom was Rabindranath Tagore, the classic of Bengali Literature, public man, and Nobel Prize laureate. Based on the investigation of the selected works by Rabindranath Tagore we stated it to be the objective of our research to reveal the issue of the woman's fortune and other related problems. We also analyze the prose works by Georgian writers. Although Georgia, like India, tends to be the country of traditions and the cult of the woman is one of the leading cults in Georgian culture, still some problems related to the woman's right appear.

**Key words:** woman's fortune, the problem of woman and society, woman load, violence, lack of rights

**Introduction**

Writer and public man R. Tagore played a crucial role in shaping the future of free India. The charm of his poetry was so powerful, that his contemporaries referred to the time as "Rabindranath's Era" (Tagore, 1987, p. 6).

Tagore's entire life and work can be assessed as overcoming the ancient Indian religious doctrine and its belief in the denial of life. Tagore's perception of the world, his humanist ideals emerged in his autobiographical writings. His main intention was to highlight the problems, the hard life and the hopes of the ordinary people.



The deep psychological and poetic edge of Tagore's short stories are worth of a special emphasis, because his talent turns into an arm in the author's hands to expose the outdated customs and habits as well as the distress they cause to his compatriots.

### **Tagore's works on woman's burden**

While reading the works by Tagore, a person can sense the invincibility of the spiritual purity. That is why Tagore is called as "the conscience of India" (Tagore, 1987, p. 10). Presenting the horrors of the colonial reality, depicting the outrageous violence of the outlanders in different stories, novels and dramatic works, Tagore focuses on the fate of Indian women, who are often depicted as tragic heroines, victims of the orthodox Hindu customs.

The present work aims to study the above-mentioned problem, based on the survey of the characters: Mohammadia and Subha. *The Four Lives* (in Bengali *Chaturanga*) is an extensive psychological novel, in which the author exposes the limitations of the caste system, religious fanaticism and discrimination against women's rights, which destroy the freedom of the human spirit. Tagore's best prose to the female problems is perhaps *The Broken Ties*. In the first chapter, *Uncle*, the narrator tells us about a poor vulnerable girl, Nonibala and her tragic life: her mean and dishonest brothers forcibly marry her to their friend Purandar, who shamelessly accused her of cheating, making her live wretched with insult and jealousy. Eventually Purandar even evicted the pregnant woman.

It is a known fact that people under constant exploitation suffer spiritual and mental degradation. The attitude of constant injustice and derogation shaped Nonibala's inferiority complexes and the fears, which made her distrust people.

Even her own mother did not look at her as her child, but looked at her as a young woman, who should stay under constant supervision. Purandar finds the dwelling of the evicted woman and shows up there. Nonibala falls unconscious at his sight (Tagore, 1987, p. 172). When she came to her senses, she started quivering in fear, as a cane in the wind. A few days later she gave birth to a dead child (Tagore, 1987, p. 172).

All these distressing feelings she suffered and the attitude of the society prompted Nonibala to commit suicide. Nonibala had to carry the burden of her shame all alone and sacrificed her life to the villain Purandar's love.

The author exposes lawlessness and religious fanaticism on the example of his characters: Damini and Sachish. Damini, who at a first glance seems rebellious by her nature, endures humbly and silently all the trials of the fate. Her father made her marry a person who was interested neither in life, nor in the wealth. He demanded blind obedience to him from Damini. Before his death, he avenged his wife's "blasphemy" and left her to the Guru. Thus, Damini became property of the Guru. Damini was not destined to enjoy happiness and love.

Her youth and beauty was decaying without enjoyment. She emphasized her destitution of rights when the Guru asked her why she was with him, unless she was his worshiper. "Why? Do I live here on my own will?" (Tagore, 1987, p. 200) „...You, the Guru worshipers confined me in prison, put chains on my feet! Did you leave me another choice?" (Tagore, 1987, p. 201). And when Sachish informed her on their decision, to support her life, if she would live with relatives, Damini replied: "You decided? ... I have not decided! ... Am I your toy? I'm not with you on my will. I did not come to this because I wanted to" (Tagore, 1987, p. 201).

Tagore condemns the injustice towards women and religious fanaticism, by exposing in his stories the problems which women faced in society. He preaches love and joyful relationships.

Tagore fervently defended the woman, who was not allowed to marry for love, unless her beloved did not belong to the same caste. "Mohammadia," another character by Tagore, introduces a woman with the horrible fate, who after the death of her husband had to be burnt along with the late husband's corpse.

As soon as Mohammadia's brother, Bhobanichoron saw her sister with Rajib (the man who Mohammadia chose to love, but whose family was not as noble as Mohammadia's), he pushed Mohammadia into marriage to a dying old Brahman. After his death Mohammadia, too, was prepared for incineration: "Handcuffed, Mohammadia was placed on a wood and lighted the bonfire. The flame lifted up above, but all of a sudden a strong wind blew and rain started... it quenched the bonfire" (Tagore, 1987, p. 273). Although Mohammadia at that moment survived miraculously, her life still ended tragically: when Rajib saw Mohammadia sleeping, he stood stiffened with shock: "the raging flames took the beauty of her face and left only it insatiable hunger traces" (Tagore, 1987, p. 275). Mohammadia left her house without ever returning. Rajib could not trace her down ever since.

No less important is the problem, which is unveiled in Tagore's one more character, Subha. Here a woman is deceitfully married by her parents, in order not to lose their caste, as an unmarried daughter's parents. Poor Subha felt since a very early age, that "her birth was the wrath of God to her family" (Tagore, 1987, p. 252), as she was dumb from birth, and her mother was ashamed of her and despised her. Once Subha heard about her marriage, she fell at the feet of her father and began to weep loudly. However, her pleas were ignored. Soon the dumb girl was put under the patronage of a young man and Subha's parents returned home. "Now the caste and their future life was out of danger!" (Tagore, 1987, p. 257). The dumb girl's heart tried to utter lamentations of bitterness, but no one could hear and understand her. Her husband "more carefully examined another bride-to-be, referring not only to his eyes, but also to his ears this time, and chose a second wife, who could talk" (Tagore, 1987, p. 258). To sum up, the surveyed and studied texts show women living a limited and degrading life, against which Tagore rebelled. Tagore attached a great importance to women's rights and social status in his contemporary society, and exposing the problems in many of his writings, he tried to wake up the public. The writer called on them to tackle this disease.

### Giorgi Leonidze's works on woman's burden

Giorgi Leonidze, a XX century Georgian writer, also describes the psychological, social and material reasons and traditions of violence against women. His volume of short stories, „The Wishing Tree“, introduces the reader to a new artistic universe. Its characters are real people stuck in the memory of the writer, who poetically materialized them in his stories.

Giorgi Leonidze, a prominent Georgian writer and public figure, dedicated one of his outstanding short stories, „Marita,“ to the brutal unfairness against women. The storyline presents a tragic love of Marita and Gedia. With his traditional mastery, the author tells us a tragic story of one girl, which rather seems to be a tragedy of the whole village.

The writer looks back at the angry mob with the eyes of a psychologist, and conveys their emotions and feelings towards Marita, the best offspring and scrupulously honest young girl. Marita represents the heroine and the victim of the short story. We can trace a subtle resemblance between the fates of Damini, Mohammadia and Subha's with Marita's short life: she, too, was denied to marry the young man whom she loved. Since that day, her life turned into a torturous horror story: they took away her dream and she was accused of adultery. The brutal verdict of the head of the village was a public humiliation of the young lady.

No one stood up against the sentence. Because Tsitsikore's - the chief of the village's - words had always had a decisive power. Thus it happened again. – “Do you think that the village is blind, do you think it's not enough to break the heart of the village? - Tsitsikore outraged with anger. Even a fence and even a rock have eyes and even your kitchen pans! Do not tell me a woman is not an eye of the devil! - No one dared utter a word against Tsitsikore“ (Leonidze, 2008, p. 405). Tsitsikore insisted and the crowd obediently mounted Marita on the donkey, her face backwards, thus traveling all the way through the shame corridor and the mob throwing mud at her. The woman "was cold and was in pain ... she probably longed for death, but the death was hardly on her way, and her suffering was even worse than the death! She perhaps died ten times and was brought back to life ten times forcefully... "(Leonidze, 2008, p. 406).

Nobody pitied the martyr of the village. All treated her with inhuman cruelty: “The trembling angelic shoulders of the woman in her white shirt, who was being thrown mud and droppings, and which gradually was turning black. Not a single voice ... not a single a shout ... It was surprising“ (Leonidze, 2008, p. 406). Marita died soon after, depressed with inexpressible sorrow (Leonidze, 2008, p. 407). It was the will of the anxious crowd, against which even the Lord was powerless (Leonidze, 2008, p. 407).

Thus, Marita, as well as the female characters of Tagore's stories, silently puts up with her fate; Giorgi Leonidze, much like Tagore, condemns women's vulnerability and the unfair treatment against them.

Another literary symbol of the victimized females is depicted by Mikheil Javakhishvili, XX century greatest Georgian writer, prominent public and political figure. In his short story "Eka," he introduces a pretty and honest young housemaid in a rich family. She was the object of admiration of her young master, “his first sweet passion and a reason of suffering“ (Javakhishvili, 1958, p. 56). One fateful night, drunk and violent, he

captured the weak creature and took her innocence - the dignity of a Georgian woman. Eka begged and cried, asking for pity, but, as the narrator says: "I could not hear her pleadings and pleas. At that time I was a beast, and behaved beastly. Half alive and ashamed, Eka fell on the dewy grass for about ten minutes crying silently" (Javakhishvili, 1958, p. 58). She preferred to die rather than stay alive, but still nurtured hope that the family would receive her as their member. However, the family decided that it would infringe their respect in the society. Eka shared the bitter life and shame of the females in Tagore's short stories, although, in difference with Nonibala, Eka's fate had something else in store. Thus, Mikheil Javakhishvili describes the humiliation and desperate life of underprivileged women, exposing those who commit violence against women, reminding the community about the centuries-old unresolved problem.

### Conclusion

The analysis of the literary works led us to the following conclusions:

The analyzed examples show the interest of all three writers in creating images of young women with a controversial social status. The description of these young women and expression of their feelings are illuminated through their (Sachish, Subha, Marita, and Eka) eyes: a dominant trait in their depiction, as the way of expressing the inner protest, unable to voice it otherwise.

Since the authors mainly focus on young women, their marriage problem also comes into light. Their stories uncover the marriage-related customs and traditions that were the source of the misfortune for these women, limited their freedom of choice, and eventually turned into the drama of their lives.

Although the female characters reject their 'submissive' position, being powerless, they leave their protests unuttered. The protest against their intolerable existence often forces its way out in the form of a suicide, as the liberation or the only way to escape the abuse and 'wash away' the disgrace. The writers paint the social and political picture of their time with honest and truthful colours; their stories depict the religious storms and expose the reality in which women meet the worst fate of bearing the bitter existence. It has to be noted that these stories feel topical after long years and the appeal to readers remains uniform and unwavering: a woman shall be accepted as one of the full-fledged members of the society, rightful to the freedom of choice and happiness, as equal before God.

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**English handwriting instruction in primary education: English language teacher's survey****Nino Deliksishvili,**

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**Abstract**

Recent studies show that handwriting instruction influences the development of receptive and expressive language skills. The aim of this paper is to review the theories and approaches existing on handwriting instruction in modern pedagogy, also to describe English teachers' approaches towards English handwriting instruction at the early stage (grades 1-2). The survey was conducted in 2014. 33 English teachers from public schools participated in the survey. The study revealed that almost all teachers admit that handwriting is important; however, there is not consistency in their approach. In public schools very little attention is given to English handwriting instruction. Thus, it is important to study these issues and their impact on students' further studying process.

**Key words:** handwriting instruction, primary education, writing

**Introduction**

Writing is quite a difficult process for young children. According to Rogers and Case-Smith (2002), legible written communication is essential for students to share knowledge. If students lack proficiency in written communication, their composition skills will suffer, which can affect their self-esteem and grades (Stevenson, 2014).

Orthographic coding involves developing a visual representation of letters and words, knowledge of the process of forming each letter, a verbal label for each letter, an accurate representation of the letter's form in memory and the ability to access and retrieve this information from memory (Edwards, 2003; Jones & Christensen, 1999; Weintraub & Graham, 2000). Orthographic-motor integration is the way in which this letter knowledge can be motorically transcribed to form letters and words on paper (Edwards, 2003; Swanson & Berninger, 1996).

The best age for the beginning handwriting is considered 6-7 year. This means, that according to the physical and mental abilities children are able to study writing (Chkhartishvili, 1975, p. 362). Studies (Trafford & Nelson, 2003, p. 33).show, that handwriting development depends on various factors in the studying process. It is given, that the height of the writing surface is relative to the height of the chair seat and the body torso of the student. In this case, it will be better, when they use an adjustable steno chair, to change the seat height at the desk.

Physical factors, including hand-eye coordination, flexibility of wrist movement, and the grip of the writing instrument, play an important part in the development of handwriting skills. Children begin to develop

hand-eye coordination. At first scribbling with a pencil or a crayon is the best way for the development of hand-eye coordination (Koppenhaver, 2007, p.7).

Using less visual methods while teaching orthographic issues may arise writing difficulties. Sometimes visual methods are performed without an object (Jashi, 2014, p.17).

At the first stage the teacher should teach students to:

- Hold a crayon/pencil with a relaxed grip - one finger on top, back from the point;
- Keep eyes at least 12 inches (30 cm) from the paper;
- Demonstrate understanding of concepts 'top', 'middle', -'bottom' and relationship to lines and spaces;
- Discriminate differences between confusing letter-forms. These are: t-f, b-d-p, n-h, w-m, W-M, n-u, z-s. (Trafford, 2003, p.45).

There is a need for practicing different shapes when teaching writing letters, so as to simplify for pupils the difficulty of shaping the letters when writing. Those shapes are: a circle, a triangle, a square, a horizontal line and a vertical line.

The theoretical knowledge, related to teaching writing at the primary stage, which is provided here, is very interesting in itself, but the extent of application of this knowledge by the teachers is of no less interest. The aforesaid determined the aim of this research.

### **Research goal and design**

Our study aimed at revealing the English writing problems in the primary public schools against the background of studying and generalization of pupils' writing skills development theories in modern pedagogy.

#### **Conducting teachers' questionnaire-based survey**

A questionnaire, with the following 4 questions, has been developed:

I. The problems of writing:

Is it difficult to teach English language writing to the primary school pupils?

II. The problems encountered in handwriting instruction'

Assess the writing problems according to frequency from 1 to 7 (1 - most frequent, 7 - very rare);

1. Difficulty in writing capital and small letters;
2. Sharp deviation from line when writing;
3. Difficulty in writing letters despite explanation / instruction;
4. Holding a pen in a wrong way;

5. Sitting at a desk in a wrong way;
  6. Motor / hand movement disorder;
  7. Wrong shaping of letters (direction inaccuracy).
- III. Describe how you explain a new letter writing at the primary level;
- IV. Do your pupils practice in delineating different shapes when you teach letters to them?

The questionnaires were anonymous.

### Participants

Since our study was oriented to survey primary-level English language teachers through questionnaires, the survey was conducted among the public school teachers (in Kakheti region). 43 teachers participated in our survey. However, as we noticed when ranking the questionnaires according to the writing problems rating, in 12 questionnaires (i.e. 12 teachers' answers) the problems were not numbered according to the task. Therefore, those data were not included in the survey and, finally, the remaining 31 teachers' data were taken into account. Survey participants were females aged 20 - 60.

### Results

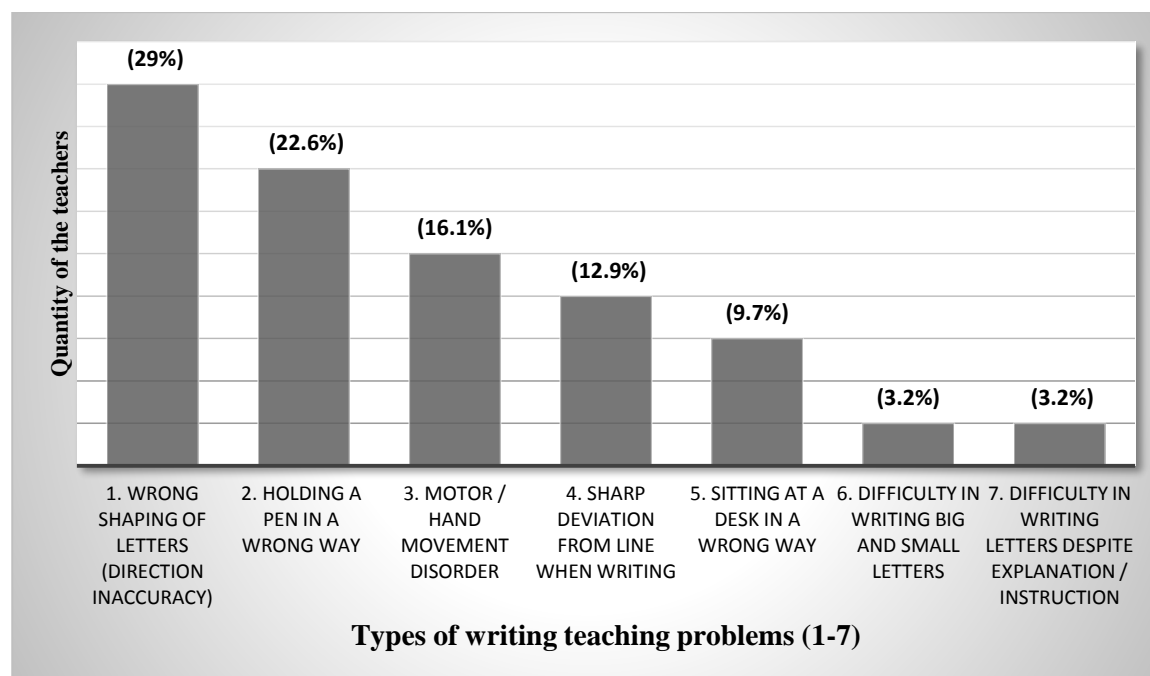
In response to question #I.1 (Is it difficult to teach English language writing to the primary school pupils?), 19 teachers (61.3%) confirmed the difficulty in writing at this stage, while 12 teachers (38.7%) did not consider it as a problem.

The responses to question #II (assess your pupils' writing problems according to the frequency from 1 to 7) revealed that out of 31 teachers surveyed:

- 9 (29%) considered wrong shaping of letters (direction inaccuracy) as the main problem;
- 7 teachers (22.6%) believed, holding a pen in a wrong way is the most frequent problem among the pupils;
- 5 teachers (16.1%) considered motor disorder as the most acute problem at this age;
- 4 teachers (12.9%) thought that sharp deviation from the line was typically the case among the children of this age;
- 3 of them (9.7%) reported about sitting at the desk in a wrong manner;
- 1 teacher (3.2%) responded that children mostly have problems making difference between capital and small letters;
- It also turned out that in 1 teacher's opinion (3.2%), despite explanation/instruction, writing letters is still a problem for pupils;

One of the surveyed teachers considered that her pupils did not have any problems in writing skills and, consequently, she did not express her opinion in the problems' list. For more illustration, the aforesaid data have been presented graphically (see. Figure. 1).

**Figure. 1. Teachers' response on writing-related problems by rating**



In response to question # III (Describe, how you explain a new letter shaping at the primary stage), 21 teachers (67.7%) opted for showing the shape on the board.

Responses to question # IV (Do your pupils practice in delineating various shapes when you teaching letters to them?) revealed that 31 out of 41 (67.7%) teachers train their pupils in delineating such shapes, whereas 23 (74.2%) teacher noted that they apply the corresponding kinesthetic learning-style activities when teaching writing - that is sculpturing and cutting out the letters.

## Discussion

As the results obtained from question #I. 1 show, according to the overwhelming majority of teachers (61.3%), difficulty in English writing among primary-level pupils is a serious problem. One of the reasons of the aforesaid may be incomprehensive knowledge of the universally recognized techniques and strategies that we have mentioned in the literature review. Therefore, provision of such information that will relatively improve the quality of their further working process, should be put on the agenda.

As the graphical and rating data, obtained from question # II show, in the opinion of surveyed teachers, wrong shaping of letters is considered the major problem (29%). They gave little importance to the difficulty in writing capital and small letters (3.2%), on one hand, and, to the difficulty in writing letters despite explanation



/ instruction, on the other hand. Pupils apparently find it difficult to realize the letter "proportions"; how to make links between letter strokes and lines; where to start and finish writing letters.

As for consideration of the results obtained from question #III, under which the majority of teachers give preference to teaching letters based on blackboard shaping, this must be an indicative of the lack of application of diverse strategies in the teaching process.

And, of course, practicing letter writing (especially taking into consideration that English alphabet is absolutely different from the Georgian one) is necessary.

The limitation of the study is the number of teachers who took part in the research, so in the future a larger-scale research is needed.

### Conclusion

Teaching English writing skills to the primary school pupils in Georgia is considered to be one of the most problematic issues by teachers. Wrong letter shaping seems to be the most acute problem. The difficulty in writing capital and small letters and the difficulty in writing letters despite explanation/instruction is viewed by teachers as the least problem.

Diverse strategies, unfortunately, are not applied in the process of teaching writing, which is probably conditioned by two factors: teachers' unawareness of other methods or teachers' lack of corresponding motivation in the teaching handwriting.

Based on the obtained results and their analysis we can conclude that teaching writing is a rather complex process and the questionnaire data alone will hardly provide comprehensive writing-related information. For more profound description and analysis of the problems associated with this process, we consider it efficient to conduct classroom observation, which may become a prospect for further continuation of this research.

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## Proverbs as a tool of intercultural communication (based on Russian, Georgian and Turkish proverbs' examples)

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### Abstract

In the paper, we consider Russian, Georgian, and Turkish proverbs. These languages are rich with proverbs. They are as manifold as the peoples. Among them, we find analogous ones, with the elements specific to a particular nationality. They are characteristic for the people, related by the language, as well as by close geographical position, and connected by the identity of cultural and historic development. For example, the same proverb may appear in the Turkish and Georgian languages. The proverbs and sayings are considered as very valuable material for studying the character and rules of human speech, its history. They represent an immense value for science, since science deals with what is needed for people and is applied to life. Having originated and being preserved for the great many centuries as colloquialisms, proverbs do not exist outside of the language, outside daily human speech. They represent the lively movement from the past to the present and to the future. Their time has not gone yet. The long age of the proverb still continues.

**Key words:** proverbs, sayings, intercultural communications, tolerance, national specifics

### Introduction

People have always used proverbs and sayings in their speech. They are frequently used now as well. Everybody knows that national intellect, national experience and wisdom have been reflected in them. For example: wise advice, guidance, valuable and delicate observations on nature, social relations of people, their customs, character and features. These short expressions have a profound meaning and they help to express one's thoughts in a laconic manner. Proverbs and sayings strongly resemble each other. I remember the words of A.S. Pushkin about sayings which we used to read at literature classes while studying at school. He wrote: "What magnificence, what sense there is in every saying of ours! What gold!" (Gramota.ru, 2014).

Proverbs and sayings decorate our speech. They can be used in various speech situations as they are diverse thematically. See, for example, in what a beautiful manner Turks convey the folk wisdom in verse:

*Söylediklerinize dikkat edin, düşünceleriniz olur; Pay attention to your words, they may become your thoughts;*

*Düşüncelerinize dikkat edin, duygularınız olur; Pay attention to your thoughts, they may become your feelings;*

*Duygularınıza dikkat edin, davranışlarınız olur; Pay attention to your feelings, they may become your actions;*

*Davranışlarınıza dikkat edin, alışkanlıklarınız olur; Pay attention to your actions, they may become your habits;*

*Alışkanlıklarınıza dikkat edin, değerleriniz olur; Pay attention to your habits, they may become your values;*

*Değerlerinize dikkat edin, karakteriniz olur; Pay attention to your values, they may become your character;*

*Karakterinize dikkat edin, kaderiniz olur; Pay attention to your character, it may become your fate.*

This living folk wisdom is collected and studied. A linguist sees in proverbs and sayings the most valuable material for study of the character and laws of human speech, its history, change of lexical meanings and grammatical forms. They are smart, precise and decorate speech.

"Proverb is a generalized thought of people with the didactic meaning expressed in a brief poetical form and possessing independence of a full and complete judgment, folk aphorism" (Ozhegov 1986, p. 491). A proverb is always categorical in affirmation and negation. It does not argue, does not deny - it establishes. A proverb helps before the exam too. "Practice is the best master" – one remembers this proverb before the exam.

When learning Russian proverbs during the Russian classes (for example, about language, knowledge or learning) we analyze, compare and define the values of our native culture, define stereotypes. This cultivates respect of the culture of other nations, promotes intercultural competence, defines the tolerance index, i.e. tolerance to opinions and beliefs of others. The native culture of a human represents the basic problem in the intercultural communication, because we consider that our communication partner sees everything around the same way as we do.

So, do we know the cultural values of our native culture well at the example of Russian proverbs?

<i><b>№ n/n</b></i>	<i><b>Proverbs</b></i>	<i><b>Values</b></i>
1	Делу – время, потехе – час. - Work done, have your fun	Diligence, time management
2	Век живи – век учись. -You are never too old to learn	Permanent life interest, acquisition of knowledge and skills in public
3	И медведя плясать учат. -In time, even a bear can be taught to dance	Achievement of goals through perseverance and diligence
4	Не имей сто рублей, а имей сто друзей - A friend in court is better than a penny in purse	Friendship, help, support

5	Волков бояться – в лес не ходить. -He that is afraid of the wagging of feathers, must keep away from wild fowl	Courage, bravery in the face of definitely known difficulties
6	За двумя зайцами погонишься – ни одного не поймаешь. -If you chase two rabbits, you will lose them both	Necessity of a more important choice
7	Всяк кулик свое болото хвалит. - Every bird likes its own nest	Love to everything native, exaltation of own culture
8	Цыплят по осени считают - Don't count your chickens before they're hatched	Aspiration to successful achievement of set goals
9	С волками жить – по волчьи быть. -You should run with the pack	Collectivism, ability to adjust to any situation
10	Слово – не воробей, вылетит – не поймаешь. -Words are not birds - out you let them, and back you never get them!	Impossibility to change the situation, necessity to contemplate it in advance
11	Что с возу упало, то пропало. - There is no use crying over spilt milk	Impossibility to return what is lost
12	Смех без причины – признак дурачины - Laughing without a reason compromises your intellectual aptitude	Relaxedness, sincerity of expression of emotions

How do you think, which of the above proverbs and the value corresponding to it is the most important in our life and why?

The second proverb - "You are never too old to learn" – is important for me. This proverb reflects the importance of knowledge and skills in public, permanent diligence, acquisition of not only scientific knowledge, but also of life knowledge.

The value and beauty of proverbs preserved by people over centuries as something necessary during the labour, communication with friends and fight with enemies, was defined by the nation: *"If you have brain – follow your brain, if you have no brain – follow the proverb!"*

A national proverb always had a great power. Among oriental nations, similar to other world nations, proverbs are born not by brain or as a result of observations of hermits who escaped from the vanities of the world, but by the heart and mind of those to whom all pleasures and sorrows of life were available. The idea and application of internationally used proverbs have a specific national character. Such proverbs are spread among related nations and nations with ancient cultural links. For example, a proverb *"One hand washes another"* is spread in the Near East. Unlike the analogous Russian proverb which hints at bribery and mutual “support” or bribe-taker and giver, it has a meaning of one friend helping another and does not contain elements of mockery or condemnation. In Georgia they say: *"One hand washes another and both the face"*. Numerous

proverbs deride lazybones, idlers, impostors, silly jealous persons, naives and chatterboxes, slanderers and apple-polishers, losers and egoists. Proverbs condemn cunning, lack of perception, haste, indiscretion, self-confidence, cowardice, avarice, gluttony – it seems that there is no even the most insignificant drawback or secret vice which is not mentioned and denounced in national proverbs.

Proverbs of Oriental nations resemble proverbs of other nations, because a nation represents the force which produces material wealth and is the decisive factor in the social-historic process everywhere. While expressing the common things typical of all nations, proverbs represent a thoroughly peculiar picture of national demonstrations of this social-historic experience common for all nations. For example, a well-known European proverb – "*All roads lead to Rome*" has another corresponding proverb in Russia: "*A clever tongue will take you anywhere*". In Turkey, they use such a parallel: "*If you ask, you will reach Baghdad*".

A national specificity of proverbs is connected with the problem of translation. Russian and Turkish languages belong to various families of languages and are not related, so translators consider that the Russian translation of an Oriental proverb should sound like proverbs, mandatorily maintaining accuracy in conveyance of images and meaning of the original (Bregel, 1961, p.5). Particular difficulties arise in translation of rhymed proverbs often having a form of couplets and sometimes of quatrains. It is possible to provide an adequate translation of such proverbs preserving their form only in exceptional cases. As a rule, attempts of reproduction of the poetical form lead to distortion of the content or artificial "russification" (in case of translation into Russian) of proverbs. Therefore, we more often encounter prosaic translations of rhymed proverbs.

Proverbs kindly and respectfully depict the attitude of mothers to children, for example, the Turkish one: "*Mother and daughter are like halva with nut*". There is a similar proverb in Georgia: "*A good child is like a rose to the mother's heart*", while the Russian saying confirms: "*Mother's caress has no limits*".

As proverbs come from ancient times (and life has changed since), among proverbs dedicated to relationship between parents and their children we find some proverbs which deny respect to personality: "*He that does not beat his children beats himself*". The Georgian proverb goes even farther: "*Grow an enemy out of your son and he will be your closest person*".

Proverbs have absolutely clearly reflected the understanding of naturalness and inevitability of sequence of natural phenomena: "*Every evening is followed by the morning*" (Turkish); "*Waters will flow, sands will remain*" (Georgian); "*Everything flows, everything changes*" (Russian).

Humour of proverbs is endlessly subtle, and their discernment is astonishing. The national practical mind very early defined for itself various meanings of phenomena, despite resemblance of external features: "*Not all tall trees are a cypress*" (Turkish); "*All that glitters is not gold*" (Russian).

There are diverse quantitative relations in the world of things and phenomena established in proverbs: "*Drop by drop will make a lake*" (Turkish); "*World is built from minor things*" (Russian).

Resemblance of characters (in a bad or good sense): "The pear doesn't fall far from the tree" (Turkish), "The apple doesn't fall far from the tree" (Russian). Hyperbole: "*Make a camel out of a louse*" (Turkish), "*Make an elephant of a fly*" (Russian).

Making two things together: "Two watermelons cannot fit into an armpit" (Turkish), "*If you chase two rabbits, you will lose them both*" (Russian).

"*Evil of the morning is better than the blessing of the evening*" (Turkish), "*An hour in the morning is worth two in the evening*" (Russian).

I will provide a number of proverbs dedicated to resolution of controversies by forceful methods: "*The more they quarrel, the more quietly they live*" (Turkish), "*Lovers' quarrels are soon mended*" (Russian). A significant number of proverbial-saying expressions belongs to colloquial phraseological units, for example: "*Life is not a bed of roses*" (Ogoltsev, 1984, p. 45).

There are a number of proverbs and sayings on relationship of humans and animals with precise comparative characteristic: "Don't trouble trouble until trouble troubles you" (Turkish), "A dog that does not bite, barks from a distance" (Georgian), "Be friends with a bear, but keep your rifle ready" (Russian).

Trying to hide something secret, apparent, concealment, and stealthily: "*A pike cannot fit into a sack*" (Turkish), "*You cannot hide an awl in a sack*" (Russian), "*My babbling tongue slapped me in the face*" (Georgian).

Contents of a comprehensive speech, its essence are concentrated in the proverbial assertion. For example, it can be discussed for a long time how unreasonable the people in love are and how often they are under a delusion about each other, but the Turkish proverb briefly states: "*Love is a friend of blindness*", Georgian – "*When choosing a wife believe your ears rather than your eyes*", Russian – "*Don't look for beauty, look for kindness*".

All nations unanimously assert that labour represents the main value of life. So highly evaluating the labour, old proverbs definitely assert: "*A needle sews for everybody but is naked*" (Turkish). The Georgian proverbs states: "*A tailor has a naked back*", Russian – "*The shoemaker's child always goes barefoot*".

Here are proverbs about an active view of life: "*Life is not a bed of roses*" (Russian); "*Live in a haphazard way means not to live at all*" (Georgian); "*Life of an ignorant person is worse than death*" (Turkish).

Proverbs warned all people against being close to the ruling upper circles. All nations have such proverbs. Harsh laws in society based on oppression are mentioned in the proverb: "*If you don't become a wolf, you will be eaten by wolves*" (Turkish); "*Treat a wolf like a wolf, and a fox like a fox*" (Georgian). The meaning of the proverb exactly corresponds to the Latin expression well-known in Europe: "*Homo homini lupus est*".

However, more often proverbs taught to believe in human power. The same conditions of oppression which caused protest and condemnation by religious institutions made people hope for the grace of the God: "*If Allah closes one door, he opens a thousand others*" – states the Turkish proverb. There are too many similar proverbs in the folklore of Oriental nations, while there are very few Georgian proverbs about the Lord. When communicating, people due to his Majesty, often use expressions from the Bible or the New Testament. For example: "Thank God", "Thank Heaven", "Guest from the Heaven", etc. A Russian proverb states: "*The one who hopes for the Lord, is not depressed*".

### Conclusion

As you can see on the example of Russian, Georgian and Turkish proverbs, many of them convey similar values. However, it can be said that qualities like punctuality, diligence, sense of responsibility, honesty, discipline are more frequently addressed in some proverbs, while values like magnitude, patience, acute mind, absence of mind, hospitality are mentioned.

Thus, the more active the links between Europe and Asia become, the better the people of the West and the East get to know each other and the easier it becomes to understand each other. In a word, we have proverbs or sayings for every case.

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## Structural and semantic peculiarities of Christ's parables

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### Abstract

A parable is an ancient literature form, used with various forms and functions over the centuries. The main role in parables is dedicated to Christ. Consequently, the majority of world parables are obviously influenced by Christ's parables. His parables are characterized by: laconism, unpredictable endings, simple structure and limited quantity of main characters. The article deals with structural and semantic aspects of Christ's parables. It studies the role of some semantic units through parable creation, considers the difference between 'parables' and 'fables'. 'Parables' are used to refer to Christ's parables while 'fables' are the rest of other parables. The article also analyses different peculiarities of parables according to their structural-semantic nature.

**Key words:** parable, structural, semantic, Christ, fables

Both fables and parables as oldest literary genres tell us didactic stories. The difference between 'parables' and 'fables' deals with the story-teller and the personages. 'Parables' are used to refer to Christ's parables while 'fables' are the rest of other parables. Correspondingly, major characters in parables are people, while in fables these are mostly animals.

Thus, the English language has two kinds of parables:

Parable	Fable
Definition: A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.	Definition: A short story, typically with animals as characters, conveying a moral.

A parable is considered to be an ancient literature form. The word 'parable' has different definitions. The definition often learned by Sunday school children is 'a parable is an earthly story with a heavenly meaning'. Examples are: Saul Anointed King and David Spares Saul's Life (1 Samuel 10-12; 24:14),

A 'parable' is a translation of the Hebrew word 'mashal' meaning 'a proverbial saying'. used of three different terms. It is translated in three ways:

- 'a prophetic figurative discourse' (Num. 23:7),
- 'a song' or 'parable' (Ezekiel: 17:2),

- ‘a proverb’ or ‘a riddle’ (Ps. 49:4).

In the New Testament the word is a translation of two Greek terms parabolē and paroimia. The former is used in the sense of "symbol" or "figurative speaking" (Hebrews: 9:9; 11:19), and it is used in the Synoptics to denote ‘a characteristic form of the teaching of Jesus’, (6) and the latter word is used by John (John: 10:6) as ‘dark saying’ or ‘figure of speech’ and by Peter (2 Peter: 2:22) as ‘proverb’. According to Don Schwager’s definition: “A parable is a word-picture which uses an image or story to illustrate a truth or lesson. It creates a mini-drama in picture language that describes the reality being illustrated. It shows a likeness between the image of an illustration and the object being portrayed. It defines the unknown by using the known. It helps the listener to discover the deeper meaning and underlying truth of the reality being portrayed. It can be a figure of speech or comparison, such as “the kingdom of God is like a mustard seed or like yeast” (Luke 13:19, 21)”. If we try to define, we can say that A parable is a little story which is different from other literature forms by its ending. It always has some kind of moral conclusion in the end and this conclusion always carries the author’s pragmatic intention.

According to Ramm (1954, p. 256-7), there are four elements to a parable:

- (i) A parable is some commonly known earthly thing, event, custom, or possible occurrence. The emphasis is on the word earthly. Parables are about farming, marriages, kings, feasts, household relationships, business arrangements, or customs of the peoples. It is this concrete and pictorial grounding which makes them such remarkable instruments for instruction.
- (ii) Beyond the earthly element is the spiritual lesson, or theological truth which the parable intends to teach.
- (iii) This earthly element bears an analogical relationship to the spiritual element. It is this analogical relationship which gives the parable its illustrative, or argumentative force.
- (iv) Because a parable has two levels of meaning every parable stands in need of interpretation. The actors, elements, and actions need to be identified. One of the tributes paid to Jillicher’s famous work on the parables is that he freed the interpretation of parables from allegorization. Whenever any interpreter seeks an elaboration of meaning in a parable, and commences to find meaning in far more points than the parable can hope to make, that interpreter has returned to the reprehensible method of allegorizing the parables.

Although Jesus Christ did not use this form for the first time, he is considered to be one of the greatest users of parables. Any researcher of parables will have to deal with Christ’s parables. He always spoke with ordinary people using parables. Jesus warned his disciples that not everyone would understand parables. “To you it has been given to know the secrets of the kingdom of God; but for others they are in parables, so that seeing they may not see, and hearing they may not hear” (Luke 8:10). Did Jesus mean to say that he was deliberately confusing his listeners? Very likely not. Jesus was speaking from experience. He was aware that some who heard his parables refused to understand them. It was not that they could not intellectually understand

them, but rather, their hearts were closed to what Jesus was saying. They had already made up their minds to not believe. God can only reveal the secrets of his kingdom to the humble and trusting person who acknowledges the need for God and for his truth. The parables of Jesus will enlighten us, if we approach them with an open mind and heart, ready to let them challenge us. If we approach them with the conviction that we already know the answer, then we, too, may look, but not see, listen, but not hear or understand. When reading the parables, it is important to not get bogged down in the details of the story. The main point is what counts. Very often the details are clear enough, but some are obscure (for example, why would a rich man allow his dishonest steward to take care of his inventory; see Luke 16:1-8). A storyteller does not have to make every detail fit perfectly. Each parable will typically present a single point. Look for the main point and do not get bogged down in the details. In addition, Jesus often throws in surprise or an unexpected twist. These challenge the hearer and invite us to reflect. Jesus meant for his parables to provoke a response. If we listen with faith and humility, then each of us will understand, as he or she is able to receive what Jesus wishes to speak to each of our hearts.

According to Gowler (2000, p. 103), “communication in parable does not allow a passive role; the interlocutor participates in the formation of meaning as do, broadly speaking, the whole complex of social situations in which the utterance occurred”.

Christ’s parables usually have three main components:

1. Illustrating something hidden: e.g: the Kingdom of God
2. Giving some known examples to illustrate other things: the Sower, Mustard seed, etc.
3. Comparing known and unknown things.

In order to compare known and unknown things Christ often used:

- A simile – comparison, using words "like" and "as", for example: "as lambs in the midst of wolves"
- Metaphor- e.g. : "You are the salt of the earth" (Luke 6:46-49 — Wise and Foolish Builders)

“Why do you call me, ‘Lord, Lord,’ and do not do what I say? I will show you what he is like who comes to me and hears my words and puts them into practice. He is like a man building a house, who dug down deep and laid the foundation on rock. When a flood came, the torrent struck that house but could not shake it, because it was well built. But the one who hears my words and does not put them into practice is like a man who built a house on the ground without a foundation. The moment the torrent struck that house, it collapsed and its destruction was complete.”

Christ’s parables have the following characteristics:

- They are laconic and they never have too many words to express the author’s intention.
- Feelings and motives are described only when they are essential to the point of the story. We are told of the distress of the fellow servants of the merciless servant (Matt. 18:31), of the joy of the shepherd and the woman who found the lost sheep and the lost coin (Luke 15:6, 9), the compassion of the good

Samaritan (Luke 10:33). However, in stories of the prodigal son and of the Pharisee and the tax collector, the feelings of the people involved are expressed not through descriptions offered by the narrator but rather through the words and the actions of the characters themselves.

- They are very simple.
- The amount of characters is restricted. The story of the prodigal son (Luke 15:11–32), there is no mention of his mother. In the story of the friend at midnight (Luke 11:5–8), there is no mention of the householder's wife. There are never more than three persons or groups in the stories, and no more than two seem to appear at a time.
- Parables usually are told from a single perspective. There is one series of events, always told from the point of view of one person. In the parable of the prodigal son, no information is given about the father's mood or actions while the son is away.
- They are sometimes exaggerated in order to emphasize given information.
- Often there is no expressed conclusion to the story. We are not told that the rich fool died (Luke 12:3–31). We are not told whether the good Samaritan had to pay additional money (Luke 10:35). The main point is made, and that is the end of the story.
- The stories and parables of Jesus are such that they involve the hearer or the reader. The parables lead to a verdict, which is based on antithesis and contrast. The reader is asked to affiliate with one side or the other.
- They sometimes contain some kind of cultural irony.
- Some of them have a very unexpected ending.
- They are mainly about 'The Kingdom of God'.
- Often there is repetition of phrases, which has a kind of underlining effect. In the parable of the talents (Matthew 25:14–30), we are told repeatedly of servants presenting their accounts to the master (Matthew 25:20, 22, 24).

Christ's parables often illustrate truth so that the hearers can grasp the meaning more easily. But some parables contain information of common settings and close to the experience of the Palestinian people. So, a person who studies parables should sometimes study the living conditions and traditions of Old Palestinian People. The parable "The Prodigal Son", for example, can be fully understood if you know the tradition of inheritance of the Old Palestinian people.

It can be concluded that Jesus Christ's parables have an unusual style of narration. While other authors speak much and use a lot of characters, he is very laconic and always reveals his intention precisely. The morals of his parables are mainly connected with "The Kingdom of God".

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**The role of education according to *Robinson Crusoe* by D. Defoe and *Life of Pi* by Y. Martel****Natela Doghonadze**

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**Abstract**

The paper is both a comparative literary analysis of two books separated by almost three centuries and an effort through fiction to understand what is the goal of learning. Its target readers are literature teachers and literary critics, on the one hand, and education theorists and all teachers in general. It aims at a conclusion that ability to learn is a very important part of human nature which makes our life meaningful, whatever circumstances we are in. Living is learning and not learning is not living.

**Key words:** education, learning, experience, Humanism, fiction, book, allusion, spirituality, teacher, allegory, knowledge, skills, values

Education has always been crucial for people – life skills and culture can develop only via education, and progress cannot be achieved without it. There are – scarce enough – fiction works that deal with education – about children-parents relations, school and university life, dedicated and innovative teachers. But the books I would like to analyze in this paper are not like that. However, I deeply believe, they are books about how education keeps people afloat and helps them survive.

We all know that *Robinson Crusoe* by Daniel Defoe is about a young man seeking sea adventures whose ship wrecked and who survived on a desert island for two decades or more. Fewer of us know the fantastic book *Life of Pi* by a Canadian author of a French-speaking family, born in Spain – Yann Martel. In this book a boy from India survives 227 days after a shipwreck while stranded on a lifeboat in the Pacific Ocean.

At first sight what unites the two books separated by almost three centuries is sea adventure. Both heroes set at sea (one on his own will, the other – not) and survived without other people's help in unbelievable circumstances. But the connection is much deeper and stronger.

Both Robinson Crusoe and Pi Patel are left with minimum survival tools, but among them (so typically both for Age of Reason and Technological Age) are books: the Bible for Robinson and some instructions, including an animal training instruction for Pi. Both keep journals to remain Homo Sapiens, not to lose Reason. Both talk to animals, as, talking, they remain Human. Both respect Nature. During the storm Pi simultaneously is terrified and admires the powerful Nature (i.e., God), he is just sorry he cannot get the message that God is sending him. Pi, as a Hindu, a vegetarian, apologizes in front of the fish he has to kill and eat and thanks it for helping him survive.

It is interesting that animals in *Life of Pi* have human names (and, as Pi believes, souls). Richard Parker (the tiger) is simultaneously his enemy, who can eat him any moment and thus keeps him alert, making him

fight for his life and survival, and his friend, the only alive creature on the boat to communicate with, a friend in need for whom Pi cares. Pi believes that if Richard Parker dies, so will he (the book contains an ecological message among many other things as well):

I had to tame him. It was at that moment that I realized this necessity. It was not a question of him or me, but of him *and* me. We were, literally and figuratively, in the same boat. We would live – or die – together... (Martel, 2003, part 2, chapter 57)

Pi's father had told him that tiger is a wild animal, but Pi believes he has a soul. This is why he is so disappointed when – at the moment they are rescued – Richard Parker leaves him without looking back, without a decent goodbye. However, he still hopes that the tiger has a soul – a little piece of a universal soul that Creator gave us all.

Both books contain many allusions to the Bible. Crusoe's own story is very much like the parable of the prodigal son (physically – eventually returning home and mentally – rethinking his faith). Defoe in his book quotes the Bible many times, for example in chapter IV - "Call on Me in the day of trouble, and I will deliver thee, and thou shalt glorify Me" (Psalm 50:15). He very often mentions God (161 times), Lord (12 times), Christ (14 times), Jesus Christ (6), Jesus (3), Saviour (6) and Providence (59 times), to say nothing of Him (which is difficult to count).

*Life of Pi* contains many allusions not only to the Bible, but also to the related Jewish and Islamic references. Pi's boat is obviously an allusion to Noah's Ark. Christ, Virgin Mary, and Holy Spirit are mentioned many times as well as such personages as Noah, Cain, Doubting Thomas, etc. Pi is a Hindu from birth, then at fourteen he adds Catholicism to his repertoire; at fifteen he adds Islam. As an Indian, he also naturally mentions names dealing with Hinduism (Ganesha, Shiva, Vishnu, Krishna, etc.). Pi is an educated boy, he knows much about religions and believes that the Faith is important, it is the main value, not a particular religion (like the man he admires – Mahatma Gandhi).

Whatever important place does faith occupy in both books, none of them can be called a book dedicated to religion or a religious book. These books are about Man who has been created by God and whose Teacher is God. God helps Robinson and Pi not in a magic way, not using His Power, but by teaching them to be morally strong. Here very adequate are the words of American Baptist Minister and Civil Rights leader Martin Luther King, Jr: "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education" (King, 1947).

This is the way Robinson and Pi were raised, this is what life later taught them, this is the way God helps them survive. Robinson, revising his faith, learned not to lose hope and dignity, to think positively. He believed God will help him, but he should deserve this help - be optimistic, work hard, and behave humanly: "I learned to look more upon the bright side of my condition, and less upon the dark side, and to consider what I enjoyed rather than what I wanted" (Defoe, 2010, chapter IX). Pi is also optimistic:

I was giving up. I would have given up – if a voice hadn't made itself heard in my heart. The voice said, "I will not die. I refuse it. I will make it through this nightmare. I will beat the odds, as great as they are. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all the hard work necessary. Yes, so long as God is with me, I will not die. Amen. (Martel, 2003, Part 2, chapter 53)

It is not by chance that Robinson Crusoe is mentioned in *Life of Pi* (part 1, chapters 26 and 32), but even if it were not, the allusion comes immediately to one's mind when both heroes find help and inspiration in the Book, but eventually survive through their own skill and insistence.

In Chapter 15 – "Friday's education" Robinson Crusoe (or Defoe) writes:

... the knowledge of God, and of the doctrine of salvation by Christ Jesus, is so plainly laid down in the Word of God, so easy to be received and understood, that, as the bare reading the Scripture made me capable of understanding enough of my duty to carry me directly on to the great work of sincere repentance for my sins, and laying hold of a Saviour for life and salvation, to a stated reformation in practice, and obedience to all God's commands, and this without any teacher or instructor, I mean human; so the same plain instruction sufficiently served to the enlightening this savage creature, and bringing him to be such a Christian as I have known few equal to him in my life.

Though both books are incredibly Humanistic and teaching us to believe in (God-given) human ability, three centuries are three centuries and we can say that the contemporary Robinson (I mean Pi) is more "civilized" than the Robinson of the XVIII century who treats his Friday simultaneously as a good friend and as a servant, a savage. The contemporary Robinson (Pi) treats his Friday (Richard Parker, the tiger) as an equal, with his skills and wishes.

As *Life of Pi* is a philosophic allegory, a sort of a fairy tale (so unbelievable the events described in it are), in the last part, when after the survival Pi tells his *true* story to shipping company agents and they don't believe it, to get the insurance, he tells them a *realistic* story about 4 people who initially survived and were on the boat, but then the evil ship's cook (hyena) killed the boy's Mama (orangutan) and another sailor (zebra), which provoked Pi to kill the bad man. So readers can also choose which story they find more credible.

Thus, the two books analyzed are books about learning (the word is used 27 times throughout *Robinson Crusoe* and 17 times in *Life of Pi*). And adventures are just a good pretext to learn through experience about yourself, nature and life, to acquire knowledge, skills, and, what is most important, values. Below find a quote concerning it from *Robinson Crusoe*:

Being the third son of the family and not bred to any trade, my head began to be filled very early with rambling thoughts. My father, who was very ancient, had given me a competent share of learning, as far as house-education and a country free school generally go ... My father, a wise and grave man, gave me serious and excellent counsel against what he foresaw was my design...He bade me observe it ... sliding gently through the world, and sensibly tasting the sweets of living, without the bitter; feeling that they are happy, and learning by every day's experience to know it more sensibly. (Chapter 1)

And from *Life of Pi*:

Experience taught me that it was better to strike when I felt I had a good chance of success than to strike wildly, for a fish learns from experience too, and rarely falls for the same trap twice. (Chapter 66)



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## The importance of communication skills in oral presentations

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### Abstract

Communication skills are among the intangible skill sets most valued by employers. The ability to communicate effectively, especially during oral presentations, can boost your marketability and viability for work in a variety of careers. To develop strong presentation skills, you need to consider both the verbal and nonverbal factors involved in delivering your message. Hence, the aim of the paper is to once again emphasize the importance of communication skills while making oral presentations among the students, which will help give them practical tips and further guarantee their success in career opportunities.

**Key words:** communication skills, oral presentations

### Introduction

Successful communicators recognize the power of nonverbal messages. Although it is probably unwise to attach specific meanings to gestures or actions, some cues broadcast by body language are helpful in understanding the feelings and attitudes of senders.

Nearly three decades ago, when he was president, Gerald Ford (in Guffey, 2007, p. 2) spoke about the importance of communication skills. If he had a second chance at college, he said, he would concentrate on learning to write and to speak before an audience. Today, communication is even more important and more challenging than when President Ford spoke. We live in an information age that revolves around communication, a skill that is more challenging because of the tremendous changes in technology, the workforce, work environments, and the globalization of business.

While talking about the challenges of making effective oral communication, we also need to focus on non-verbal communication skills, as words seldom tell the whole story. Indeed, some messages are sent with no words at all. The eyes, face, and body can convey a world of meaning without a single syllable being spoken.

**Eye contact.** “The eyes have been called the “windows to the soul.” Even if they do not reveal the soul, the eyes are often the best predictor of a speaker’s true feelings. Most of us cannot look another person straight in the eyes and lie” (Guffey & Loewy, 2012, p. 64).

Making a good oral presentation is an art that involves attention to the needs of your audience, careful planning, and attention to delivery. Below are explained the basics of effective oral presentation. It also covers use of notes, visual aids and computer presentation software.

**The audience.** Some basic questions to ask about an audience are:

Who will I be speaking to?

What do they know about my topic already?

What will they want to know about my topic?

What do I want them to know by the end of my talk?

By basing the content and the style of your presentation on your answers to these questions, you can make sure that you are in tune with your audience. What you want to say about your topic may be much less important than what your audience wants to hear about it.

### **Planning your presentation**

In an effective oral presentation, the content and structure are adjusted to the medium of speech. When listening, we cannot go back over a difficult point to understand it or easily absorb long arguments. A presentation can easily be ruined if the content is too difficult for the audience to follow or if the structure is too complicated (English for Professional Communication, n.d.).

As a general rule, expect to cover much less content than you would in a written report. Make difficult points easier to understand by preparing the listener for them, using plenty of examples and going back over them later. Leave time for questions within the presentation.

Give your presentation a simple and logical structure. Include an introduction in which you outline the presentation.

### **Delivering your presentation**

People vary in their ability to speak confidently in public, but everyone gets nervous and everyone can learn how to improve their presentation skills by applying a few simple techniques.

The main points to pay attention to in delivery are the quality of your voice, your rapport with the audience, use of notes and use of visual aids.

Voice quality involves attention to volume, speed and fluency, clarity and pronunciation. The quality of your voice in a presentation will improve dramatically if you are able to practise beforehand in a room similar to the one you will be presenting in.

Rapport with the audience involves attention to eye contact, sensitivity to how the audience is responding to your talk and what you look like from the point of view of the audience. These can be improved by practising in front of one or two friends or video-taping your rehearsal.

Effective delivery of the presentation requires an 'Effective use of notes', i.e. good speakers vary a great deal in their use of notes. Some do not use notes at all and some write out their talk in great detail. If you are not an experienced speaker it is not a good idea to speak without notes because you will soon lose your thread. You should also avoid reading a prepared text aloud or memorising your speech as this will be boring.

The best solution may be to use notes with headings and points to be covered. You may also want to write down key sentences. Notes can be on paper or cards. Some speakers use overhead transparencies as notes. The trick in using notes is to avoid shifting your attention from the audience for too long. Your notes should always be written large enough for you to see without moving your head too much.

**Visual aids** help to make a presentation more lively. They can also help the audience to follow your presentation and help you to present information that would be difficult to follow through speech alone.

The two most common forms of visual aid are overhead transparencies (OHTs) and computer slide shows (e.g. PowerPoint). Objects that can be displayed or passed round the audience can also be very effective and often help to relax the audience. Some speakers give printed handouts to the audience to follow as they speak. Others prefer to give their handouts at the end of the talk, because they can distract the audience from the presentation.

### **Basic tips**

- Dress smartly: do not let your appearance distract from what you are saying.
- Smile. Do not hunch up and shuffle your feet. Have an upright posture. Try to appear confident and enthusiastic.
- Say hello and smile when you greet the audience: your audience will probably look at you and smile back: an instinctive reaction.
- Speak clearly, firmly and confidently as this makes you sound in control. Don't speak too quickly: you are likely to speed up and raise the pitch of your voice when nervous. Give the audience time to absorb each point. Do not talk in a monotone the whole time. Lift your head up and address your words to someone near the back of audience. If you think people at the back can't hear, ask them.
- Use silence to emphasize points. Before you make a key point pause: this tells the audience that something important is coming. It's also the hallmark of a confident speaker as only these are happy with silences. Nervous speakers tend to gabble on trying to fill every little gap.
- Keep within the allotted time for your talk.
- Eye contact is crucial to holding the attention of your audience. Look at everyone in the audience from time to time, not just at your notes or at the PowerPoint slides. Try to involve everyone, not just those directly in front of you.
- You could try to involve your audience by asking them a question.

- Do not read out your talk, as this sounds boring and stilted, but refer to brief notes jotted down on small (postcard sized) pieces of card. Do not look at your notes too much as this suggests insecurity and will prevent you making eye contact with the audience.
- It is OK to use humour, in moderation, but better to use anecdotes than to rattle off a string of jokes.
- Take along a wristwatch to help you keep track of time – the assessor may cut you off as soon as you have used the time allocated, whether or not you have finished.
- It can be very helpful to practise at home in front of a mirror. You can also record your presentation and play it back to yourself: do not judge yourself harshly when you replay this - we always notice our bad points and not the good when hearing or seeing a recording of ourselves! Time how long your talk takes. Run through the talk a few times with a friend.
- It is normal to be a little nervous. This is a good thing as it will make you more energized. Many people have a fear of speaking in public. Practicing will make sure that you are not too anxious. In your mind, visualize yourself giving a confident successful performance. Take a few deep slow breaths before your talk starts and make a conscious effort to speak slowly and clearly.
- Build variety into the talk and break it up into sections: apparently, the average person has a three minute attention span!

### **Using Power Point, overhead projector or a flip chart**

You may be allowed to use an overhead projector (OHP), data projector, or flip chart as part of your talk. If you think that you might like to use one, then it is wise to try to practice on one beforehand so you know what you are doing!

- Before you start check the computer and the lighting: make sure no bright lights are illuminating the screen.
- Stand to one side of the projector/flip chart, so the audience can see the material.
- Face and speak to your audience, not the screen. Inexperienced PowerPoint presenters have their backs to the audience most of the time!
- All too often the slides are just a security blanket for the speaker, not visual aids for the audience.
- Do not use too many slides: three or four should be sufficient for a short presentation. For a 15 minute session 8 would be the absolute maximum and probably less. Do not have too much text on each slide - no more than about 40 words. Each slide should last for at least 2 minutes. The more slides and the more words on each slide, the less the audience will listen- whereas the less and simpler slides you have, the better you will communicate. Plan your presentation carefully and only use slides where they will clarify points.

- Do not try to write too much on each slide: 30 to 40 words in a large font size is ample for one transparency. Use note form and bullets rather than full sentences. It is very hard for a member of the audience to read slides and listen simultaneously - they are unlikely to do either well. The best slides contain just one word.
- Slides can contain prompts to remind you of what you will say next.
- Press *w* to blank the screen or *b* to black it out (pressing any key restores the slides) when talking about a point which does not require a slide thus reducing the distraction for the audience.
- Use a large (about 24-28 point) font. Do not put everything in upper case as it looks crude. Check that the slides are easy to read from a distance.
- Use colour and bold for emphasis, but do not use too much colour. Have a good contrast, e.g. a dark blue text on a cream background.
- Pictures, especially tables, diagrams and charts are good. PowerPoint is excellent for the delivery of pictures and diagrams and they will help to break up and add variety to the long streams of text seen in many (bad!) presentations.
- The average PowerPoint slide contains 40 words (not more than 7 lines!)
- A little humour can grab the attention of the audience. For example, some performing crocodiles.
- Do not get carried away with flashy PowerPoint transition effects as these may distract listeners' attention from the content.
- If using PowerPoint, use the Format|Apply design template command. It gives you a wide range of nicely preformatted slide designs to choose from and saves you a lot of time.
- Write down your main points on a postcard sized piece of card as a prompt and also as a backup in case the technology fails!
- Too many bullets can machine gun your audience to sleep! Good presentations will have a variety of slides: some with bullets, some without and many with images and charts. Twenty slides with 5 bullets on each means you are trying to get across one hundred points, whereas the average person will absorb at most 5 points from a presentation.

### **Less is more!**

It is not easy to prepare a short, but concise enough presentation. 'I'm going to make a long speech because I've not had time to prepare a short one' (Winston Churchill as cited in Hunt, n. d.). Work hard until most ideas are there, but the presentation is short enough to be pleasantly and easily perceived by the listeners.

## Conclusion

Hence, for an effective oral presentation it is important to focus firstly on the **messages** - the ability to present an effective message with useful content is obviously important to a good oral presentation. This requires planning for your presentation, and doing research to make sure your message is well-constructed. You want to deliver a message that considers your audience and the goals of your presentation.

An oral presentation without good substance will accomplish very little; however, **body language** is also a major component of the message your audience perceives. Your posture, facial expressions and gestures affect the way your message is received. Consistent **eye contact** with members of your audience; a calm, confident posture; and relaxed arms and hands held near your sides are among body language techniques that deliver positive vibes. Folding your arms, avoiding eye contact, frowning, and nervous movements can signal nervousness, indifference or worse.

Thirdly, the **vocal tone** - how you say something - carries a lot of weight. Speaking in a clear, confident and assertive tone helps project your message and keep your audience engaged. Emphasizing specific points and varying your rate of delivery brings out key points in your presentation and attracts your audience's attention. Avoid speaking in a low voice or a monotonous tone.

And finally, **awareness** - your communication skills in a presentation - can also help you understand how well your message is hitting home. By observing the body language and feedback of audience members, you can adjust your approach. If audience members are sitting back in their chairs, not paying attention or distracted by other things, your message probably is not getting through. Consider projecting yourself more and finding ways to better engage the audience. It helps to ask audience members questions and keep them involved. If your presentation is lengthy, you might need to take a break.

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**Results of a survey on work efficiency at International Black Sea University, Georgia, to address the gap between the current status of the management system and total quality management (TQM) principles**

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**Abstract**

This paper attempts to analyze the results of a survey to provide data for three managerial areas which call for improvement in the institutional development of the International Black Sea University that is on its way to implement a quality management system, namely ISO 9001:2008. The managerial areas were decision making, workflows, and work efficiency. The survey offers insights for exploration of the current case and sheds light on the production of more detailed questionnaires and interviews for other stakeholders as well. The results provide a valuable feedback and hint that surveys alone cannot be fully trusted to constitute a foundation for a sound gap analysis.

The survey was carried out as part of the author's Ph.D. thesis work.

**Key words:** work efficiency, total quality management (TQM), higher education,

**Introduction**

**Total Quality Management**

"Total Quality Management is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback" (Mills, Bratton, & Forshaw, 2006).

World War I marks the period when a set of quality control methods were put into action that would eventually lead to the development of TQM. "Much unfit material was delivered to military customers during World War I ... and many firms took the inspectors out of production's control and put them under inspection foremen and a chief inspector" (Juran & Gryna, 1980). Factory workers who lacked due experience had to produce large amounts of goods and products under pressure which naturally yielded in poor results. This is when the quality inspectors came to help to prevent errors on the production band. The main goal was to minimize the defects at the end of the production line, or 'Gemba', a term in Japanese used to refer to the workplace (Imai, 1997, p. xv) where the real action takes place.

Japanese product quality was very low in the late 1940s, and they believed that it was high time for them to go through a radical change. JUSE (The Japanese Union of Scientists and Engineers) extended an



invitation to Dr. Deming in order to offer trainings to Japanese engineers about how to increase the quality in manufacturing. The invitation soon resulted in what is called ‘quality control’, and became a standard in Japan.

Through rigorous discussions in the following 2 decades, quality control efforts were turned into institution-wide concerns, which resulted in TQM (Total Quality Management) that gets all the tools, methods, and strategies together to reach and maintain the overall quality.

“Many prominent quality awards, such as Deming in Japan, Malcolm Baldrige in the USA, and the European Quality Award, have adopted these essential elements of TQM as their award criteria” (Sirvanci, 2004). This is why this study focuses on the applicability of TQM in Higher Education Institutions (HEIs), though the term is now losing its once glamorous effect in the business world, leaving its place to new trends such as Six Sigma, and Lean. The basic idea remains the same: continuous improvement.

### **Why do we need TQM in higher education?**

There is a paradigm shift in higher education. Higher education has taken on the characteristics of “mass production”, compared to the earlier “elitist production” (Sarvan & Anafarta, 2005). The quality focus is now more on the quantitative aspects, such as number of students, rating categories, and facilities due to quality assurance requirements, but qualitative issues, that require long-term investment and of which we would find the learning outcomes only in the success of the graduates finding good jobs, are usually neglected.

We cannot speak of a standard mechanism that checks with the ‘process’ at a low-performing program, for instance. When we decide to fail a student or to declare that a program fails to meet ‘standards’, we generally rely on basic numerical data collected within the institution through tests, survey results, and the like rather than the processes that lead to bad results. We usually fail to pay attention to individual needs, possibly, due to insufficient resources, lack of training, absence of relevant methodology, and compulsory mass education practices. Training is habitually ignored for faculty members who directly start teaching after recruitment and learn how to teach on the job.

How can the universities achieve student and alumni satisfaction without the right management system that should ensure the desired results? Total Quality Management addresses the overall quality issues by identifying problems and possible solutions at all levels. However, TQM yields visible results in the long-run. A gap analysis is needed to be made to find out what the current situation is and what we would like to achieve. There are many case studies made about the implementation of TQM in HEI setting, however, discussion of those studies is well beyond the scope of this work.

This paper looks at three areas (decision making, workflows, and work efficiency) that will partly contribute to the development of a detailed gap analysis checklist for the implementation of TQM at the HEI.

### Research design

The academic and administrative staff survey at IBSU was carried out on April 29 – May 5, 2014 on Google Forms® platform in order to analyze how the decision making process is realized, get the insight about work habits and efficiency, if staff members are comfortable with what they are required to do at work, and if they are happy with the present workflows / process definitions. The survey was introduced to the International Black Sea University full time staff, and was responded by 46 staff members - 18 academic and 28 administrative positions (N=88, n=46) with a response rate of 52%. Given that the survey was distributed electronically and that some staff members still have difficulty in using the electronic system, the real response rate can be considered as higher. Gender of the respondents was not taken into consideration, as it does not yield any value to this research, so it was not defined as a variable. 7 respondents felt the need to add some remarks in an open-ended fashion at the end of the survey.

The survey questions were discussed with high ranking academic and administrative staff members before the survey was distributed in order to receive feedback for the clarity of the questions in order to pilot the survey, which is a necessary phase in research to ensure validity ('does it measure what it aims to measure?'), reliability ('can the results be replicated and trusted?'), and ensure a smooth-running survey. The survey questions were then simplified based on the feedback received through content experts (colleagues from IBSU with relevant background of education management research and who voluntarily took up the task of revising the questions). The number of questions was reduced as well. Some questions were re-written for clarification.

The answers were collected through Likert scale consisted of 5 categories: strongly agree, agree, neutral, disagree, and strongly disagree. However, the calculation also included a sixth category: n/a (not available or does not apply) for the staff members who preferred not to respond to the statement, or believed that the statement was not relevant to their position. Minitab® Software was used to analyze the responses for basic statistical data, and reliability analysis (Cronbach's alpha).

The survey did not cover an exhaustive list of questions that would be asked if the sole purpose was to analyze the current case for a thorough gap analysis, but rather was a tool to lay the foundation for the structure for the future interviews.

### Findings and discussion

The response rates to the questions is provided in Appendix I. For the calculation of the response rates, the responses were grouped into *agree*, *neutral*, and *disagree* to make it easier to see the differences between responses.

### **Decision making**

#### ***Q. 1. My head / supervisor seeks our opinions for strategic decisions***

The majority of the respondents (82%) believes that their opinions are paid due attention to in decision making whereas 5% totally disagrees, with 14% of them whose answers were neutral. Their neutrality may be understood as they disagree with the statement, because nobody chose “n/a”. In this case, 18% of the staff may be considered as out of the decision making process. While percentages are taken into account, the result is very satisfactory; however, it seems to be contradicting with the third question which basically asks the same question as a verification tool, and the percentage falls from 82% down to 63%. The contradiction calls for individual interviews with the staff.

#### ***Q. 2. I can easily access any meeting minutes***

Again, the majority of the respondents indicates that they can reach meeting minutes if and when necessary. IBSU has recently started to use its Google®-based emailing system and the Google Drive® for sharing common files. However, the results naturally omit non-IBSU email users. Therefore, the problem may be among the ones who do not use their institutional email, which calls for individual interviews once again.

#### ***Q. 3. I sometimes wish I could have a say in decision making***

This is the question the responses to which partly contradict those to the first question. It is worthwhile mentioning that 9% of the survey participants chose “n/a” for this question, which makes the contradiction even worse by increasing the disagreement percentage to 71%. The TQM process is supposed to eventually increase participation percentage in decision making. The contradiction is partial, as our direct boss may listen to us and we answer “agree” to question 1, but we think that the final decision is taken without taking our opinion into consideration.

#### ***Q. 4. We are now changing the way we work because the top management said so***

The high response rate to this question may also be considered as a contradiction to the 1<sup>st</sup> and the 3<sup>rd</sup> questions. 76% of the respondents indicate that they follow orders coming from top management, whereas the majority declared that they participate in the decision making process. The response rate reinforces the need for individual interviews.

#### ***Q. 5. We heavily rely on gathering data and data analysis for planning ahead***

61% of the responses point out to the fact that we need to establish systems for gathering and analyzing data throughout the institution. Strategic planning is not possible without adequate data; however, data on paper do not mean much in this age. Data should be electronically gathered and dynamically analyzed.

***Q. 6. At the end of each semester, we revise what we have done for taking necessary actions in my job***

67% of the respondents answered positively to the question. The responses contradict the previous question, because only 39% indicated that they gathered data for planning. The positive responses (67%) may be hinting that the end-of-semester meetings may not go beyond traditional get-togethers where people gather and talk with no or very few strategic decisions.

### **Work efficiency**

***Q. 7. I was offered a very comprehensive orientation for my position before I started the job***

Low rate (33%) of positive responses reveal the fact that many of the staff start work without proper orientation. The reason may be lack of a complete recruitment policy, proper job descriptions, workflow descriptions, processes and procedures - briefly, a package that gets all the required bits and pieces together. Preparation of an orientation package would also help with noticing the incomplete modules that are normally not seen in day to day tasks.

***Q. 8. I know well who to contact for any issue***

64% positive response rate is not surprising, because the reasons for not high enough rate may be considered in parallel with the ones offered for the 7<sup>th</sup> question. 22% negative response rate (together with 14% neutral responses) should not be ignored when it comes to work efficiency. Therefore, the responses strengthen the need for orientation package.

***Q.9. I sometimes find out that a document I sent to another department gets lost***

There is a 44% portion of the responses that seem to face problems in the internal communication line. A quick interview with some unit heads revealed the fact that they either do not keep a register for incoming / outgoing documents, or they do not communicate with each other officially, that is, in writing. The actual percentage of the staff who face communication problems may be more, because the respondents use IBSU email effectively (25<sup>th</sup> statement in the survey).

***Q. 10. I sometimes find myself doing the same task in a different way***

52% positive responses, plus 22% neutral answers, which sums up to 74% basically indicate that there is a strong need to improve / amend to the existing regulations. There is surely no standard of how to do things among the various units, and one cannot be sure if there is a certain standard within the same unit/department either. It looks very urgent to go deeper into the roots of the problem and find out the reasons why and how people accomplish tasks in a different way. The reason may well be that the staff are left with some room for freedom, or lack proper management.

***Q. 11. I sometimes find myself 'forgot' about certain tasks assigned to me***

There is a satisfactory result of 72% who disagree with the statement. About 30% rate of confirmation of the statement must be an alarming factor that calls for preventive measures. The origin of the problem may go down to the problems in communication channel, workload of some staff, unproductive or insufficient meetings, and checking task accomplishments in time.

***Q. 12. I believe in the necessity of implementation of an award-punishment system in my institution***

A significant amount (37%) of the respondents remained neutral for this statement with a slight tendency (47%) towards favoring the award-punishment system. It may mean that they like the status quo, where few people get reprimanded for anything they have or have not done. The application of an award-punishment system, though, should be treated like an art-work that awaits for the right leader to take up.

***Q. 13. When I am stuck with a task at work, I can easily find the related documentation for clarification***

The percentages reveal that there is a problem to a certain degree with institutional documentation system with only 49% of respondents who claim that they can easily find what they are looking for. Considering that the responses are collected through IBSU email messages, and that the documentation is placed in Google Drive that can be easily accessed from IBSU email window, the results should be powerful enough to motivate the administration to find a solution for accessing system documents easily.

***Q. 14. We heavily rely on teamwork***

Teamwork seems to be another issue that needs to be developed. 56 % of the participants say that they have no problem, but the rest indicate that teamwork is a problematic area. People need encouragement for teamwork. It is obviously a culture that needs to be built for successful implementation of a total quality management system.

***Q. 15. I believe that institutional changes should follow a bottom-up approach***

Comparing the positive response rates, we could expect almost the same percentage of positive respondents (82%) for the 15<sup>th</sup> statement; however, only 57% responded positively to this statement. Although it may seem contradictory, the fact that they assess the management as employee-centered should not mean they think this is the right way to do things.

***Q. 16. All the tasks I do are relevant to the academic/administrative title/position I hold***

We can see that 21%-32% percent of the respondents believe that they somehow do not relate to the positions they are holding now. The reasons may be due to taking up and/or being required to do extra tasks and/or positions possibly due to lack of staff in those specific units. Lack of a complete set of job descriptions may also be counted as a major reason for the problem. There is certainly a need to clarify in interviews.

***Q. 17. I regularly report to my supervisor at certain intervals through a pre-defined document***

A total of 40% of the respondents (together with the neutral ones) disagreed with the statement, while 60% indicated that they report about their activities regularly. We can assume that the administrative respondents had access to the template used for reporting to the Rectorate; but we should also take it into consideration that the rest staff members do not use any reporting tools within the department for departmental activities. The academic staff, on the other hand, have to report on their academic activities. There were 15 academic respondents, and that can explain the ambiguity of why the positive response rate is 60% because not all the administrative staff (29 staff members who responded) is involved in reporting.

***Q. 18. I am comfortable with change requests that come from top management***

The majority (68%) of the respondents to this statement implied that they are prepared to accept any change requirements coming from top with no hesitation, something with hints their employer-centered mentality.

***Q. 19. I believe the present work system is running great***

44% of the respondents preferred to remain neutral whereas 27% agreed, and another 27% disagreed to the statement that inquired about the current system at work. It is obvious that the respondents have issues with the work they are doing, but there is not enough qualitative data provided by them at the end of the survey (apart from the 7 open-ended remarks) that an action or a set of actions can be taken towards solving their problems. There's obviously a need to clarify in interviews.

**Workflows / Processes*****Q. 20. I know how to access the university rules and regulations when I need them***

When the survey was carried out, the university rules and regulations were in a brief, compact format. 79% of the respondents who responded positively to this statement must be referring to that booklet of rules of regulations.

***Q. 21. I am comfortable with using all the features of our electronic information system***

The electronic information system (EIS) at the time covered a Moodle based e-learning platform, and a student information system that mainly dealt with the study process. 80% agreement rate should be perceived as successfully entering of marks and grades into the system.

***Q. 22. I feel more comfortable when my head / supervisor tells me what to do rather than reading regulations to do a task***

This statement caused a great deal of hesitation when compared to the twentieth statement. One can argue that if 79% of the respondents were comfortable in finding the university regulations, then why 40%

decided not to agree nor disagree to this statement. We can seriously consider that the majority of the staff members possess an employer-centered mentality.

***Q. 23. I keep in close contact with my head / supervisor at all steps of a task assigned to me***

When compared to the twentieth statement, the fact that 70% agreed to this statement reveals that we need more and clear instructions based on current rules and regulations to make people less dependent on other people for performing a task correctly and in a standard way. It implies that there are some unstandardized processes, and that is why people may feel the need to consult their supervisors. In order to be able to understand if there has been improvement in our work, we need to see where we are first, set goals / targets, and measure our activities and product (if any) to understand the areas for improvement. Without standardization, it is not possible to run a Kaizen related approach that aims at continuous improvement, though small, every day.

***Q. 24. I wish I had a checklist for accomplishing the tasks I've been assigned to see if I'm on the right track***

The 50% response rate a 'agree' and 43% neutrality rate reinforces the call for clear instructions and checklists (as stated in the comments for Q23 above) to be produced for managing the processes at the university.

***Q. 25. I can effectively use my institutional email***

It is not surprising that a 100% of the respondents agreed to the statement, because the survey link was sent through institutional email. However, this rate does not provide the floor for any further assumptions about the ones who have not participated to the survey.

### **Analysis of open-ended remarks**

7 respondents offered the further remarks at the end of the questionnaire. The responses unfortunately do not provide a strong standpoint for taking measures due to the fact that only 15% of the respondents offered insights; however, the responses should not be ignored, either.

The responses can be categorized into (1) work environment; (2) schedules; (3) structure of the questionnaire; (4) management. The responses themselves have not been rendered here, as it would make the paper too lengthy, but the following section will provide an action plan based on the respondents' insights.

### **Action Plan Based on the Survey Analysis**

#### **Decision Making**

A meeting management platform seems to be the first tool to be implemented in order to involve as many staff members as possible in the decision making process, disseminate the meeting minutes, and keep track of the corresponding tasks with deadlines.

Units / departments should be able to provide data about their plans and activity reports electronically to make the decision making processes manageable and measurable.

### **Work efficiency**

A comprehensive orientation package needs to be prepared for newly recruited staff. Though easy it may seem, preparation of and updating the contents is the real challenge, because all the job descriptions and relevant regulations must be standardized and in place for an informative package.

The internal communication standard is to be revised for registering incoming / outgoing letters, either electronically or in hardcopy.

There is a strong need for revising the existing rules and regulations, and possibly writing new ones. The word standardization may sound *irritating* for some people, but lack of it may lead to injustice, and not being able to produce measurements to see how the institution is doing. There must surely be room for flexibility for unexpected cases, but maybe not for general issues that are related to students and staff.

IBSU EIS (electronic information system) has to be tailored in accordance with the total quality management system. Tracking task accomplishments in time is important in this age of competition and speed. Therefore, the administration will need to show an utmost commitment towards the development of the electronic system that will serve TQM in the best way possible.

A thoroughly tailored award-punishment system seems to be necessary for the greater good. However, the administration should not rush to implement anything before a consensus is maintained, because a reward system that is implemented in a hurry, even as a result of good will, will most probably not work as the rewards can end up against the institution's benefit due to possible misunderstandings, jealousy, dissatisfaction, etc. Hence, a bottom-up approach is totally necessary to avoid any pitfalls.

System documentation, including regulations, instructions, forms, and the like, is a pending issue that requires attention; however an easy access to the existing documentation is another issue that needs to be addressed soon. Otherwise, producing system documents that cannot be easily accessed will not yield desired results.

In order to boost teamwork, job descriptions can be rearranged accordingly. It is ironic, for instance, that academic staff can hardly get together to co-author a scientific article. Implementation of a teamwork culture will require much effort.

Preventive and Corrective actions in the ISO 9001:2008 system can be a solution to involve everyone in decision making.

### **Implications**

Some of the responses seem to contradict to each other, which brings the issue of reliability to mind. Personal observations and informal discussions with colleagues reveal the fact that people do not officially



express their opinions in public, even through anonymous surveys. The following factors may be playing a significant role in the deviation in the answers:

1. Surveys are generally viewed as a burden with a negative initial response (such as “oh no, not again!”).
2. Some people believe that surveys are not serious, nobody evaluates the results, and thus will not produce tangible results and fill them in quite thoughtlessly.
3. Some others believe that the surveys are not really anonymous (though stated otherwise in the instructions on the survey paper), so they do not want to ‘risk their positions’.
4. Another group of people do not find a satisfactory answer to the question: what is in it for me? Therefore, they feel reluctant to fill in the survey paper.

### Conclusion

TQM is a philosophy that can greatly help HEIs to improve their management practices. It is a long-term investment, and requires a comprehensive gap analysis to understand the areas to improve. Surveys are useful tools in this regard; however they should be supported by follow-up interviews for understanding the case fully. The survey results obviously lay the foundation for a semi-structured interviews to explore the areas of decision making and work efficiency that have been handled through the questionnaire in this study, and other areas of leadership, student focus, continual improvement, system approach to management that form the basis for ISO 9001:2008 that International Black Sea University is willing to obtain.

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**Appendix I. Response rates to the survey questions.**

<b>Decision making</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>n/a</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disag.</b>
	My head / supervisor seeks our opinions for strategic decisions	5	1					2%	4%	%
	I can easily access any meeting minutes	0	0					3%	2%	%
	I sometimes wish I could have a say in decision making		4	0				3%	9%	%
	We are now changing the way we work because the top management said so		2					6%	1%	3%
	We heavily rely on gathering data and data analysis for planning ahead		5	8				9%	1%	0%
	At the end of each semester, we revise what we have done for taking necessary actions in my job	1	5					7%	3%	0%
<b>Work Efficiency</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>n/a</b>	<b>Agree</b>	<b>Neutral</b>	<b>disagree</b>
	I was offered a very comprehensive orientation for my position before I started the job			2				3%	1%	6%
	I know well who to contact for any issue		9					4%	4%	2%
	I sometimes find out that a document I sent to another department gets lost				5			4%	0%	6%
0	I sometimes find myself doing the same task in a different way		5					2%	2%	6%
1	I sometimes find myself 'forgot' about certain tasks assigned to me				1	0		%	9%	2%
2	I believe in the necessity of implementation of an award-punishment system in my institution		1	6				7%	7%	6%
3	When I am stuck with a task at work, I can easily find the related documentation for clarification		1	1				9%	6%	5%
4	We heavily rely on teamwork		8					6%	2%	2%

5	I believe that institutional changes should follow a bottom-up approach	8	6					7%	6%	%
6	All the tasks I do are relevant to the academic/administrative title/position I hold	4						8%	1%	1%
7	I regularly report to my supervisor at certain intervals through a pre-defined document	1	2					0%	8%	2%
8	I am comfortable with change requests that come from top management	7						8%	6%	6%
9	I believe the present work system is running great	2	0					7%	4%	7%
<b>Workflows / Processes</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>n/a</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagre</b>
0	I know how to access the university rules and regulations when I need them	8	6					9%	4%	%
1	I am comfortable with using all the features of our electronic information system	4	1					0%	%	1%
2	I feel more comfortable when my head / supervisor tells me what to do rather than reading regulations to do a task		4	6				3%	0%	%
3	I keep in close contact with my head / supervisor at all steps of a task assigned to me	3	7	0				0%	3%	%
4	I wish I had a checklist for accomplishing the tasks I've been assigned to see if I'm on the right track		3	8				0%	3%	%
5	I can effectively use my institutional email	6	8					00%	%	%

## Using analytical hierarchical process for determining importance order of the most effective course instruments in Turkish Language Learning for foreigners

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### Abstract

Language teaching to non-native speakers is a crucial and a very delicate issue. Teaching and learning in a systematic way on adequate level is related to being aware of forceful, essential and significant materials and using them. The goal of the study may be defined as establishing and determining the priorities of the students among different course materials in Turkish Language teaching and learning applications. The main criteria are considered as reading and listening comprehension, speaking and writing. The sub-criteria in the study are printed materials, visual and audial instruments, technologic devices, and artistic activities. Those are noted as helpful tools to teach and learn easily and effectively. Sub-criteria have their own alternatives. Based on this hierarchy, the most “important” and “beneficial” instruments are identified from the students’ point of view. A survey was organized and applied to students who learn Turkish as a foreign language at the International Black Sea University. The target of the study is easily accessible using Analytical Hierarchical Process (AHP) on the basis of order of the Eigen vectors. Beside various decision-making alternatives, AHP has a rising trend and it is used to obtain scientific and meaningful results. These outcomes would be helpful to the teachers to choose the most effective instruments and to increase the learning success from the students’ point of view.

**Key words:** teaching / learning Turkish as a foreign language, in-class activities, language skills’ comparative importance, educational materials, educational technologies

### Introduction

Languages are the bedrock of the world’s cultural heritage (Tinsley & Board, 2013). Nowadays, learning one or more foreign languages is becoming a necessity in the world. Dialogs among different countries, technological enhancements and rapid growth in the communication networks affect the requirements of studying foreign languages. The Turkish language belongs to a homogenous group of about 20 languages, which are for the most part mutually intelligible (Katzner, 1995) and Turkey is the cultural gateway between East and West. It may be considered that these facts increase the popularity of learning the Turkish Language among foreigners. Besides, Turkish language, which is spoken nearly by 250 million people, is learnt by foreigners for

a set of different reasons, including academic studies, commercial activities, diplomatic contacts, interest in and curiosity for Turkey (Erdem, 2009).

During the teaching / learning a foreign language continuum, in-class activities and methods of teaching play a significant role to lead to success in a short time. Additionally, selecting the sufficient instruments and working principles that will be used in the course, substantially affects the quality of the education. Yalin, H., (2010) itemises the reasons of in-class materials usage as follows:

1. Provides a multiple learning medium,
2. Helps to meet individual needs of students,
3. Draws attention,
4. Facilitates memorization,
5. Concretizes abstract things,
6. Saves time,
7. Enables safe observations,
8. Gives opportunity to present consistent and complementary contents at different times,
9. Allows repeated use,
10. Simplifies the content and helps understanding.

The more the number of senses involved in the learning process, the more the students' active experience increases, and the more substantially the learning progress increases. The phrase "I forget what I hear, I remember what I see, and I learn what I practice" (Akinoğlu, Erciyes, & et al., 2007, p. 257) supports the idea clearly. In other words, teaching should address different sense organs; it should pave the class for a multiple teaching medium where audio-visual, technological or printed and artistic materials are integrated. To define the strength of this idea, the main criteria and course materials are determined. To empower the learning and teaching continuum for the detection of priorities in course materials Analytical Hierarchical Process (AHP) is applied. The main concepts of AHP are explained shortly below.

The developer in the 1970s of the AHP, Thomas Saaty (2008, p. 1) implies that, "decision making involves setting priorities and the AHP is the methodology for doing that". To put it simply, AHP is the tool of decision-making. Triantaphyllou, T., and Mann, S. H. (1995) define AHP as a decision support tool which can be used to solve complex decision problems. Obtaining the most important choice is based on the judgments of decision makers. Respectively, in AHP, the goal of the analysis, main criteria, sub-criteria, and alternatives from multi-level hierarchical pyramid are needed. The hierarchy is used to derive ratio-scaled measures for decision alternatives, which are obtained from paired comparisons of factors and choice options on the base of matrix algebra (Melvin, 2012, p.2). In the method, comparison of the main criteria and the sub-alternatives is done with matrices. Subjective opinions of the participants form the entries of the matrices. Since subjectivity is included

in the analysis, the consistency of the answers should be checked and satisfy the usage of Consistency Index (CI).

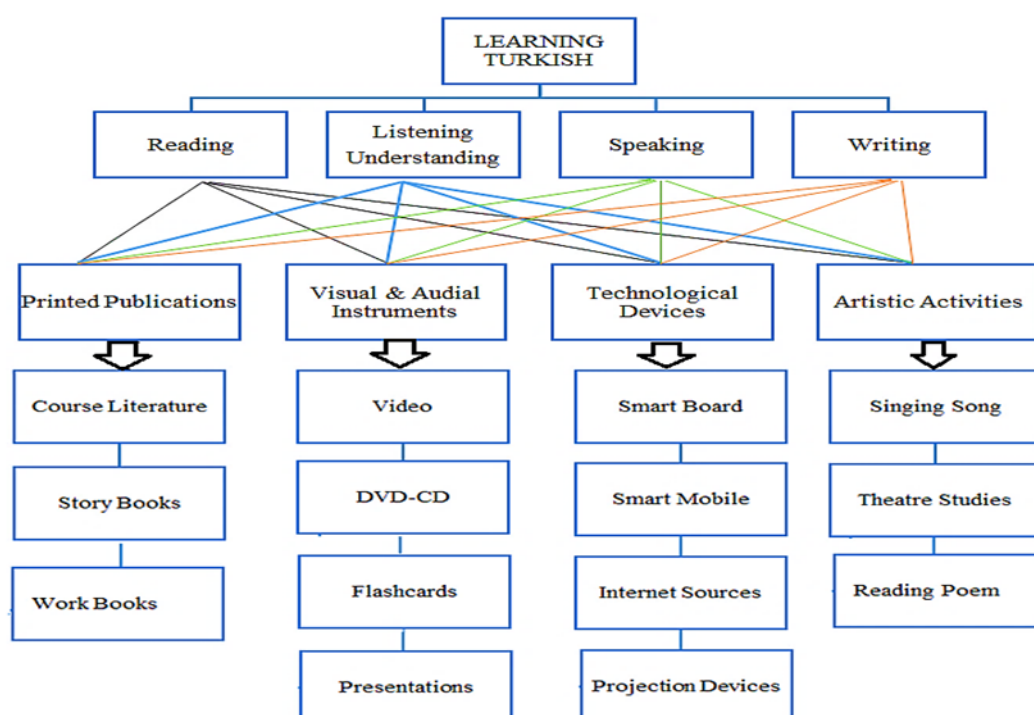
AHP is used to identify priorities in software development, management process, educational quality, etc. To choose the most adequate employee or manager, to select the most beneficial goods (mobile phones, vehicles, etc.), the most effective strategy or the most effective teaching – learning instruments “as we did in the study” or to evaluate the quality, AHP is quite a heuristic and scientific way.

Saaty (2008) summarizes the AHP steps as: defining the problem, structuring the decision hierarchy into levels from the top until the lowest level with respect to the objective, constructing comparison matrices on the base of inputs, eigenvalues, consistency ratio (CR), and the last step - weighing the priorities to put them in order for the final choice.

## Methodology

The population of the study consisted of 51 students of International Black Sea University. The data were collected using a questionnaire. Based on the pairwise comparisons, fifty questions were answered by the students. Majority of the students were from the Faculty of Social Sciences. The average age of the 39 female and 12 male participants is 21,6. Four main criteria and four sub-criteria were organized to form comparison matrices. In the following Hierarchy chart, the first row represents the main criteria, which are reading, listening understanding, speaking and writing skills. The second row depicts four sub-criteria. The bottom of each of the sub criterion alternatives are visualized. Hence, hierarchy order of the study is given below in Chart 1.

*Chart 1: Target, main criteria, sub-criteria and alternatives of the research*



AHP was applied to make our final decision about the most affective and sufficient learning instruments. Across the multi-criteria, ‘relative comparisons’ are inserted in the comparison matrices. Matrix studies, determining eigenvectors, describing consistency ratio and evaluating priorities all are done in Microsoft Excel. The research questionnaire is composed of nine different tasks. The first part of the survey is presented below in Table 1.

**Table 1: Survey, part A.**

A- Which one of the following is helping much more to increase <b>Turkish Language Learning</b> ability? Using pairwise comparisons, please try to express the relative importance of one criteria over another.										
MAIN CRITERIA										
	(9) EXTREME	(7) VERY STRONG	(5) STRONG	(3) MODORATE	MAIN CRITERIA	(1) EQUAL	MAIN CRITERIA	(3) MODORATE	(5) STRONG	(7) VERY STRONG
1					Reading		Listening Comprehension			
2					Reading		Speaking			
3					Reading		Writing			
4					Listening Comprehension		Speaking			
5					Listening Comprehension		Writing			
6					Speaking		Writing			

To make comparisons, we need a scale of numbers that indicates how many times more important, dominant one element is over another element with respect to the criterion, or property, with respect to which they are compared (Saaty, 2008). Table 1 shows these scales. “1” means two criteria have an equal importance to learn Turkish. (3) implies that one criterion slightly / moderately favors over the other criterion. It may be interpreted that the first one is three times more important than the compared one. “5” is strong, (7) - very strong and (9) - extremely strong importance over the other criteria.

### Findings and interpretations

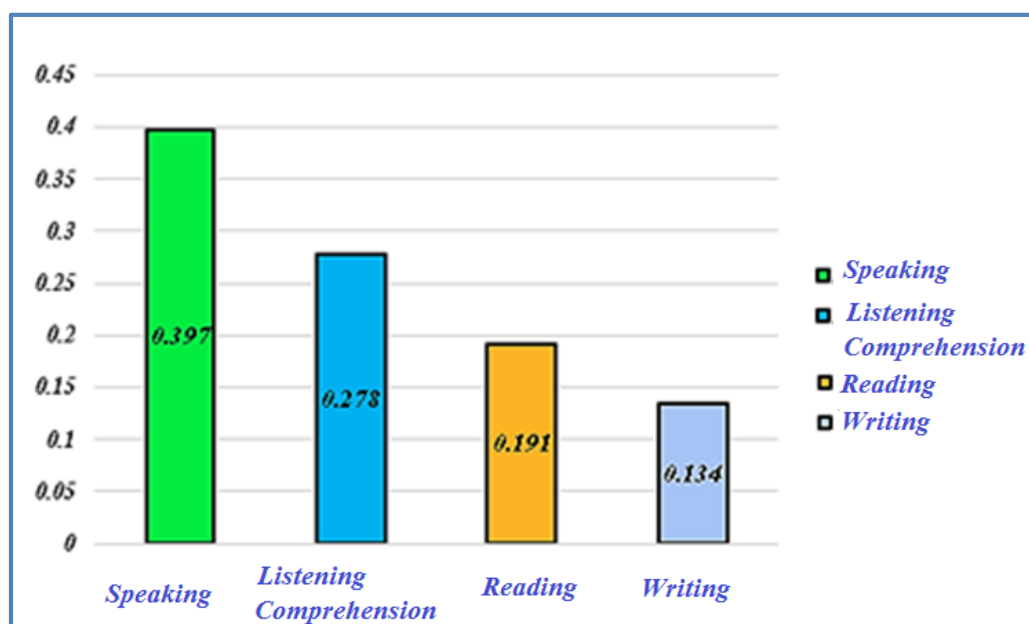
Multi-criteria decision-making process is studied in the following way, after describing all-important instruments in the Turkish Language teaching-learning process. 50 x 51 data matrix is arranged with respect to students’ responses. On the basis of geometric mean of each row, the result values are used to form relative comparison matrices. One of the matrices, its entries and corresponding Eigen Vector is presented below in Table 2.

Table 2: Comparison matrix (with regard to four main criterions) and its Eigen Vector.

	READING	LISTENING COMPREHENSION	SPEAKING	WRITING	EIGEN VECTOR
READING	1	0,76	0,40	1,53	0,19
LISTENING COMPREHENSION	1,31	1	0,85	1,89	0,28
SPEAKING	2,48	1,17	1	3,03	0,40
WRITING	0,65	0,53	0,33	1	0,13

Eigen vector shows the priorities of the skills. In the first given matrix, it may be interpreted that speaking has the highest importance among students. It has the maximum value of Eigen Vector (priority). Listening comprehension has the second priority, reading - the third and writing - the least importance on the base of order of eigenvectors which are 0.397, 0.278, 0.191 and 0.134, respectively. First of all the students would like to be able to speak Turkish Language in the learning process.

Chart 2: Priorities among the Main Criteria

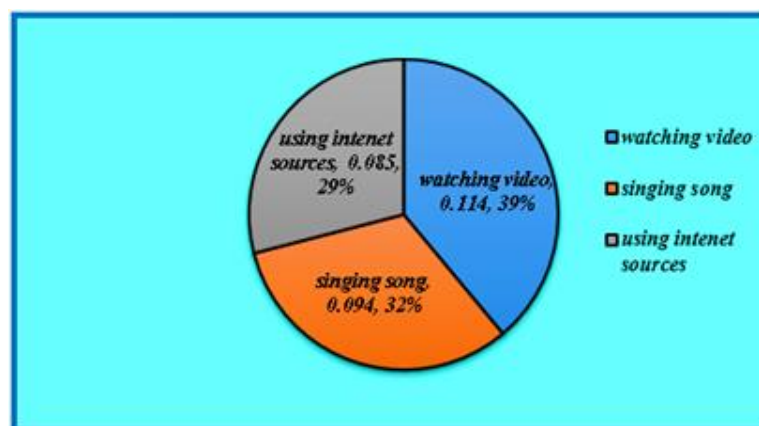


Eigenvectors are used to obtain consistency ratios (CR) as well. In all nine matrices, CRs are calculated as less than 0.1, which is the indicator of consistency.

In the comparison of all criteria and alternatives, the highest priority is audio-visual instruments, the second priority is usage of artistic activities and technologic devices have the third importance order with respect to the “general comparison matrix”. Among audio-visual instruments, video (0.114), with respect to artistic activities, singing song (0.094), in the benchmarking of technological instruments, using internet sources (0.085), are in order most effective factors to learn Turkish Language.



Chart3: Priorities among the Alternatives



The main criteria are analyzed separately as well. Students' subjective opinions allowed us to reach the following information: in the reading process, among artistic activities, singing songs helps to enhance this skill with the highest priority rate (0.112). To improve listening comprehension, the first among the audio-visual instruments is watching video, the second - artistic activities; to advance speaking skills - the same instruments in the same order; last, printed publications mostly support and strengthen Turkish Language writing skills.

Eventually, alternatives are compared in the study. Printed publications are considered as course literature, storybooks and workbooks. In the benchmarking of printed publications, course literature has the highest priority (amount of eigenvector: 0.379491) and workbooks are in the second order. Among the audio-visual instruments, video, DVD-CD, flashcards, and presentations are determined as four alternatives, which were asked to compare. As a conclusion, video has the highest antecedence and flashcards are in the last order. Smart Board, Smart mobile, internet sources and projection devices were selected as materials for the technological devices comparison. It is seen that internet sources (0.321) are described as the most powerful devices and second are projection devices (0.262). In the last step, among artistic activities, singing song (0.523) is evaluated as the most beneficial course instrument among singing song, theatre performance and reading a poem.

### Conclusions

It is clear that supplementary course materials are efficient in learning a foreign language. A teacher may come up with genuine course materials by brainstorming with students (Yağcı, Çelik, *et.al.*, 2012) as well. In the research, AHP was applied to determine the most important and effective course instruments with regard of students' opinion. Knowing, which skills, activities and materials students view as the most important will help teachers to increase students' motivation and accelerate the learning process. Judging by this survey, students especially care about the development of speaking skills, they value students' presentations and singing songs, so, they should be used to prevent vapidty and to improve the stability of learning the Turkish language.

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## **Inclusive classroom management and organization**

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### **Abstract**

In modern civilized world it is widely accepted that inclusion maximizes the potential of the students, ensures their rights and is the preferred educational strategy in the 21<sup>st</sup> century. Inclusive education is based on the belief that every student has the right of receiving education. It brings all students together in one class regardless of their strengths or weaknesses and is about making sure that each student is welcomed and their skills, abilities and learning styles are valued. An inclusive class is no longer an exception nowadays. Positive classroom management must be the foundation, on which inclusive classrooms should be built. By using positive classroom management students with certain disabilities see the value in themselves quite vividly. They are able to see their similarities to and not their differences from other students, and believe that everyone can make their own contribution in learning. Thus, they feel positive, happy, respected and motivated and experience success. The paper will help teachers to master the necessary skills for organizing and managing inclusive classroom - classrooms in which students of all abilities work side-by-side must be supportive settings for both students with challenges and their typically developing peers. All teachers need to be adequately prepared and must shift their practices to meet all students' social and emotional needs in order for any inclusion setting to be successful.

**Key words:** inclusion, mainstreaming, minimal modifications, individuals with disabilities, disability awareness, self-discovery

### **Introduction**

The concept of inclusive education is based on the truth that we all have our own strengths and weakness and we need to accept and adapt accordingly, if we want to keep moving ahead by maximizing our individual potential.

Related terms with a longer history include mainstreaming, integration, normalization, least restrictive environment and regular education initiative. Mainstreaming and other, older terms are sometimes associated primarily with the physical assimilation of students with disabilities with their non-disabled peers and it assumes that students with disabilities may share the same physical space (classroom, playground, etc.) with those who have no disabilities, only when they are able to do the same activities as everyone else with minimal modifications. We should keep in mind that mainstreaming and inclusion are not synonymous. Proponents of mainstreaming hold that students with special needs be placed in the general education setting, solely when they can meet traditional academic expectations with minimal assistance. But we should say that

simply placing students with special needs in the regular classroom is not enough to impact learning, rather it can prove contradictory.

Inclusion is a somewhat more values-oriented term. "The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends" (Erwin, 1993, p.1). Supporters of inclusive education use the term to refer to the commitment to educate each child whether in the school and classroom s/he would otherwise attend." It involves bringing the support services to the child ... and requires only that the child will benefit from being in the class (rather than having to keep up with the other students)" (Rogers, 1993, p.6).

The philosophy of inclusion is based on tolerance, pluralism and equality. When we are talking about inclusion in education, we first need to understand the purpose of education. Education is the whole package of transmission, acquisition, creation and adaptation of information, knowledge, skills and values which prepares the students to contribute towards communities and workplace. It is a key lever of sustainable development. In the areas of attaining knowledge and information we are all diverse individuals and we are all unique. We learn differently, we express differently and we all represent differently. And inclusion is an effort to make sure that diverse learners – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning – are exposed to teaching strategies that reach them as individual learners.

Inclusion largely depends on teachers' attitudes towards students with special needs and on the resources available to them. Teaching students with special needs in the inclusive classroom no doubt deviates from the regular teaching programme. Teachers are confronted with the question of how to instruct these students, as they require more instruction time or other learning methods and professional knowledge. That is why teachers always feel the need for more time, materials and knowledge. Often teachers may need to rearrange the available resources across the students in the classroom. Teachers can, for example, encourage students with no disabilities to work more independently, to work with computers and to help each other, so that more teaching time is left for students with special needs. Frequently successful inclusion of students with special needs depends largely on the availability of resources in the inclusive classroom and on the way teachers distribute the resources between students. A final important issue at the teacher and classroom level is a teacher's sensitivity and skills in order to enhance significant social relations between learners. For students with special educational needs meaningful interactions with non-disabled peers are of utmost importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interactions and relationships.

Teachers in inclusive classroom must develop classroom strategies to address the needs of a broad range of students and create effective learning climate. Successful teaching often depends on classroom management skills that help an instructor deal effectively with a range of student behaviors. For this purpose, management refers to issues of supervision, refereeing, facilitating, and even academic discipline.

### **What should teachers know to work with inclusive students?**

Students in general education settings have their own unique strengths and weaknesses. Some students may have recognizable disabilities, such as a student with cerebral palsy who is in a wheelchair or a student with vision difficulties who wears glasses. Other students, while not having been diagnosed with a specific disability, may exhibit challenging behaviors that interrupt the daily routine. Students may have a nonspecific diagnosis, such as developmental delay. Medical professionals say that students with special needs learn best in an environment where other non-disabled students learn. In other cases, they may be at risk for a disability because of the environmental conditions or due to a chronic health condition, such as a depressed immune system or chronic asthma. At risk does not mean that the student has a particular disability; it simply means that there is a high probability that, without intervention, the child will develop a permanent delay. Regardless of the type of delay a student experiences, it is important to keep in mind that all people can learn and should be allowed to participate in everyday routines and activities to the best of their capabilities. Students with certain health problems also learn best in natural environments with typically developing peers. This interaction not only benefits the students with special needs, but also helps learners without special needs learn about tolerance and acceptance of others.

Successful inclusion requires a team approach and commitment from all team members (the regular education teacher, the special education teacher, administrators, assistants, and, most important, the child and his/her family). It is also important that teachers have all the resources necessary to make inclusion a successful endeavor. Resources may include such things as:

- time to meet with the special education teacher and review the student's goals for the year;
- additional staff or assistants;
- access to support services, such as speech therapy, occupational therapy, and physical therapy;
- time to plan and implement the necessary curriculum and environmental adaptations that a learner might require;
- funding to purchase special equipment that the student will use in the classroom; and
- a clearly defined plan for working with the learner's family to enable the child to reach her potential.

### **What strategies to use in inclusive class?**

A) Demonstrate that you value each learner in your classroom.

- Students in your classroom hear what you say, watch what you do, and notice how you act. It is important that the other learners in your class see that you view all students, especially those with special needs, as valuable class members, who are important not only to you but also to each other;

- Refer to the students first and the disability last. For example, Anna is a student with Down syndrome; she is not the “Down syndrome student” in your class. David is a learner with a visual challenge; he is not the “blind boy.”
- When other students ask about a learner’s disability, answer it honestly and openly. Provide enough information to help the student without special needs see that his/her classmate learns differently or needs help doing some things. Always explain that everyone can do certain things well and everyone needs help at times.
- Never talk about the learner with disabilities as if s/he is not present. Parents of students with disabilities do not want pity; they want support from people who value what their child can contribute.

B) Help students in general education classes accept their peers with special needs.

- Recognize the value of partial participation. Plan activities that include all students. Look for ways to help the student with challenges participate in everyday activities and routines. If the learner cannot fully participate and does everything exactly like his/her peers, look for ways to adapt an activity so s/he can partially participate.
- Remind all students in your classroom that everyone has both strengths and weaknesses. Remember that all learners can learn; some just take more time and practice.
- Clearly demonstrate to the class that you have a “zero tolerance” policy against bullying, teasing, and laughing at others for any reason. Teach children what to do if someone teases them.
- Do not set up a student for failure; give the learner a task s/he can do before introducing something s/he is just learning to do. This builds self-esteem and encourages students to try new things.

C) Aim for the student to become competent in all social situations.

- One of the primary skills is to teach to be socially competent. A socially competent student has learned through observation what it takes to get along with peers and how to control his own behavior so that others will want to be his friends. But in reality this is often difficult for a child with special needs. He is less likely to imitate the behavior observed in other children, which might ultimately allow him to be more socially accepted by others.
- Self-confidence is a characteristic of a socially competent student. Because of self-confidence, s/he is more likely to participate in new situations, experiments, and new activities.

Creation of favorable, appropriate environment for inclusive class should be the primary goal for educators. In spite of individual differences among students, there are several factors of their support and learning stimulation which are important for all of them. First of all these are: increasing the level of self-evaluation, positive management of behavior, deepening the learning interests and increasing motivation (Ministry of Education, 2009, p. 8).

Inclusive class management strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. The type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses. "...it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them" (Ambrose *et al*, 2010, p. 169-170).

A warm classroom environment can lead to increased academic achievement and a sense of pride and belonging in the class. The physical environment of a classroom plays a part in the ownership students feel about their school and, more specifically, their class. Children are sensitive to the atmosphere created in the classroom.

Decorating a classroom with some kind of warmth can help promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of color can bring life to a sterile environment. Color choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make students feel nervous and unsettled, while blue and green can help students feel calm. Furthermore, dark colors take natural sunlight out of a room and can even make people feel drowsy and listless (Hathaway, 1987). Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment. While decorations help create a warm environment, organization of the furniture in the room is also important. There should be enough space for all students to easily move throughout the classroom. Teachers should consider the use of universal design. Universal design is designing products and environments to be usable by all people, to the greatest extent possible, without the need for modification or specialized design. Universal design for instruction is a set of principles that help in the process of designing the classroom environment and instruction so that they are contributing to the learning of all students (Samuels, 2007). Teachers should apply the strategy of universal design for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students. Teachers should also expand safety procedures to all students, including those that are identified with a disability and, when teaching, repeat printed directions orally.

One of the effective ways of classroom management in inclusive setting is to conduct regular classroom meetings. Teachers can make their classrooms encouraging and supportive by teaching students problem-solving and conflict-resolution skills in small groups and whole-class meetings. Class meetings can be defined as when the teacher assigns a designated time of day when students form a circle and work together to discuss and solve classroom issues and problems. Classroom meetings can help create a sense of belonging and trust for students. Classroom meetings can also encourage learners to work together to solve problems while practicing pro-social skills. Three possible types of classroom meetings include open-ended meetings, problem-solving meetings, and educational-diagnostic meetings. In an open-ended meeting the topic of discussion can

be anything of interest to the group. In a problem-solving meeting all class members work together to solve a problem of concern to the class. This could be a problem that involves the entire class or a problem an individual student is facing. The purpose of an educational-diagnostic meeting is to evaluate students' background knowledge before introducing a new topic and assess the level of understanding that students have gained for a subject that has recently been taught (Lundeberg et al, 1997).

One of the most important skills that teachers can give their students, especially those with disabilities, is to empower them to advocate for themselves. Students need to be able to make their needs and wants known. Learners need to understand and to be able to describe their strengths and weaknesses to their classroom teachers and other people with whom they work. Jones (2006) identified the following five steps to empower students and help them become self-advocates:

1. Encourage disability awareness and self-discovery. Help students identify their areas of strength and areas of need.
2. Teach students about special education services. Help them understand what services are available to them, based on the needs.
3. Teach students to self-monitor their work. This allows them to see their own progress and identify areas they need to work on. This gives them ownership for making the steps necessary to meet their goals.
4. Prepare students for participation. They have to be participants in regular meetings.
5. Evaluate the effectiveness of one's efforts. Educators need to evaluate their own teaching of these steps to ensure that the students are getting their best.

One effective way to help students feel that they are a welcome and trusted member of the class community is by listening to them when they speak. It is very important to give students one's complete, undivided attention when speaking with them. Active listening involves both verbal and nonverbal behaviors. Teachers should maintain eye contact, nod the head, use facial expressions and verbal clues. Additionally, teachers should talk to their students about the importance of being a good listener. We have to encourage learners speak about something important for them and after the student has finished speaking, summarize what was said for the class.

One method to encourage inclusive students to be involved in the classroom environment is to promote friendship between students. Establishing friendships enables students to feel more secure and comfortable about school. The teacher in inclusive class should develop a relationship and trust with the student by getting to know the student. Once a positive relationship has been developed, the teacher can work with the student to identify the problem and create goals to address the problem.



## Conclusion

A safe inclusive classroom environment is essential for inclusive student learning. When students feel safe, comfortable and accepted by the teacher and their peers they are more open to participate and become an active learner in the classroom. To successfully manage an inclusive class, teachers should make students understand that they all are a valuable asset to the classroom learning environment. Each student's input in classroom activities not only helps other students learn, but develops that student's own thinking as well. Student participation in small group activities, paired activities and cooperative projects are a few ways to give students the opportunity to participate and encourage active learning. An organized, well-planned classroom allows for greater student learning and gives the teacher the freedom to teach. When a classroom is safe, the teacher will have ample opportunities to teach and facilitate the desired student learning.

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## Translation as an ELT tool in contemporary monolingual classroom

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### Abstract

Technological perspectives demand foreign language competence to ensure the survival of many organizations (the UN, World Bank or WHO in particular) and their engagement in international affairs. Another perspective of foreign language as a form of social reform demands translation for encounters between languages and cultures, for better understanding and awareness of difference, and ultimately avoidance and resolution of conflict and equality of opportunity and status. Very little attention has been paid to teachers' personal beliefs regarding translation use in foreign language teaching/learning, though. The paper reviews some research-based arguments for and against using translation as a method in ELT monolingual classroom experiences and offers practical ideas for the implementation of the tool to make academic process meaningful, enjoyable, more successful and result-oriented.

**Key words:** translation, mother tongue, language teaching, pedagogical tool, monolingual classroom, learning activities

### Introduction

The usual objections to using translation, a pedagogical method confined to the dustbin of history by most contemporary ELT methodologists, are that it encourages a sense of false equivalence between the target and native languages, and that it impedes automatic and fluent target language use. As Cook (2010) says, translation is so out of fashion in ELT that it is rarely discussed, either as a means or an end. Translation is simply assumed to be wrong, and has attracted all the usual insults. It is alleged to be boring, artificial, the last refuge of an incompetent teacher. It has been regularly and explicitly forbidden in materials, curricula and instructions to teachers – sometimes even upon the pain of dismissal. However, translation is something that takes place anyway. It is intrinsically inherent in foreign language teaching, because it forms a part of the preferred learning strategies of most learners in most places (Atkinson, 1987, p.242) since it is “the language of thought for all but the most advanced FL learners”. The learners translate in class for peers, decode signs and notices in the environment, translate instructions and letters for friends and relations, etc. So, even when translation is banned in the classroom, learners will be using it covertly. Moreover, with the increased mobility of persons and goods in the globalized multilingual world, translation is expected to be practiced almost on a daily basis. Thus, it makes sense, then, to use it as an overt tool. So, translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, speaking,

grammar and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language.

### Reasons for using translation in ELT

We represent some out of many based on EFL practices:

**Epistemological** - With a massive growth in English language teaching provision around the world and with a growing awareness of the global nature of English as a lingua franca, native speakers are starting to lose their authority over both the language and methodologies for teaching it. The experiential knowledge base has shifted, with an unsurprising re-focusing of interest on translation;

**Cognitive** - It has often been suggested that the use of translation techniques in language learning can lead to negative transfer from the L1. Researchers are now suggesting that, when used appropriately, translation can actually ‘counteract learners’ tendencies to transfer structures from their mother tongue’ (H. Zojer in Witte et al, 2009, p.38);

**Intercultural and humanistic** - referencing the learners’ L1 validates their linguistic and cultural identity, while proscribing it might be considered a form of linguistic imperialism. If teachers attempt to ban one of most learners’ preferred learning strategies (i.e. translation), they are unlikely to be doing much good for the learner’s confidence. Judicious use of L1 may also reduce anxiety ... so important for lower-level learners. An important role of the mother tongue is to allow students to say what they really want to say sometimes (surely a valuable ‘humanistic’ element in the classroom);

**Technical** - Online translation technologies (Web recourses like: <http://translate.google.com/> <http://www.microsofttranslator.com/> <http://babelfish.yahoo.com/>) and apps for handheld devices have radically transformed the world for anyone involved in negotiating meaning in another language. Our students will use these technologies, whether we like it or not. We need to help them make use of these resources critically and intelligently;

**Practical** - Translation is one of the most authentic activities imaginable as it is done constantly in ‘real life’ – outside the classroom – and in many cases is the only activity connected with the foreign language that our students will be involved in later on’ (Grellet, 1991, p.11).

### Research-proved need for translation

Ten years into the 21st century there is potential for a radical change in academic approaches to language teaching and learning; and the intriguing idea that translation has been marginalized for so long makes it a prime target for investigation and re-evaluation.

The studies that have tackled commonly made criticisms (e.g. translation teaches learners about language, and doesn't really help them learn how to use it, or that it fosters the excessive use of the mother tongue) have demonstrated that these objections are justified only if translation practice amounts to the regular combination of grammar rules with translation into the target language as the principle practice technique. They have also shown that if properly designed, translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility (Duff, 1989:7).

The data of the study that aimed to explore the Iranian English language teachers' views on using translation as a learning strategy (male and female participants – teachers of age 28-45 at Eastern Mediterranean University in North Cyprus and Iran in 2007) (Asgarian, 2012), suggest that the Iranian teachers involved in the research generally did not prefer translation as a strategy for language learning, which is suggested by their insights in that they prohibited the use of L1 in classroom, the use of bilingual dictionaries, as well as limited L1 use to lower proficiency levels for both teaching and learning. Thus, researchers concluded that any decision in favor of translation for both teaching and learning must take into consideration a number of factors, such as the learners' attitudes, motivation, age and purpose of learning a language, as well as, teachers' perception and familiarity with the L1 language and culture.

On the other hand, the data of the survey conducted at Kaunas University of Technology in 2011 (Dagiliene, 2012) show that most of the students (58%) in the study are quite positive about translation activities and the attitude depends on the learners' proficiency in English; over half of students (54%) believe that translation is an effective method to learn a language; the majority of the students (89%) believe that translation activities could help them prepare for the English language examination. Most of the students (67%) gained the English language knowledge, developed skills in speaking, listening, reading, vocabulary, grammar and writing, with a certain help of translation. Moreover, translation tasks taught the learners to work in groups and contributed to their preparation for the language competence examination.

### **Practical implementation and activities**

The commonly held view is that translation requires a high level of proficiency. As a cognitively demanding process, it is more appropriate for adult learners. Nonetheless, if properly designed, translation activities can be successfully applied at all levels and ages. In deciding whether to use it, the teacher should take into consideration the preference of her learners, her own pedagogical objectives and the case-by-case reality of the teaching context.

To be useful, translation activities pursued in an EFL classroom ought to meet the following criteria: language is used for a purpose, they create a desire for communication, they encourage students to be creative and contribute their ideas, students are focused on what they are saying, rather than how they are saying it, students work independently of the teacher, students determine what they want to say or write (Nolasco, 1995, p.59).

In the literature on the issue, two types of approaches to translation are suggested: top-down, from the macro to the micro level, theoretically more valid, and bottom-up, much easier to follow for those who have no previous training in linguistics (Baker, 1992, p.6).

### **Integrated one-way translation activities**

- Students are presented with a text in which they are asked to underline the passages which they think will be challenging to translate. They also have to explain why they have marked certain passages. Also, all necessary information relevant to the translation (i.e. information regarding specific local, cultural customs, traditions, etc.) is discussed and, if necessary, provided by the teacher. In the next step, small groups of three students translate the text.
- Students have to translate a text, but key words are given in translation (without, perhaps, any indication of their referents in the other text).
- And if you're a native speaker, get the students to translate stuff that interests you – for you!
- Students listen to a lecture and take notes in their own language.
- A phrase is whispered to a student, who mentally translates it into L1 and says it in L1 to the next student who translates it into L2 and passes on to the next student, etc.

### **Reverse-translation activities**

- Students translate a text into L1. The texts are collected. They are redistributed another day, when students have to translate them back into English. Students then compare their version with the original, to see that the texts have changed to a certain degree.
- A good variation of 'reverse translation' is especially useful for students taking examinations. Take a model composition (these can often be found on the websites of the exam boards) for one of the writing tasks in an exam (e.g. FCE). Translate it into L1 and give this to the class. Students work together at translating it into English, before being asked to compare their versions with the original. Get students to write part (or all) of an examination writing task in L1, and then pass it on to other students for translation into English.
- Students discuss word-for-word translations and mistranslations.
- Tell the students a lateral thinking puzzle. Students must ask yes / no questions to solve the puzzle. They can ask these questions in MT (perhaps limit the number of MT questions that can be asked), but someone, a stronger student, say, will translate these into English and write them on the board (Deller & Rinvolutri, 2002, p.32)

**Comparative translation activities**

- Modify role-plays and other speaking activities by having one person speaking mother tongue (MT), and one person translating. (e.g. tourist / student as go-between)
- In discussion tasks, students work first in MT, before summarizing their points, then translate them into English, and presenting their idea to other groups /students. Or tell students to code-switch in the middle of an activity.
- In speaking activities, one student has to write down anything that is said in MT. This is then worked on later.
- Students compare two translations of the same text without seeing the original.
- Give students two or more different syntactic translations (from MT into English) of a sentence from a text. Their task is to decide which is more appropriate.
- Different groups work on translating the same short text. They then compare and decide which versions they prefer – perhaps compiling the versions to make one collectively improved version.

**Translation activities with on-line tools**

- Type a text into an online translation tool and convert it into your students' mother tongue. Distribute this to the students, whose task (in groups) is to edit the translation to make it 'acceptable'. To help them, you may underline the bits that need attention.
- Google Translate offers translations that are usually riddled with errors. However, if you point the cursor over the offered translation, it breaks it down into shorter phrases which you can then click on to be offered alternative translations. Students can usefully work in groups going through the alternatives that are on offer, selecting the best ... or rejecting them all, and replacing with their own versions.
- Find a movie clip in original English with subtitles in the students' language. Show the students the clip with the sound down. Their task is to work out what was actually said. Once done, they can compare their versions with the original. If you think your students would enjoy this kind of work, check out <http://levis.cti.gr/> ... 'levis' stand for 'learning via subtitling'.
- Translating video clips (from English) is often more motivating than using a paper-based text. If your students work with movie extracts, they will also be focusing, inevitably, on the dialogue. They will enjoy seeing their own subtitles appear on the screen, and this is easily achieved. See [http://www.ehow.com/how\\_4784602\\_own-subtitles.html](http://www.ehow.com/how_4784602_own-subtitles.html) for easy-to-follow instructions.
- Chuchotage (or lectoring) is a voice-over simultaneous translation that is still used on TV in some countries. Find short clips that you want your students to work on (or, perhaps, they can select their own). In groups, the students prepare a mother tongue voice-over script to accompany the clip. It usually works best, if the students must do this orally, without taking written notes. They then practice

delivering their mother tongue voice-over so that it is synchronized with the clip. Finally, they present their work to other groups of students.

### Conclusion

The purpose of translation in the language classroom is not to train professionals (unless they are future professional interpreters), but to help learners develop their knowledge of English. In other words, it is a means to an end, not an end to be achieved. However, some learners may become translators one day, and the basic knowledge of translation that they have gained in the classroom can serve as a solid ground for building up their translation skills.

Finally, translation, when applied adequately and effectively, can be used as a means of communicative language learning and teaching. Despite the controversy of the adequacy or inadequacy of using it in the teaching of a foreign language, analytical, descriptive and comparative studies along with teachers' observations across many countries of the world including my personal ones in Georgia, have revealed valuable additional information about the validity of using translation as a tool for language learning and/or language teaching.

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## The significance of translation in language classrooms

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### Abstract

The ongoing information explosion has created a situation where it is now impossible for any person to stay up-to-date with the changes in any topic area. Advances in information technology have made it possible for people in developing countries to have an unlimited access to information sources and to exploit them in the process of their development. Efficient use of the information and knowledge in developing countries, however, makes translation of the original sources inevitable. There is, therefore, a pressing need in such countries for the translation of scientific and socio-cultural knowledge. This requires expert and competent translators, those who have received adequate expertise through university education. The aim of this essay is to suggest some ideas concerning this issue.

**Key words:** Descriptive Translation Studies, post-structuralist and post-modernist approaches, the cultural studies approach, source language, target language

Translation teaching has become the focus of many translation researchers and teachers. Different approaches have been taken to translation studies, the philosophical and linguistic approach, the functionalist approaches, descriptive translation studies, the post-structuralist and post-modernist approaches, and the cultural studies approach. Translation theories develop quickly, but practice, especially the translation teaching, is lagging far behind theories.

It goes without saying that translation plays a crucial role in human communications. According to Newmark (1984, p. 3), "the twentieth century is the age of translation." David Crystal (1998) states that translation is the neutral term used for all tasks where the meaning of expressions in one language - the source language (SL) is turned into the meaning of another, the target language (TL), whether the medium is spoken, written, or signed.

Ortega y Gasset (1992) defines translation as an "utopian operation." Walter Benjamin (1970) states that a faithful word-for-word translation will not transmit the original sense. Crystal (1998) stated that translators should work to ensure a result that sounds as natural as possible. So, it appears that translation is a creative activity and a translator has a great responsibility on his/her shoulder to develop a better understanding among people.

W. Schweers (1999) encourages teachers to use the native language in lessons to influence the classroom dynamic, offer a sense of security and authenticate the learners' experiences. The actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and



other language points in English and the student's mother tongue. He conducted a research in this context and found out that a high percentage (88.7%) of the student participants felt that the mother tongue should be used in their English classes. According to N. J. Ross (2000), if students are aware of the differences, language interference from their own language is likely to be reduced.

Translation is sometimes referred to as the fifth language skill, along with the other four basic skills (listening, speaking, reading, and writing). Translation has a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation is recognized as the most important social skill, since it promotes communication and understanding between strangers. This fact makes teachers of foreign languages conscious of the significance of translation in language classrooms.

According to J. Harmer (2001), a principal cause of using mother tongue in class is provoked by the activity, i.e. if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in the process of learning a language.

In the process of transferring the sense form the source language (SL) to the target language (TL), translators play a pivotal role. At times they act like a bridge connecting two different cultures. By translation, new thoughts, philosophies and points of views are entered into different languages.

It is about time to look at the process of translation teaching from a different angle, i.e. considering translation as a systematic learning process.

According to Howatt (1984) translation is not as terrible as it appears to be and Duff (1992) gives reasons for considering translation very advantageous:

- The influence of the mother tongue is at a higher level. Translation helps in better understanding.
- Translation is a natural and necessary activity that is going on all the time, and that will always be needed.
- Language competence is a two-way system.
- The reality of language is another important aspect.
- Translation invites speculation and discussion.
- It develops qualities that are essential to all language: accuracy, clarity and flexibility.
- The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- Translation lets students practice a variety of styles and registers. Dennis Newson (1998) reveals the following limitations of translation:
- Translation encourages thinking in one language and transference into another with interference.
- It deprives from learning within only one language.

- Gives false credence of word-to-word equivalence.
- Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- It is time-consuming activity.
- It is not desirable, since it uses the mother tongue.

Teacher's role in teaching translation is very significant. According to Peter Newmark (1984), a teacher is expected to have the following skills: be organized and inform the students about the syllabus; be confident, admit mistakes, teach students more gifted than the teacher thanks to experience; have translator's skills; have a good command of pedagogical techniques; be prepared to experiment with new methods; listen to students' suggestions; consider translation as a form of linguistic exploration; have a good command of the two languages.

Translation instructors can use parallel texts, which allow a contrastive analysis of the two languages. It shows how the translator has set about his/her task and reveals interesting discrepancies, even mistakes, which are a source of fascination to students.

Students can be asked to compare two translations of the same text, focusing on, for example, lexis, grammar or even idiom. This is a demanding task, which is probably best suited to final-year students, but it offers the opportunity for more sophisticated contrastive analysis and thus has a great teaching and learning potential.

Instructors can use group preparation. According to Riazi & Razmjoo (2004), shifting from teacher-centered orientation in classes to a more workshop-like one, would help the trainees to solve their problems with peers and with supervision of their teacher. Many researchers, also, put a great deal of emphasis on the importance of collaborative learning.

Recent studies show that translation, if treated reasonably, can be a great aid to foreign language learning. It facilitates a deeper understanding of the form and content of the source language text, increases learners' awareness of the differences between both linguistic systems and helps them acquire linguistic and cultural knowledge.

Research in education shows that a combination of the lecture method, which is a passive mode of instruction, and other active modes such as discussion, role-playing, audiovisuals, etc., can facilitate the transfer of knowledge and acquisition of skills. Thus, the selection of appropriate teaching methods (with or without the application of translation, methods of teaching translation) depends on other resources, such as classroom facilities, available equipment, availability of time, and above all the skill of the teacher in using these resources

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## Effectiveness of teacher feedback on student's writing

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### Abstract

Providing feedback on students' writing is one of the aspects of teaching that requires more attention on the teacher's part. It is a common practice among teachers to deliver feedback on written work, but to choose an appropriate strategy for correction that would yield better learning outcomes is not an easy task. This paper attempts to study EFL instructors' and students' attitudes to error correction and feedback delivery. Accordingly, a search for alternative ways to improve the effectiveness of feedback delivery is the objective of the study. Based on the findings, the paper will conclude by suggesting guidelines to increase positive effects of feedback delivery.

**Key words:** corrective feedback, EFL learners, error correction codes, written comments

### Introduction

The majority of EFL teachers would accept as a truism that providing feedback on students' writing is essential. However, a review of research literature (Searle, & Dillon, 1980; Freedman, 1984; Zamel, 1985; Leki, 1990) proves that the effectiveness of written feedback does not always meet teachers' expectations. This study was planned to discover the effectiveness of the written feedback delivered by Batumi Shota Rustaveli State University (BSU) teachers on students' writing. We interviewed both teachers and students to reveal teacher-student preferences for feedback delivery. After examining their perceptions about feedback, we suggested some guidelines that would be beneficial for both teachers and students to achieve desirable learning outcomes.

### Importance of effective feedback delivery on students' writing

According to Keh (1990), feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions. Through feedback, the writer may learn about the degree of realization of the task set. In particular, to what extent their writing achieved the desired effect, whether the message was clearly communicated to the target reader, the register and the format is appropriate to their purpose and audience, etc. It is common that the task set is attempted, but not adequately achieved in a student's paper. There are many cases, when the paper produces a very negative effect on the reader because of frequent errors, which obscure communication, little or no awareness of appropriate register and format, the lack of linking devices, the narrow range of vocabulary and structure and the omission of major content points, possibly due to misinterpretation of the task set. Still,

an effective feedback can serve as a remedy for poor writing. Hence, it is feedback that drives the writer to polish his/her drafts again and again and eventually to achieve the desired effect on the target reader. Accordingly, teacher written feedback is of paramount importance to EFL students in order to accomplish the task set. It is indispensable in the students' whole writing process. However, a number of researchers argue the existence of "an interpretation gap" between the teacher and the students, especially in written feedback. This refers to a misfit between teacher written feedback on compositions and learner interest - between what a teacher gives and what students would like to get (Lee, 2008). Yayun Wen (2013) believes that teachers and students need to work more at establishing agreement on their interpretation of feedback and at improving the students' writing strategies by gaining maximum benefit from the feedback they receive. The researcher states that teachers can provide their effective written feedback appropriately by adhering to four principles:

*A. Focusing on the Process rather than the Product*

*B. Engaging Students' Minds*

*C. Ensuring Students' Positive Feelings*

*D. Expanding Students' Language and Ideas*

There are different strategies that EFL teachers employ to correct their students' linguistic errors. According to Ferris (2002), it is always helpful to have different strategies when responding to errors found in students' writing. The main strategies are Direct and Indirect Feedback delivery. Ellis (2009) claims that teachers can provide direct, indirect and metalinguistic corrective feedback. Direct feedback means identifying the error and providing the correct variant using an error-correction coding system, whereas the indirect error feedback involves a simple indication of the error existence by circling, ticking or underlining without suggesting the correct variant. Using metalinguistic feedback strategy, the teacher provides students with some form of explicit comment on the nature of the errors in writing. However, this strategy often leads to lengthy comments that take a great deal of the teachers' valuable time. Therefore, teachers are generally in favour of using error correction codes that are much faster and quite effective. This involves placing an abbreviated label or symbol, which shows the nature of the error and the type of correction needed, next to the error or in the margin. E.g. Ord. (wrong sentence order); W. Miss (word missing); Ex.w (extra word); Mod. (wrong modal verb); Pron. (wrong pronoun); T (wrong tense); Agr. (wrong noun-verb agreement or any other kind of agreement in person and number); Art. (wrong article); Degr. (wrong degree of an adjective or an adverb), etc.

It is undeniable that teachers' comments on students' writing can help students become better writers as well as help teachers defend and argue the grade. However, the method of feedback delivery should be chosen with care. There are certainly numerous ways teachers can assess students' writing and there is no ideal suggestion that would be remedial for all cases of error existence. Teachers do not have to stick to one strategy and use it to correct all linguistic errors. The point is that teachers have to take into account what is the focus of the task and choose the most effective correction system. If they aim at giving feedback on both form and meaning, from accuracy to fluency, indeed, teachers will find the use of a combination of several correction

strategies including written commentaries expressing strengths and weaknesses of the students' writing very effective. According to Hyland (2003), teacher response, including more lengthy commentaries, can address structure, organization, style, content and presentation, as well as grammatical or mechanical issues.

Many scholars agree on the effectiveness of students' involvement in the correcting procedure. Haifa Al-Buainian suggests that involving learners in their own writing assessment would be motivating for them and will increase learner involvement in aspects of the learning experience which is highly beneficial. "Teachers who want to help their students gain confidence in writing should try to follow a writing process that takes the student from insecurity to success" (Cimcoz, 1999).

It is noteworthy that peer and self-correction strategies are not very popular with BSU teachers, since the majority of students seem to be unable to self- or peer-correct. As a consequence, the teacher involvement becomes a necessity. We interviewed EFL teachers and students at BSU and their responses helped us to reveal the preferences for efficient feedback delivery on students' writing. Based on thorough studies of teacher–student responses, we attempted to work out practical suggestions that could be used as guidelines in writing classes.

### **Choosing an appropriate tone**

- a. Phrase comments in the way that students will find them easy to understand, follow and revise
- b. Avoid sarcastic language in comments. e.g. It will take you years to learn the rule... I have the feeling that this composition is written by someone from Mars or Jupiter.
- c. Start with positive comments and address the writer by name. e.g Tina, you have put down some great ideas, etc. Support what the writer has done well. Note any improvement over previous assignments, if possible.
- d. When putting negative comments, avoid addressing the author. E.g. write: "The essay lacks argumentation on content points. Some material which is irrelevant to the topic should be avoided. There is a limited range of structure and vocabulary in the last paragraph..." instead of "Mari, you have inadequately covered content points. You have included some irrelevant material. You have a very limited range of structure and vocabulary..." Criticisms should be stated impersonally in terms of the paper, not the student personally.
- e. Try not to join a positive comment to a negative comment with a "but", "still," or "however." Let the positive comment stand on its own.
- f. If the topic is subjective, avoid debating about content. Since each person is an individual, s/he can have an opinion that might sound strange.
- g. For written comments, using a pencil lets you erase in case of second thoughts. Students might resent crossing out the comments written in pen or scribbled ones.

**Student involvement**

- a. Inform students about expectations for each piece of work. Provide them with the marking scale or rubric (holistic or analytic). For each piece of writing they should know in advance which aspects take priority and on which parts they are supposed to concentrate more.
- b. Since a teacher is not the only one who can give helpful comments on writing, try to involve students in peer- and self-correcting procedure through focused questions. E.g. “what would you put differently? What ideas do you find interesting and would like to expand? What would you change for more reasonable achievement of the task set? Self-correction as well as peer-correction encourages cooperative learning in the class.

**While correcting**

- a. Avoid correcting all grammar and spelling errors. Instead, in case of recurring errors of the same type, bring the common sentence-level problems at the end with suggestions, recommendations or sources of help, and let students know you expect to see improvements in successive writing. Student responses showed that a great deal of feedback focuses on surface level errors. Students feel discouraged when each grammatical issue is addressed in their writing. They expect teachers to provide summative commentaries on grammar weaknesses at the end of writing instead of in the margins next to each line.
- b. Do not simply write “good” or “bad”. But explain what was good or bad and why it was good or bad. Comments such as ‘good’ or ‘good point’ does not help a learner to develop; it offers discouragement rather than encouragement

**Conclusion**

Before providing feedback on students’ writing, we need to bear in mind that students should benefit from feedback and have better learning outcomes in successive writing. Meanwhile, we also have to admit that each teacher has his own preference to feedback delivery. No matter what methods the teacher tends to use in his/her written response, the teacher’s written feedback should aim at enabling the students to monitor their own performance and to correct themselves.

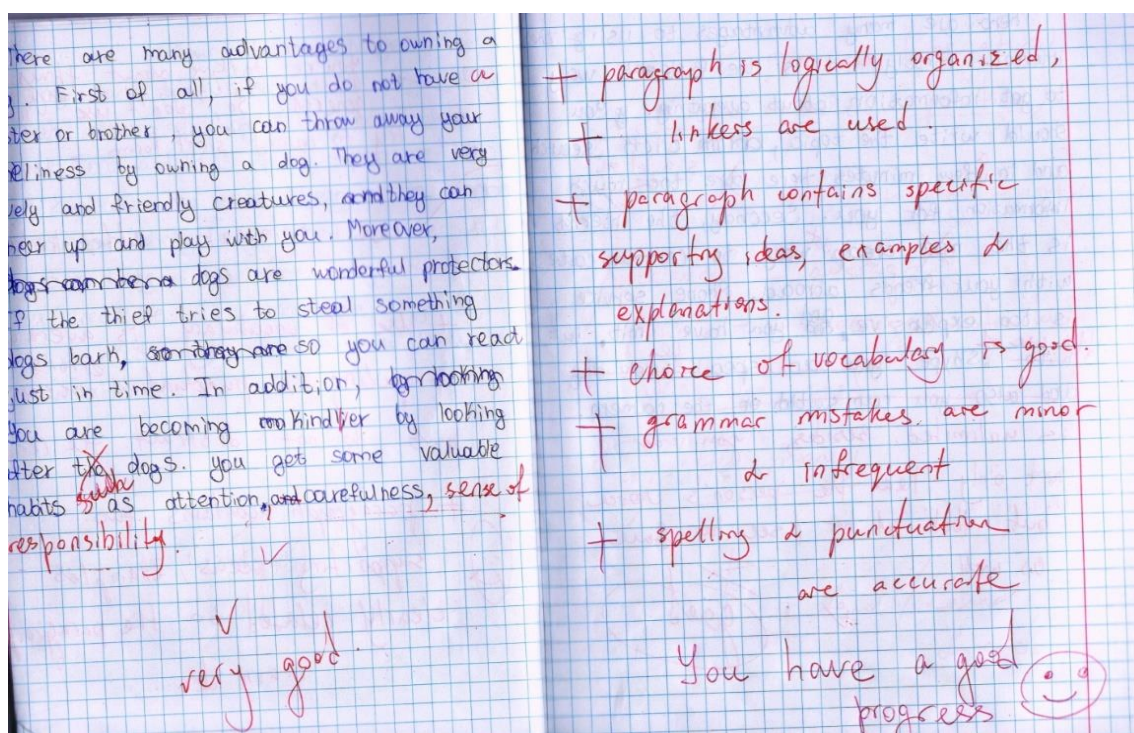
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## Appendix

### Teacher Feedback Samples





- "Beauty is wonder of wonders"  
 "Beauty is a form of Genius"  
 "Beauty is only superficial"  
 "Let nothing be lost upon you!"

I think, that if you are not beautiful maybe you have some problems, because "Beauty is a form of Genius" - Genius needs no explanation. It's great fact of the world.

Analysis is sufficient  
 not for a 1st assessment

fluency - grammar  
 constructions are poorly arranged!

There are many advantages to watching television. First of all, by this way you get more and more information about <sup>news</sup> politics, space, new discoveries and others. For example, there are some interesting TV projects "Discovery" <sup>channel</sup>, "Animal planet", "JDS...". You are becoming more intelligent step by step. One point of view in favour of watching television is that you are forming the habit of listening. If you often watch some programmes on television, for example science program, you are definitely listening to it with attention in order to understand the information. So you are getting used to listening with attention.

✓ not bad!

- Be more careful with spelling
- Reverse formation of plural of the words ending in "y"
- knowledgeable = well-informed and educated

P.S. The second argument is weak!

TV — as informative source  
 (news channels & programs)  
 — as entertaining means  
 (shows, soap operas, live shows)

discoveries (gr)



## Hamlet

I have decided to write William Shakespeare's "Hamlet", very famous writing, in which main character is Hamlet, one ~~normal~~ ordinary youth, which is in vagueness. Writing starts in this sentence:

"To be, or not to be, that is the question".

This is a really moral problem, for whole humanity. Everyone tries to answer this question, but nobody can. If you decide "to be" - that's mean to go on living, to make yourself happy and try to do everything for your normal life, where you will have live with your near relations. But, if you decide "not to be" - that's the really question, which you can't answer, it's bad thing, to think about this.

I think, that everyone can try to live without problems, if will be desire. Nowadays, life become most difficult, everyone - little and big - has a problem in something, but we are youth, who can change everything, who are future and hope for ancestors.

If Hamlet makes true decision, he will choice "to be". I know, that there are many problem, most people are in trouble and want to help. Many of them feels animate pain, but sit without stirring not true. Many youth say, that "I am not in mood for relaxation". It's not good, because everyone must try to live and to be for herself and for generation.

This topic is really necessary for everyone and it's time to think about "To be, or not to be". I will think about it.

too many  
gr. errors,  
analysis is weak,  
without evidences  
and stylistic  
features

**EFL/ESL textbook – with or without it?****Salome Gureshidze**

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**Abstract**

The aim of the present paper is to weigh pros and cons of conducting EFL/ESL lessons without a textbook. The research will be based on observations of secondary school English teachers, self-observations of the author, as well as on monographs and articles of researchers of TEFL and ELT educators. In what way EFL/ESL lessons relying on teachers' independent (from the textbook) preparation for classroom activities with or without supplementary material are beneficial or, on the contrary, harmful for classroom atmosphere, learners' enthusiasm, interest, motivation, better learning outcome s- the paper intends to answer these questions. As a result of the study numerous positive sides as well as limitations of no-textbook English lessons were disclosed and the fact that English teachers do not use the full potential of such lessons was revealed.

**Key words:** EFL / ESL textbook, speaking, communication

Textbook in FL/SL teaching had long been considered crucial until the advent of approaches and philosophies of teaching oriented at developing the oral aspect of the target language more than the written expression. The need to make L2 classrooms communicative, consequently, we need to emphasize activities which dramatically enhance learners' spoken performance. Although such activities, materials for their implementation are indispensable components of modern EFL/ESL textbooks, frequency of putting English textbooks aside is on the rise as a highly recommended practice.

Jack Richards (2001) clearly states what the main advantages English textbook bring into the language classroom are:

1. They provide structure and a syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.
4. They provide a variety of learning resources.
5. They are efficient.
6. They can provide effective language models and input.
7. They can train teachers.
8. They are visually appealing.

He further mentions fewer but still existing limitations of language course books:

1. They may contain inauthentic language.

2. They may distort content.
3. They may not reflect students' needs.
4. They can deskill teachers.
5. They are expensive.

On the other hand, there are pluses and minuses that English lessons without a textbook have. Below are given lists of advantages and disadvantages of no-textbook language lessons empirically deduced from the observations of the author as a teacher of English.

The pros of language classrooms without a textbook are:

- interesting, motivating for learners
- resemble real-life situations
- activate learners' passive knowledge
- alter the traditional models of EFL/ESL teaching
- make EFL/ESL classroom communicative
- encourage interaction, cooperation between learners

The cons of language classrooms without a textbook:

- may make L2 classrooms chaotic and disorganized
- need a thorough preparation/ training of the teacher
- require proper equipment which may not be available in the classroom
- the language used may be too simplified during activities
- the language used may lack authenticity
- may fail due to improper preparation
- may digress from the syllabus requirements

When contemplating about the positive sides of no-textbook English lessons it is useful to scrutinize negative aspects of textbook usage itself as disadvantages course books bring into the language classroom may be turned into advantages by putting them aside and introducing instead proper activities for L2 acquisition.

ELT textbooks often have the same format which makes learning predictable, monotonous and thus, boring. Students become demotivated, because of the sameness of units and lessons, which often follow the unrelenting format. If the content of the textbook is uninteresting and repetitive, then sustaining motivation will be problematic for teachers, no matter how hard they try (Harmer, 2007). Therefore, partly, rejecting its service may activate the classroom atmosphere. One solution to the perceived disadvantages of course books is to do

without them altogether, to use a do-it-yourself approach suggests a solution to the perceived disadvantages of textbook usage. It can offer students various and dynamic program. (Harmer, 2007, p. 182).

Topics, pictures, texts in the textbook may not be appropriate for learners' age and, thus, for their interest and aspirations. The problem is aggravated when the mismatch concerns L2 learners' culture and their surrounding world at large. Language textbooks may even contain material inappropriate and unacceptable for their community and even offensive for it. If this aspect is not considered when opting for a particular EFL/ESL textbook, later no textbook lessons help language teachers to avoid embarrassment by substituting such units with their own appropriate language material. If the students can see relevance of teacher-made material to their needs, it will enhance their motivation and their trust in what they are being asked to do. No textbook lessons allow teachers to respond on a lesson-by-lesson basis to what is happening in the class. In order to make a "do-it-yourself" approach successful, the teachers need an access to diverse materials. Authentic material is considered as the most important, which prepares learners for the real-world communication and guides learners toward the language they need for a particular context. Teachers should also be confident to know what and where to choose. In this case the teachers are becoming syllabus designers in their own right.

As years pass, the same course books are used at secondary schools and universities. Textbooks may contain inauthentic material since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use (Richards, 2001). In the modern versatile world, any product becomes obsolete quite fast. Thus, photos, pictures, CD/ DVD and textual material soon outdate themselves and represent the past, not the present and may discourage learners. No textbook lessons can be supplemented with real texts, audio-visual material that is current and even brand-new. On the other hand, it is exactly such materials would naturally stir up students' interest and enthusiasm to actively participate and better learn the subject.

At the start of the language course or during it for a certain group of L2 learners the textbook may be either too simple or too much complicated. If a teaching institution's administration does not allow substituting it with the course book, more appropriate for learners' level, holding some EFL/ESL lessons without a textbook will serve as a way out. In this way teachers may seek either to introduce more complex material for groups of learners with higher level of language skills and easier material for the ones with lower level of language skills.

The English textbook the teacher is obliged to use may not correspond to the approach of teaching EFL/ESL she/he adheres to, e.g., communicative language teaching for implementation requires a lot of communicative activities which not all textbooks possess. If a bit old-fashioned, grammatically overloaded language course book is rejected at some L2 lessons and the lessons are charged with speaking and listening activities, learners will only benefit from it.

In any language classroom teachers enter there will always be different types of learners:

1. visual-learns more effectively through visual means
2. auditory-learns more effectively through listening and speaking activities

3. tactile-learns more effectively by touching various objects
4. kinaesthetic- learns more effectively through physical experience
5. group- learns more effectively by working with others
6. individual- learns more effectively by working alone (Tsitsishvili et al, 2008, p.8)

No textbook lesson can be ideal for various types of L2 learners, as in case of proper preparation the activities may cater for needs and requirements of all the learners.

Besides the pros of teaching EFL classes without textbooks, there are some cons, which are important to be mentioned. When course books are used during the classes, students' knowledge is structured according to chapters in them. Taking the nature of authentic material into consideration, it provides less organized knowledge. Textbooks have a clearly identified set of achievement objectives, which include what the learners are expected to be able to do and what to expect next. The carefully planned units contain carefully planned and balance selection of language content that can be easily followed by teachers and students (Chou, 2010). Many teachers can find textbooks useful, because ready-made activities and lessons are easy to use. Preparing for lesson without textbook is a very time-consuming business. It also runs the risk that students will end up with incoherent collections of bits and pieces of material (Harmer, 2007). However, when there is time for proper planning and organization of teaching without textbook, students may get exceptional programs of study, which are alert to their needs and varied in a way that does not neglect consistency of ELT.

A questionnaire concerning pros and cons of teaching with or without a textbook was administered to 20 Georgian secondary school teachers. Most teachers who participated in the survey identified the issue as the main concern during EFL /ESL teaching process. The majority of the participants (70 percent) claimed that they do not conduct lessons without English textbooks. On the other hand, ninety percent of the participants expressed their idea that lessons without textbooks are interesting and motivating for pupils. Again, most of the teachers surveyed (75 percent) stated that they heavily rely on the EFL/ESL textbooks. At the same time, even more (90 percent of all the teachers) admitted that the English syllabus/curriculum they use theoretically allows having lessons without textbooks, while approximately the same number of the respondents complained that their supervisors do not encourage them to have lessons without textbooks. As for the extra activities and games, all the surveyed teachers pointed out that learners ask for such activities in the classroom. Only ten percent of the teachers claimed to be equipped with the material which is used for teaching without a textbook. Finally, 20 percent of the language teachers are self-confident that they are skilled and trained for organizing and arranging activities without textbooks.

Thus, the results of the survey indicated that teachers of the English language very rarely conduct lessons without textbooks. Most of them follow the instructions and the exercises they are given in a particular EFL /ESL textbook. The teachers are virtually tied to the learning resources which the Ministry of Education offers to them. They do not use authentic teaching/learning materials during the classes. However, effective teachers synthesize all available resources: English textbooks, the Internet, videos, etc.

To sum up, we can conclude that teaching English without a textbook has both positive and negative sides which must be taken into account when choosing the no-book strategy for enhancing EFL/ESL learners' language skills and that secondary school teachers' either are unaware of the potential that such lessons can bring to the language classrooms or do not use it due to administrative, technical, curriculum or other restrictions.

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**Semantic extension of borrowings in Georgian under the influence of the English language****Zeinab Gvarishvili**

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**Abstract**

Changes in meaning are as common as changes in form. They can be internally or externally motivated. Due to linguistic and extra-linguistic factors the semantic field of the word that once was borrowed from the language may shift or extend. The extension of meaning may occur due to the shifting of the linguistic area the word is used. If the new meaning is shared by the speech community, it is integrated in oral and written discourse and becomes an inseparable part of lexical corpus of the language. Current political events, especially the process of integration of Georgia in European political space, has led to convergence of English and Georgian cultures and, consequently, strengthened the influence of English over Georgian. This process gave rise to the semantic extension of certain words of foreign origin. The paper aims to discuss the ways and causes of the semantic extension of certain words in the Georgian language.

**Key words:** semantic extension; polysemous words; trendy Anglicism; false cognates; false friends of translator

**Introduction**

Since language is not a fixed and steady phenomenon, it can give and receive a vast number of words during different periods of its development. Loan words are created, by adapting a source word to the target pronunciation and morphology. They are absorbed into languages out of necessity - to fill lexical gaps, to provide names for new objects or phenomena, due to ever-developing technology, to follow a trend or to add a certain prestige value to a text, for adding sophistication and raised register (Baker, as cited in Malkiel, 2009) or to enrich the language (O'Neill & Casanovas Catalá, 1997). Whatever the motive, borrowings are an essential part of the vocabulary and may even lead to outnumbering of indigenous words. Throughout its historical development, the Georgian language has borrowed words from different languages, due to its cultural and historical interactions with different cultures. Due to constant invading wars and contacts with invaders, the Georgian language borrowed a vast number of words from Asian languages: Persian, Arabic and Turkish in V-VIII cc. Translation of the Bible, as well as achievements in scientific fields gave rise to loan words from classical languages - Greek and Latin. Tight relations with European countries in different periods of historical development of Georgia led to penetration of words from the French, German and English languages. During the Soviet period the Georgian language underwent a great influence of the Russian language, giving rise to many borrowings, calques and barbarisms. As for borrowings from the English language, the majority of the words of English origin started their penetration from the late XIX century and reached its climax in the XXI century "overwhelming" almost all semantic fields of modern Georgian lexical corpus. Infiltration of foreign lexical units in the Georgian language has been mainly caused by the necessity to fill in the semantic gaps for



new concepts. Correspondingly, while borrowing, the Georgian language tends to stick to the primary meaning of the words preserving their initial meanings. However, the linguistic situation in the present-day Georgia demonstrates the new, growing tendency of semantic extension due to the influence of the English language.

### **Semantic extension of words due to English influence**

#### *General tendencies of semantic change of borrowings in Georgian*

After the infiltration of loan words their semantic development may proceed in three different ways: 1. in the target language the borrowed words can be restricted to only one of the various possible meanings of a polysemous word in the source language; 2. The borrowed words can develop polysemy which was absent in the original language; 3. The meaning of the borrowed words can deviate from the meaning of the source language, because they have been used figuratively (Chamizo–Dominguez, 2000). Generally, linguistic borrowers try to keep the same form of the borrowed word, however, as any linguistic sign, the foreign form tries to meet the requirements of the new system. Consequently, the borrowed words undergo certain modifications. In addition to the phonological and morphological changes, these modifications may include semantic ones. According to Masowa (2011), the changes in semantic extension appear in three degrees:

- **Zero semantic extension**, when the meaning of the loan word, after it has been integrated into the language system, remains unchanged and corresponds to the meaning in English. A number of English words, especially names of drink and food, remained semantically unchanged in Georgian after their integration, for instance, English gin, rum, whisky, beefsteak, sandwich, smoking, fax, computer, etc.
- **Restriction of meaning** with specialization from general to technical sense. This type of semantic change is mainly found in computer, sport or any technical terminologies; e.g.: mouse, desktop, outsider, hooker, goal, agony, ammunition, acceleration, etc.
- **Expansion of meaning** from specific to a general sense. The Georgian language tends to stick to the primary meaning of the words preserving their initial meanings. Foreign lexical units are rarely generalized or turned into polysemous words, compared to the English language in which borrowings are often “cut off” from their semantic roots. Through semantic modification they either acquire an almost new denotation or turn into polysemous words. However, there is a growing tendency in the modern Georgian language of semantic extension of certain borrowings that once have been borrowed from the English language for a special purpose – to fill semantic gaps. This phenomenon can be explained from historical and political standpoint – the current political events, especially the process of integration of Georgia in European space has led to convergence of English and Georgian cultures and consequently the languages. This process gave rise to the emergence of :

A) **“trendy Anglicism”** - words that are mainly the result of transliteration and are used in the Georgian language as expressive lexical units parallel to the native denomination for example: show -

‘შოუ’[*shou*] alongside with ‘წარმოდგენა’, manager – ‘მენეჯერი’ [*menedzheri*] alongside with ‘მმართველი’, image – ‘იმიჯი’ [*imidji*] alongside with ‘ხატი’, leasing – ‘ლიზინგი’ [*lizingi*] alongside with ‘იჯარა’; implementation – ‘იმპლემენტაცია’ [*implementatsia*] alongside with ‘განხორციელება’ promotion – ‘პრომოცია’ [*promousheni*] alongside with ‘დაწინაურება/პოპულარიზაცია’, etc.

B) *Polysemous words* turning into monosemantic words by expending their areas of usage.

### *Emergence of polysemous borrowings in Georgian*

Nowadays in Georgian political and economic contexts it is frequent to find the word facilitator – ‘ფასილიტატორი’ [*pasilitatori*] with a purely English meaning – ‘someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion’ (the meanings of English words starting from here and further are given according to Fowler & Fowler, 1960, and The Oxford English Dictionary, 1989). It coexists with Georgian meaning of the word referring to the person, who has got a special qualification, shares his/her experience and is capable to help them to achieve educational goals. Moreover, *facilitator* is a teacher or a tutor, who helps disabled children to do their homework. The term *bilateral relationship* ‘ბილატერალური’ [*bilateraluri*] gains the meaning of the political, economic, or cultural relations between two sovereign states, even though in Georgian the word ‘bilateral’ has the primary meaning of ‘two-sided’. The term ‘endemic corruption’ – ‘ენდემური კორუფცია’ [*endemuri korupsia*] - the term corresponds to systemic corruption, when corruption is an integrated and essential aspect of the economic, social and political system, when it is embedded in a wider situation that helps sustain it. The term ‘endemic’ in Georgian language means *regional* in collocation like: *endemic plants or endemic disease*. It is clear, that the existing meaning does not refer to something *systemic* and therefore hinders the comprehension of the whole phrase. One of the interesting examples of semantic expansion of meaning is the political term ‘organic law’ – ‘ორგანული კანონი’ [*organuli kanoni*] referring to the collection of rules imposed by authority, legal document setting forth rules governing a particular kind of activity; for example a law against kidnapping. The word ‘ორგანული’ [*organuli*] is normally a biological term and refers to something connected with human body, plant or animal and has not been generally used in political context till the last period. The word ‘outsider’, once used only as a sport term, now, due to English influence, gained an additional meaning ‘a person that does not belong to a particular organization’.

Due to the extension of meaning certain *false cognates* tend to turn into *true cognates*, for example, the word ‘loyal’, having the meaning of ‘giving or showing firm and constant support or allegiance to a person or institution’, in the English language does not correspond to the Georgian “ლოიალური” [*loialuri*] referring to ‘favorable, civil attitude towards somebody or something’. However, in collocation ‘loyal customer’ – ‘ლოიალური მომხმარებელი’ - the word ‘loyal’ acquired an additional, English meaning – ‘faithful’. Up to

the recent period the Georgian word ‘სპეკულაცია’ [spekulatsia] conveyed a negative denotative and connotative meaning – an ‘*illegal activity in which someone buys and sells things in hope of making a large profit*’ – but due to the English influence it underwent a semantic extension, that added a positive meaning to the word – ‘*ideas or guesses about something that is not known*’. The Georgian word ‘ამბიციური’ [ambiciuri] that was borrowed from the English language had conveyed a definitely negative meaning implying ‘*excessive self-esteem, vanity*’. However, the meaning of the word was extended in recent times, due to English influence and now it is frequently used with the meaning of not ‘*easily done or achieved*’. For instance: ‘an ambitious project’ – ‘ამბიციური პროექტი’. The Georgian ‘დრამატული/დრამატულად’ – ‘dramatic/dramatically’ implies the ‘*action that is characterized with emotions associated with drama or theatre, or a situation that is filled with acute tension*’. The meaning of the word also has been extended that turned it into polysemantic word, as in present oral and written discourse it is frequently used with one more additional, English meaning – ‘*considerably, significantly*’. The word ‘accommodation’ – ‘აკომოდაცია’ [akomodatsia] was mainly used with two meanings: *a. adjustment; b. as a medical term: ‘the automatic adjustment of the eye for seeing at different distances effected chiefly by changes in the convexity of the crystalline lens’*; due to English influence, the meaning was extended and a new meaning – ‘*compromise/a reconciliation of differences*’ was added to the previous meaning.

However, in the Georgian language there are a number of words that have not undergone the semantic influence of English language. These words were borrowed either directly from French or via Russian, though the origin of the words is mainly French. Even though these words exist in English with a different meaning, the corresponding Georgian words still stick to the original meaning and cases of semantic extension cannot be traced. This case results in the emergence of the so-called ‘false friends of translator’. For instance: English ‘marmalade’ and Georgian ‘მარმელადი’ [marmeladi] may be considered as partial ‘false friends’ as the English ‘marmalade’ is a sweet jelly that contains pieces of fruit, while the Georgian ‘მარმელადი’ is a jelly candy. The Georgian ‘ბისკვიტი’ [biskviti] means a ‘sponge-cake’ and not a ‘hard or crisp dry baked products’ as it is in English; the Georgian ‘ჯაკეტი’ [jzaket] does not correspond to the English ‘jacket’, as it stands for women’s garment for the upper body. The Georgian ‘პიჯაკი’ [pidjaki] corresponds to the English – ‘pea-jacket’ and not simply to ‘jacket’. The Georgian ‘კოსტიუმი’ [kostiuni] corresponds to the English ‘suit’, it has acquired the English meaning – a special garment for performance, only in a special context and is preceded by the word ‘stage’ – ‘სასცენო კოსტიუმი’ [sastseno kostiuni]. The Georgian word ‘ფლანელი’ [planeli] corresponds to a certain type of soft cloth, while the English word ‘flannel’ refers not only to a certain type of cloth, which has a certain function – wash-cloth for washing the body. Furthermore, ‘flannel’ can be used metaphorically in English to mean ‘evasive talk’. The Georgian ‘ვილვეტი’ [vilveti] corresponds to a cotton cloth having stripped velvet surface” while the English ‘velvet’ refers to a closely woven fabric of silk, cotton, or nylon, that has a thick short fibers on one side. As for the Georgian ‘სატინა’ [satina], it corresponds to the English ‘sateen’ and not ‘satin’, as the latter corresponds to a silk cloth. The Georgian ‘ინცინდენტი’ [intsindenti] and the English

‘incident’ is an example of ‘total false friend’ as Georgian ‘ინციდენტი’ means ‘conflict’ and not an occasion or happening. The Georgian ‘ინსინუაცია’ [*insinuatsia*] stands for ‘defamation’ and not ‘hint or the act of saying something bad or insulting in an indirect way’. The Georgian ‘მიტინგი’ [*mitingi*], contrary to the English ‘meeting’- (gathering of people for a particular purposes: religious, business etc.) stands for ‘manifestation - political gathering aiming to express dissatisfaction concerning current political events’. The Georgian ‘პროტექცია’ [*proteksia*] has a negative connotation, as it does not stand for the ‘state of being kept from harm or loss’, but ‘being patronized in order to reach success in different fields of activity’. The Georgian ‘ჟურნალი’ [*zhurnali*] means either a ‘register, magazine or periodical’, but not a ‘diary’ in which you write down your personal experiences and thoughts or a ‘newspaper’. The Georgian ‘პარტიზანი’ [*partizani*] corresponds to the English ‘guerilla’ and not the English ‘partisan’ having meaning of a ‘firm adherent to a party, faction, cause, or person’; the Georgian ‘sympathy’ – ‘სიმპათია’ [*simpatia*] means ‘liking, cherishing kindly feelings when one finds somebody appealing’ and not ‘feelings of pity and sorrow for someone else’s misfortune or understanding between people’, as it is in the English language.

### Conclusion

All cases considered, we can conclude that, due to the current political and cultural events, as well as the tight contact between the nations, there is a strong impact of English over the Georgian language, that causes a growing tendency of semantic shift and extension of the borrowings that once were borrowed from English or other languages for specific use - to fill the lexical gaps. The words with extended meaning are widely used both in written and oral communication since they are found in official documents, political speeches and mass media consequently, they are already integrated in written and oral discourse. Obviously, this linguistic situation will pave a road to absolute integration of these words with polysemous meaning into Georgian lexical corpus. Knowledge of these changes are indispensable for effective communication, as understanding these words in their ‘old’ meanings may cause problems in communication and even offence.

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## Story-telling through jazz chants

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### Abstract

The article deals with ways of teaching young learners (YLS) fairy-tales with jazz chants. Hearing sounds and singing are very helpful for YLS to acquire skills leading to real communication. Moreover, using music in class reinforces them to learn English with pleasure. The paper focuses on the ways to create and use jazz chants as a core part of the lesson in order to raise students' interest to the English language, practice particular sounds and intonation, and develop vocabulary. The idea is based on tenets of Gardner's Multiple Intelligences Theory (Visual/spatial, verbal/linguistic, musical/rhythm, bodily/kinesthetic), which are the main intelligences within story telling through jazz chants.

**Key words:** fairy-tales, jazz chants, music, rhythm, beat, multiple intelligences, vocabulary

### Introduction

Music opens doors, giving language students a greater awareness of the new culture to which they are being exposed and the sense of feeling more at home with the sounds and rhythms of the language they are learning. Hearing the sounds sung and singing the sounds can both be very helpful in acquiring the tools that lead to the real communication, but perhaps the best thing about music in the classroom is the pleasure it brings to students.

Howard Gardner's research on Multiple Intelligences supports the use of songs and chants in the classroom. The most successful classrooms provide different approaches to meet individual students' areas of strength. Musically intelligent learners think in sounds, rhythms and patterns. They respond to music by tapping their feet, tapping the pencil or criticizing what they hear. The musical intelligence is not only one recognized by Gardner, but also can be appealed to by teaching through songs and chants. For example of focusing on the lyrics of songs can appeal to a child's linguistic intelligence, while using puppets, masks, charts, slide shows, etc., effects positively visual learners and incorporating choreographed movements that represent the meaning of the lyrics can help to appeal to the body-kinesthetic intelligence (Gardner, 1983).

### **What is jazz chant?**

Jazz chanting is a rhythmic presentation of natural language, linking the rhymes of spoken American English to the rhythms of traditional American jazz. A jazz chant is a fragment of authentic language presented with special attention to its inherent natural rhythm. It is important to remember that jazz chanting is not distortion for poetic effect such as occurs in rapping, nursery rhymes, or songs. The rhythm, stress and intonation pattern of the chant should be an exact replica of what the learner would hear from a native speaker in a natural conversation.

The real pioneer in using chants to teach English is Carolyn Graham, an EFL teacher and a jazz musician. Graham noticed that when native speakers of English talk, they tend to say the stressed syllables on a regular rhythmic beat just like the underling beat of jazz music. Most of Graham's chants are presented in a dialogue format either as a question and response, a command and response or a statement and response (Orr, 2006).

Graham's chants became the main idea for us, using jazz chants in story-telling in Georgian classrooms. One does not really need to be a jazz musician to simplify English fairy tales, to write one's own chants and use them in class. They are usually easy to write, because chants do not require a melody, only a beat. The type of fairy tale and music that you select to present to your class will depend on the learners themselves and teachers' musical background and experience. The main idea of telling tales through jazz chants is to help learners make the transition from singling the target language to actively using it in meaningful conversations.

### **How to write jazz chants?**

The first step in writing a chant is to have a clear sense of what you are trying to accomplish. That is, do you want to focus on a structure, sound, function, or vocabulary. First what we do is choosing the fairy tale of interest for our learners. Second, it could be simplified by the teacher according to appropriate age of learners. Third, before real jazz chanting teacher should pre-teach vocabulary which is necessary for the overall understanding the story.

For creating a vocabulary chant the following are Graham's (1992) hints. The magic formula is 2 3 1. You should choose 3 words (i.e., syllables), the first word with 2 vowel sounds, the second word with 3 vowel sounds, the third word with 1 vowel sound and put them together with a bit of repetition. To help students to identify the stress and rhythm, clap your hands in time to the beat.

Baseball, basketball golf,

Baseball, basketball golf

Baseball, basketball, baseball, basketball

Baseball, basketball, golf.

In our paper we present examples from “Little Red Riding Hood”, by Brothers Grimm. So, according to Graham’s formula, we could take words and make jazz chants, for example:

Grandma, terrible, wolf,

Grandma, terrible, wolf,

Grandma terrible, grandma terrible,

Grandma, terrible, wolf.

Before the real fairy tale the teacher could do grammar chants as well, this is a lively review of basic grammatical structures. There are some guidelines that will help you to know which syllables in a given sentence are likely to receive stress on the beat. Firstly, function words, such as articles and pronouns usually are not stressed. Stressed syllables are more likely to occur in content words, such as verbs, adverbs and adjectives.

Also the WH-question words (when, where, and why) usually are stressed, while ‘be’ is usually not. Notice that the first beat of the chant may not always be the first word of the chant. The main point is establishing the tempo, counting out the rhythm one-two-three-four. In the below shown example the stressed words are in bold. (Graham, 1988).

“Oh! **Grandma, what big ears** you have!”

“All the **better to hear** you my **dear**”,

“Oh! **Grandma, what big eyes** you have!”

“All the **better to see** you my **dear**”,

“Oh! **Grandma, what large hands** you have!”

“All the **better to hug** you my **dear**”,

“Oh! **Grandma, what a big mouth** you have!”

“All the **better to eat** you my **dear**”.

### Motivational chanting activities

There are several strategies to make chants more effective in the EFL classroom. These include using movements that represent the language used in the song, combining drama and music, and using motivational games and activities that make chanting more fun for children. The first stage what we always do is spending two or three minutes in choral repetition, snapping fingers or taping them on the desk to establish a solid beat. We return to it when we want to change the mood, raise the energy level, or practice a particular sound or structure. The activities given below emphasize the beat that is so important for chanting.



**Shake your bottle** – Have students shake “chant bottles”. They can use plastic bottles and put some uncooked rice in them. They shake their chant bottles to the rhythm of the chant.

**Hand Slap** – Teach the students a sample hand-slap routine that has been choreographed to a chant. Students could slap their thighs, clap their hands, or tap their feet. You may put pairs to practice chanting and also to make their own chant and demonstrate it to the class.

**Singing Roles** – For songs that can be easily separated into two characters’ roles, have part of the class sing the role of one character and the rest of the class sing the role of the other. You can switch the roles then.

**Hotter or colder** – Bring a picture. Hide, while one student waits out. The class begins singing chants, when the student returns. When the student draws nearer the hidden picture, the class sings more loudly. When getting farther away, they should sing more quietly. This continues until the student finds the picture (Wilson & Wilson, 2002).

### Using chants in the classroom (Fairy telling hints)

It is natural for children to talk and play. The last step is performing the taught fairy tale through a jazz chant. Find some hints for the best presentation:

Rearrange the seats in such a way that the children are much nearer to you;

Set the mood in class, for example, by playing the background music;

Begin with the explicit introduction to the story.

For example: “I am going to tell you a story about a “Little Red Riding Hood”, then you introduce the main characters, use actions, gestures, sound effects, pictures, masks, puppets or other supporting material, and let all children be involved (some of them will be the major characters and others in chorus, then swap roles).

Story telling in the classroom is one of the “user-friendliest” techniques a teacher can employ. There are no papers to grade, yet the storytelling experience touches all communication skills and teaches meaning, facts and process.

### Conclusion

Music has always been a way for children to remember stories and learn about the world around them. It can reduce stress, increase interest, and set the stage for listening and learning. Gardner’s Multiple Intelligence Theory advocates teaching with music to engage students with a strong musical intelligence and at the same time to appeal to their linguistic, visual and bodily-kinesthetic intelligences, as we mentioned above. We presented the ways how to create jazz chants and pre-teach new vocabulary through chants, also we included a

number of activities that in a simple way motivate learners to participate more fully in the lesson. At least, fairy jazz chants could be effectively used for class/school presentations.

Overall, chants may be used to reinforce structure, teach functions, practice particular sounds, stress and intonation patterns and develop vocabulary. It changes the mood and raises the energy level.

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**Teaching speaking at Georgian secondary schools - failures and achievements****Natia Jojua**

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**Abstract**

The paper deals with one of the most problematic areas of TEFL/TESL at Georgian secondary schools - teaching speaking. Urgency of the issue is confirmed by the measures the educational authorities have to resort to in order to improve learners' productive skills at secondary schools and thus to make them genuinely communicatively competent. The paper aims, by exploiting methods of both qualitative and quantitative research, to depict a realistic picture of the practices of teaching and learning speaking English at secondary schools in Georgia and, by doing so, to detect failures and achievements that English teachers have in this respect; in addition, to disclose the causes of both. As the result of the study it was revealed that the practice of teaching speaking at Georgian secondary schools experiences both drawbacks and successes and requires more efforts to attain the standards existing in ELT in mastering speaking skills.

**Key words:** speaking skills, speaking activities, non-native English teachers, native English teachers

**Introduction**

Characteristics of spoken language makes it evident how much important its teaching is. Speaking itself is the essence of the language-without using it in verbal interaction the language ceases to exist and is considered to be dead remaining in a static form in black and white (Woodbury, n.d).

As the growing number of the Georgian school leavers opts not to go to universities, school years of learning foreign languages generally remain a sole chance of acquiring L2; meanwhile the educational authorities in Georgia do not in the foreseeable future plan to administer assessing university entrants' speaking skills, thus, the focus on the skill in the language 2 classrooms is diminished. These two factors, alongside with the increasing demand of the labor market for English speaking employees and the requirements internationalized English positions worldwide for even physical survival of the global world citizens, multiply the importance of teaching speaking English properly.

The problem is that some English teachers in Georgia do not have, on the one hand, adequate speaking skills, and, on the other hand, adequate skills for teaching the language communicatively. This is why in 2010 the Ministry of Education of Georgia announced its policy of enhancing practices of teaching English at secondary schools under the aegis of which thousands of native English teachers were summoned to Georgia to develop mostly speaking and listening skills among secondary school learners of English. The fact clearly indicates that there were and still remain certain deficiencies in acquiring the above skills by Georgian pupils. The Government explicitly stated the aims of the project:

### **“TLG Mission Statement**

Teach and Learn with Georgia (TLG), a progressive education movement initiated by the Georgian government, recruits native English speakers to co-teach English alongside local English teachers in public schools throughout the country of Georgia. TLG aims to improve Georgia's nationwide English language proficiency in an effort towards further globalization. The Ministry of Education and Science of Georgia together with TPDC has designed Teach and Learn with Georgia to:

- promote foreign language education across Georgia
- implement new teaching methodologies in cooperation with local foreign language teachers
- provide an opportunity for Georgian communities to share their values and engage in a cultural exchange with people from all over the world by implementing intercultural, educational and intellectual activities (TLE, 2015-2016, p. 6).

### **Teaching speaking effectively**

What is universal for teaching speaking in L2 classrooms? There is a plethora of methods and activities for teaching speaking concerning which certain unanimity is achieved among FL/SL teachers and researchers. In a modern EFL/ESL classroom the desired/ targeted end product of all speaking efforts is five-fold: accuracy, connected speech, appropriacy, fluency and functions developed in learners. Logically, each requires a definite set and type of activities. Thus, English teachers have at hand the following ingredients to choose from and to balance with the variety of work in the classroom. Jeremy Harmer (2007, p. 349-352) offers implementing the following, at the same time appropriately selecting for each type of activity pair, group and individual work for L2 learners:

- Acting from a script
- Communication games
- Discussion
- Prepared talk
- Questionnaires
- Simulation
- Role-play.

How to make EFL/ESL classrooms truly communicative and ensure learners master speaking skill adequately - the issue is daunting and troublesome for English secondary school teachers. They encounter manifold problems and obstacles on the way:

- Lack of confidence in speaking English in a spontaneous way among non-native ESL/EFL teachers;
- Lack of special teacher training in communicative language teaching;
- Lack of facilities for teaching speaking at secondary schools;
- Difficulties of involving learners in speaking activities due to discipline problems;
- EFL/ESL teachers' skepticism concerning the effectiveness of various speaking activities;
- Preaching one method and teaching another, i.e., adhering to the remnants of grammar-translation method though overtly declaring the priority of ultra-modern methods of EFL/ESL;
- Relying on EFL/ESL textbooks heavily and ignoring the syllabus / curriculum requirements concerning teaching speaking.

Clichéd and hackneyed memorization of texts being a relic is still a reality for Georgian classrooms and, despite seeming absurd as a method of teaching and learning, it is often the sole way of starting “conversing” in the target language and represents a lesser evil than not uttering a word. Memorization and then reciting a text serves a means of automatizing language structures and lexis in speech.

However, not all is as dire as stated above - beside EFL/ESL teachers who teach speaking in the target language in a wrong way - there work teachers who regularly keep current in their field - TEFL/TESL methodology. More and more teachers have proper training both abroad and in the country, are enthusiastic to teach English according to modern standards. Pupils and parents often express their gratitude that some English teachers are distinguished with their methods of teaching all language skills - especially speaking. They plan and implement activities which are engaging and even fascinating for learners, appropriate for their age and interests.

### **Research**

How do pupils of senior grades – EFL/ESL learners speak it? The answer to the question will be a barometer on how the productive skill is taught - efficiently or not - at Georgian secondary schools. Interviews with the aim of oral proficiency assessment of 45 (grades 10, 11, 12) pupils were conducted using Cambridge Preliminary English Examination speaking part and it revealed the following picture: EFL/ESL learners speak English with their levels of proficiency ranging from the lowest to the high one. Some learners find it extremely difficult to complete even a simple sentence, for some connected speech is no problem to cope with. Significant difference exists between learners of English at public secondary schools and those at private ones. Some highly prestigious state and private schools have more lessons of English per week, and many pupils from these schools go to English-speaking countries to attend English summer courses, have private tutors as well, and, unsurprisingly, such learners overshadow those attending few lessons of English in overcrowded classrooms. A gradual improvement at all schools is evident for lower grades to higher ones, though the progress is not steady and substantial.

To add more contours to the picture of teaching speaking in the English as foreign language classrooms at Georgian secondary schools, it is essential to attentively analyze the survey of English teachers in this respect. Thirty teachers of secondary schools, both public and private in the capital and in the regions of Georgia were surveyed.

The degree of communicativeness of their classrooms divided the teachers into two nearly equal groups: 16 of them are fully content with it, the rest are less sure. Ten of the surveyed teachers are absolutely happy about the communicative activities that English textbooks provide them, about half of all the teachers - 16 of them - find the textbooks satisfactory in this respect and the minority - four teachers express their criticism concerning the speaking activities of the course books. An absolute majority of the instructors- 23 - think they act as perfect models of spoken English for their pupils in the classroom, five are more modest about their performance and three are even quite critical towards themselves.

As for skills and expertise for teaching speaking, again the majority of the respondents (22) are convinced they possess the competence for properly developing verbal abilities in EFL/ESL learners, the rest are less confident about the answer. The responses to this question almost coincide quantitatively with those to the following one - whether or not the teachers had sound training in ELT. Twenty of them claim they had special TEFL/TESL courses, the rest did not.

The conclusion that can be drawn is that training brings teachers' confidence in teaching.

Pupils' achievement in perfecting speaking skill is viewed differently by their teachers: half of them see L2 learners' oral proficiency as good, twelve consider it to be satisfactory and the minority - three teachers - find pupils' performance as being in a bad state. However, far more teachers (19 teachers) regard their pupils as being highly interested in mastering spoken English, the rest are a bit dissatisfied with learners' enthusiasm and motivation in this respect.

Discrepant from some of the data presented above are the responses to the question "How often do you plan and arrange speaking activities?" Only seven teachers do so at every lesson, 10 – once a week and the rest - 13 teachers make their lessons communicative only once a month.

The awareness of effectiveness of pair and group work for developing L2 learners' speaking skill is not high, either - only half of the teachers use them in the process of conducting speaking activities, the rest do not. The most popular activities for teaching speaking are debates and dialogues, then come games and role plays, most teachers use the combination of the above, and only one teacher uses video as a useful tool for making learners fluent in English.

Optimistic is the picture concerning the availability of the facilities for teaching speaking in the classrooms. Most (20 teachers) are happy and satisfied with them, though the rest express their discontent in this respect. And interestingly, for seeking material for speaking activities the absolute majority (25 teachers) rely on the Internet, two - on colleagues, two - on the school library, and there is a teacher who searches for such activities everywhere.

### Conclusion

It can be summed up that the standards of teaching speaking in English at Georgian secondary schools experience inadequacy as well as accomplishment. The overall trend is optimistic; however, a lot must be done by the educational authorities and English teachers themselves in order to improve English language programs in terms of teaching productive skills more effectively, approximation of requirements in teaching speaking in L2 and of the real practice in this respect is urgent.

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**The differences and similarities between *Annabel Lee* and *Lamia* in terms of Romanticism****Harun Karaca**

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**Abstract**

The aim of this study is to investigate the differences and the similarities between *Annabel Lee* and *Lamia* in terms of Romanticism. Romanticism is a literary movement that has influenced most parts of the world in almost all forms of art, including literature. The movement, which originated in Germany and England in the 18th century, expanded to the world and became more and more profound with the culture of every country it spread to. The English Romanticism displays a more revolutionary and supernatural inclination, while the American Romanticism has a more nationalistic quality. However, there are also similarities between the American and the English Romanticism, as much as there are similarities and differences between Edgar Allan Poe and John Keats – two famous Romantic poets of this influential literary movement in the United States and Britain. The two poets' works – *Annabel Lee* and *Lamia* – share some common features, such as depicting a lonely figure, portraying nature as the source and the mirror of human feelings, and the love for a woman. At the same time they differ from one to another in some ways. For instance, Keats uses supernatural and Poe's protagonist is a lonely figure.

**Key words:** English Romanticism, American Romanticism, Poe, Keats, supernatural, literary movement, human feelings

**Introduction**

The aim of this study is to examine the similarities and differences between Edgar Allan Poe's *Annabel Lee* and John Keats' *Lamia*, which were written when Romanticism was the mainstream literary movement. In order to be able to compare these poems one has to be able to fully comprehend what Romanticism is and know the poets' lives. In this paper the specific features of two romantic poets: Edgar Allan Poe and John Keats - will be compared.

Romanticism, however hard it is to define, is a major literary movement which started towards the end of the 18th century, ended around the middle of the 19th century, and has influenced almost the whole world not only in literature, but also in other forms of art, mainly music and sculpture. It would not be wrong to say that Romanticism is a revolution. It is an uprising against everything which restricts human emotions.



### **Romanticism and two poets: Edgar Allan Poe and John Keats**

It is not easy to give a definition of Romanticism, since it embraces many cultures and ways of thinking. It is always said that it emerged due to the objection of artists towards the values of the previous era: the Neo-Classical Period. Both the Neo-Classicists and the Romanticists focused on works of classical era. However, the ways they handled these works are totally different from each other. For the Neo-Classicists the moral lessons they got from classical works were more essential. They used classical literature to look for ways to improve their minds. While the Neo-Classical point of view put reason and God in the first place, the world view of Romanticists was more oriented on emotions and Human. They valued the power of their imagination and it was the first time that the subconscious played a significant role in works of art. The Romanticists preferred to write on feeling and everything that aroused their emotions was important to them. That is why nature plays a significant role in their poetry. They did not depict nature as it was, but they used their immense imagination to portray it. They showed not only the relaxing sides of nature, but also the wild face of it, evoking fear, loneliness, and isolation. Nature was indispensable for them not only because it evoked their feelings, but also because they felt safe in nature's arms.

As B. Ifor Evans (1940) puts it: "It was as if, frightened by the coming of industrialism and the nightmare towns of industry, they were turning to the nature for protection. Or as if, with the declining strength of traditional religious belief, men were making a religion from the spirituality of their own experiences" (p.35). As it can be seen in Ifor Evans' quotation, experience was one of the traits of the Romanticists.

Sevim Kantacioglu says: "What makes a Romanticist different from a classical poet is the fact that a Romanticist rejects the values of the past in order to introduce new values derived from experience...." (Kantarcioglu, 1997 p. 70). That was the time in literature to try new ways and to reveal the unknown, whether it be the inner world of a protagonist or supernatural. They believed that everything had to pass the test of the poet's experience in order to be written. They valued human beings and they valued poets. For them the poet was similar to a prophet who used his imagination and feelings to grasp the secrets of the universe and conveyed what he found, using language. That language should not be different from what people used, on the contrary, it should be universal. For a Romanticist poetry was the path to perfection.

Wordsworth says 'Good poetry is the spontaneous overflow of powerful feelings' (Wordsworth & Coleridge, 1798, p 1). Supporting this statement, the Romanticists wrote about everything that stimulated their powerful feelings - from nature to supernatural and from their own inner world to sufferings of a fellow creature. For them art was not a mirror of the external world, but it was a way to enlighten the world of the individual. To that end, they created their own literary types.

Since poetry was an experiment that led to perfection, the Romanticists tried everything new to them. They did something that had never been done before and in their poems they depicted unusual characters. We cannot but agree with Ms. Van Spanckeren when she says: "The typical protagonists of the American Romance

are haunted, alienated individuals.” (Van Spanckeren, 1994, p 37). They refused to write about ‘normal’ and ‘sensible’, but they wrote about ‘extraordinary’, ‘unwanted’ and ‘rejected’.

It was not only in American Romanticism, though. Many haunted and alienated individuals can be seen in English Romanticism as well. Since the Romanticists were interested in revealing human feelings, they wrote about the unwanted members of the society as well.

In England the birth of Romanticism is marked by the publication of Lyrical Ballads by S.T. Coleridge and William Wordsworth and it is the era in which poets struggle to get rid of everything in the society that limits them and start to believe in the power of their own experiences. It is the triumph of imagination and experience over common sense.

Wordsworth and Coleridge said that ‘the majority of the following poems are to be considered as experiments. They were written chiefly with a view to ascertain how far the language of conversation in the middle and lower classes of society is adapted to the purposes of poetic pleasure.’ (Wordsworth and Coleridge, 1798, p. 1)

Romanticism in America started as imitating the works in England. However, they managed to find their voice later. In England the French Revolution influenced Romanticism, whereas in America it was their national identity that led Romanticist writers and poets to write.

Romanticism in America coincided with the period of national expansion and discovery of a distinctive American voice. The solidification of a national identity and the surging ideals and passion of Romanticism nurtured the masterpieces of the American Renaissance. (Van Spanckeren, 1994, p. 26)

### **John Keats’s life**

John Keats was born to a middle class family in London in 1795. He was fond of literature from early age, won his first academic prize at the age of 13 and was a sensitive and passionate child. “As a child he was ungovernable, vehement. His sensibility displayed itself in the strongest contrast, and he would be convulsed with laughter or with tears rapidly interchanged.” (Rosetti, 1880, p. 6).

His short and miserable life was dedicated to poetry. He and his brother were sent to Mr. Clarke’s school where he made good friends with Mr. Clarke’s son and became interested in classical literature. Mr. Clarke gave John Faerie Queen by Edmund Spenser. After reading the book John’s interest in epic works of art started. ‘He ramped through the scenes of the romance like a young horse turned into a spring meadow’ (Beers, 1918, p 50). At first John started to write poems, imitating Spenser and Shakespeare. After his parents’ death, when he was still young, he had to work as an apprentice of a doctor to take care of his siblings. Yet, at some point he figured out he could not live without poetry and quit his job. After this, he had financial difficulties. When he was only 25, he died of consumption just like his mother and brother. Even though his short life was full of sufferings, his poems are not pessimistic. Lamia, which will be analyzed here, ends tragically, but the beginning of the poem is full of joy. Even in a story that ends badly, he is not pessimistic and portrays a hopeful atmosphere. He

adored beauty and always wanted his poems to depict beauty and to be perfect. “Among all the writers of his generation, Keats was most purely the poet, the artist of the beautiful. His sensitive imagination thrilled to every touch of beauty from whatever quarter” (Beers, 1918, p 47).

### **Edgar Allan Poe’s life**

Although he was born into a well off family, Poe had a tormented life. His mother died of consumption when he was but a baby after his father abandoned them. Therefore Edgar had to spend the rest of his life with a foster family. There, he was brought up with strict discipline. When he was a young man, he enjoyed gambling and drinking, which his foster father did not approve of. His drinking and gambling habits caused him many problems later on as well. First he could not continue his studies at university as he spent all his money to pay his debts. For this reason he had many problems with his foster father and he enlisted in the army to be able to support himself. After having a lot of troubles there because of his drinking problems, he decided to continue writing professionally and became successful. When he was at university, he was engaged to a young woman named Sarah Elmira Royster. Later they lost contact and she got married to another man. Afterwards, when Poe was a professional writer, he married his cousin who was only 13 then. Unfortunately, she died of consumption when she was still young. Untimely loss of a beloved woman is a common theme in Poe’s poems, who lost his mother, foster mother, fiancée and wife unexpectedly. As a poet, he naturally reflected the pain he was in to his poems and as a result of this many of his protagonists are depicted suffering from the unexpected loss of a loved one.

The world he paints in his poems is not of this world, it is almost like he uses special effects to reflect his depressed state of being. “The strange world depicted in many of Poe’s writings was the product of his fertile mind and was never intended to reflect the real world, in the USA., or elsewhere” (Curry, 1983, p 9)

Although nationalism played an important role in American Romanticism, Poe did not write about his country or the world around him. He had more interest in the unusual. “Poe believed that strangeness was an essential ingredient of beauty, and is writing is often exotic” (Van Spanckeren, 1994, p 41).

The world he presents us in his poems is almost the world of a fairy tale, a very gloomy one, though. “He had little interest in the typical or everyday occurrences, seeking instead to avoid factuality or logical clarity that would make a poem understandable to the common intellect.” (Curry, 1983, p .39)

#### **Similarities and differences between Lamia and Annabel Lee**

Even though they belong to the same literary movement, Annabel Lee and Lamia bear more differences than similarities, probably, because of the poets’ different inclinations in writing.

Lamia is a long epic poem, relating the story of a beautiful lady who was turned into a serpent for a reason which is a mystery to us. She falls in love with a man and asks Hermes to turn her back into a woman, so that she can make the young man she is in love with love her back. She is indeed attractive and the young

man falls in love with her. However, on their wedding day an old wise man figures out what she really is and causes her to be ruined.

Keats enjoyed reading epic poems, since he was at school. Then he started his career, imitating classical poets and their epic poems. The beauty of classical works of art attracted him and, even when he found his own voice, he continued to make use of classical works. The topic of *Lamia* was taken from a legend, as it is the custom in epic poems. "The subject was taken from Burton's *Anatomy of Melancholy*, in which there is a reference to the 'Life of Apollonius' by Philostratus as the original source of the legend" (Rosetti, 1880, p.44).

In this poem, it is clearly seen why John Keats is called a 'word painter', especially, when he describes the scene where *Lamia* turns into a woman. When we read the poem, we visualize the story. The reader can almost see how beautiful *Lamia* is, how she suffered physically, when she turned into a woman, the nature, trees and flowers are almost in front of us. Keats's vivid descriptions nearly make the reader believe that the story is real and that it really happened.

On the other hand, *Annabel Lee* is a much shorter poem, since Poe preferred short poems and thought that they were better at conveying the poet's feelings and thoughts. "Unlike many poets, Poe was not an advocate of long poems. According to him, only a short poem could sustain the level of emotion the reader that was generated by all good poetry" (Curry, 1983, p. 8).

Besides, although Keats' poem has a tragic end, *Annabel Lee* has a much more bleak atmosphere.

In both poems nature is in the background, which is common in Romanticism. In *Lamia* nature's beauty is described along with *Lamia*'s beauty, whereas in *Annabel Lee* nature is the reflection of the protagonist's pessimistic mood. "... Gothic settings are not merely decorative. They reflect the over civilized yet deathly interior of his characters' disturbed psyches." (Van Spanckeren, 1994, p. 41).

It is specifically emphasized in *Annabel Lee* that they used to live by the sea and it was a beautiful place. In Romanticist poems nature reflects the tone of the poem and the characters' inner worlds. Just like Keats used pleasing imagery of the nature in his poem to reflect the love between two people, Poe used gloomy words for nature to reflect his protagonist's sadness.

About *Lamia* Keats wrote on September 18, 1819: "I am certain that there is that sort of fire in it which must take hold of people in some way, give them either pleasant or unpleasant sensation" (Rosetti, 1880, p. 44). Indeed, Keats' beautiful poem arouses various sensations in us. At first, even though *Lamia* is pictured as a beautiful creature and she keeps pleading *Hermes*, the poem gives us an uncomfortable feeling; probably, because we do not know the beginning of the story - another trait of Romanticism - we cannot trust *Lamia*. Afterwards, the beautiful love between *Lamia* and her young man is more promising and cheerful. However, their wedding day takes a tragic turn and makes the reader feel sad for them.

When we read *Annabel Lee*, we feel sorry for the protagonist from the beginning to the end. Both poems are mysterious, although in different ways. In Keats' poem *Lamia* is mysterious. We do not know who she is or

was, what happened to her. Also we do not know if she is good or evil until the end of the end of the poem. We do not know what happened to her at the end of the poem. However, we figure out that she is good, when she eventually sacrificed herself for the sake of her love. In Annabel Lee, all we know is that the young man's friend dies unexpectedly and he laments for her. We do not know how she died or how events take that sad turn. Nature is used as a background in this poem too.

### Conclusion

Both poems have a sound pleasant to the ear. "Poe's verse, like that of many southerners, was very musical and strictly metrical" (Van Spanckeren, 1994, p. 42). In Annabel Lee we see that Poe plays with a few words that rhyme with each other, using them interchangeably: Sea, Lee, We. This makes the poem sound rhythmic enough to be a song. In fact, Poe's another poem Alone has been made a song.

To conclude, these two examples of the Romantic Movement possess the qualities of Romanticist literature such as: extensive use of nature and supernatural, portraying lonely or unusual characters, and use of classical legends. However, they are not as similar as one would expect. We know that Romanticists use poetry in the same way as painters use a canvas that is to display their inner world to the reader. It means that, unless they had the same / similar experiences or the same personality, their poems differ from each other except they were written in the Romanticism period.

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## **Implementation of Project-Based Learning (PBL) in EFL (English as a Foreign Language) classrooms in Fezalar Educational Institutions (Iraq)**

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### **Abstract**

This paper encompasses a theoretical background of PBL (Project-Based Learning) with advantages and disadvantages of PBL implementation. Contemporary implementation of PBL (Project-Based Learning) becomes widespread in general education, especially in EFL (English as a Foreign Language) classes not only to provide innovative English language acquisition through PBL, but also to equip learners with 21st century skills, such as communicative competence, critical thinking, life-long learning, team-working and problem-solving skills. This paper also deals with implementing PBL (in English lessons and other disciplines in Fezalar Educational Institutions. The paper includes an interview with Educational Coordinator of Fezalar Educational Institutions.

**Keywords:** communicative competence, EFL classroom, Project-Based Learning

### **Introduction**

English has become the most important international language, widely used throughout the world. People with different first languages try to use English as a *lingua franca* to communicate with each other. If people want to go ahead in their professional lives, then English is an unavoidable step in the process. Hence, the demand for a high proficiency in the use of English has become very important. Educators attempt diverse teaching approaches. Project-Based Learning is one of the approaches. Current researches (Simpson, 2011; Rousova, 2008; Thomas, 2000; Ke, 2010) show that PBL can be more effective than traditional instruction and it is a valid approach to improve the English language proficiency.

However, with each passing day new electronic devices, a wide range of attractive mobile phones, innovation in technology, it is becoming complicated to attract students' attention to lessons, make them do their homework properly. Project-Based Learning is an effective way to help students understand, apply and retain information. Those who work on projects show increased motivation and engagement in their studies.

### **Literature Review**

"When students are challenged to get to work solving real-life problems, the whole world becomes a classroom. See students at work writing in online journals, doing research on the Internet, meeting in groups to plan and create Web sites and digital media presentations, and evaluating their peers for collaboration and

presentation skills. This setting and these types of activities have a name and a purpose. It is called project-based learning, and it is designed to engage students and empower them with responsibility for their own education in ways unheard of in traditional classrooms” (Solomon, 2003, p.1-2).

Project-based learning is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Bransford & Stein, 1984).

In a simple way, project-based learning is a job that provides connection between a group of learners and gives them some opportunities like taking about the issue close to their hearts, step by step finding out a response and being able to present the results to a wider audience. During the process of preparing and organizing projects students generally encourage and morally support each other when they face the frightening prospect of a public presentation.

According to Collins, Brown and Newman (1989) project-based learning is an approach that allows learners to identify and formulate their own problems. The goals they set as well as the unexpected discoveries they will make during interaction with the environment serve as guides.

Projects usually require several steps and some duration - more than a couple of days and up to a semester. Projects also require cooperative group learning. They may focus on development of a product or performance and require students to conduct research, to solve problems, and to synthesize information. Although projects as a methodology are not a new concept, the model is an effective application to support many tasks facing teachers today by applying authentic assessment, infusing higher-order thinking skills, guiding life choices, and providing experiences that tap individual student interest (Agustina, 2012).

Thomas (2000, p. 3) emphasized that Project-Based Learning should rely on the curriculum. It is a teaching and learning model; a curriculum development and instructional approach that emphasizes student-centered instruction by assigning projects

For the students doing a project awareness of their own abilities, probing and representing endings, showing self-confidence that comes from being able to map out a project and seeing it come to fruition is essential. Moreover, it is the joy and frustration of working with others; the pride in gaining important knowledge and insights; the enthusiasm generated by mastering new technologies; and, in the case of presentations of a personal nature, the excitement of sharing a story worth telling.

#### What is a Project-Defining Term?

- A project is making a plan, doing teamwork and collaboration, trying out and implementing systematic evaluation, reflection, product, and display.
- It is a display of task outcome.
- A project is a job where students decide on the process steps, critical aspects and tasks.
- A variety of language skills should be integrated.

- Students with different ability levels should be able to adapt.
- A project also can be carried out alone in a one-to-one setting, the final results can be displayed.
- To fulfill the project task, besides improving language skills, projects also improve students' reporting skills- *Reflective Learning*.

The answer to the question 'Why do Projects?' is as follows:

- Project work generally motivates students, especially teens.
- Students enjoy doing project work rather than traditional prescriptive work.
- Project is one of the ways to make shy and low-achiever students do great work in a group.
- Project work goes well with CLIL (Content and Language-Integrated Learning).
- Projects are an effective way of learning, because they are more memorable than simple tasks.
- Projects are meaningful links to students' lives.
- Projects give an opportunity for acceleration to students who are eager to have a fast improvement, students pay more attention and take more seriously projects than everyday routine assignments.

### **What is project-based learning?**

Then next question is the most important issue, the main aim of the article was to find out answers to the questions: what is Project Based Learning, why do we need to implement it in teaching English as a Foreign Language.

Today's students who are the future-generation employees or employers, so they should enhance skills like: critical thinking, to be able to see the hidden aspects of a problem, problem-solving, to be able to overcome obstacles, and team-work, to be able to work in harmony with others. And PBL can become a tool for solving problems that people encounter in real life (Rousova, 2008).

Implementing the PBL approach in schools is a path which leads students to the PBL advantages highway. Furthermore, PBL helps students to internalize the above-mentioned skills through preparing, carrying out and presenting their projects.

According to Simpson (2011), the PBL approach opens the door to: communicative competence, authentic learning, learner autonomy, cooperative and collaborative learning, higher-order thinking skills, language proficiency, self-efficacy and self-esteem.

The goals of PBL are broader, however, simply than the development of content knowledge. This approach aims to take learning one-step further by enabling students to transfer their learning to new kind of



situations and problems and to use knowledge more proficiently in performance situations (Barron & Darling-Hammond, 2008).

The project opens a door, allowing students to interact with their topic on a level that pushes their comprehension and involvement deeper. It may encourage students to become more fully cognizant of their own belief system (Minerich, 2001).

The ability to develop multiple and alternative perspectives on a problem is also a central skill for performing tasks. Collaborative learning promotes the exchange and reflection on different views. As project work is often done in teams, learners train their capabilities for team-work and collaboration (Henze & Nejd, 1998).

PBL places demands on learners and instructors that challenge the traditional practices and support structures of schools. Learning from doing complex, challenging, and authentic projects requires resourcefulness and planning by the student, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment (Minerich, 2001).

According to the above definitions, PBL opens the door from disciplinary to authentic life. It assists learners to 'get field of study competence'. Moreover, it correlates theory with practice.

PBL is often used to teach content-based subjects (mainly, sciences). However, there is a question about what is the connection between PBL and EFL/ESL teaching or how the most beneficial aspects of PBL can be used and implemented in EFL/ESL teaching?

### **Merits of using PBL in the ESL/EFL classroom**

Undoubtedly, our learners as 21<sup>st</sup> century students should be well equipped not only with good English language skills, but also with other necessary skills which current technological and competitive century requires.

According to Edutopia online article *Why is Project-Based Learning Important?* (2007), the old school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, and utilizing high tech tools). With this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

The required skills include personal and social responsibility, planning, critical thinking, reasoning, and creativity; strong communication skills, both for interpersonal and presentation needs; cross-cultural understanding, visualizing and decision-making, knowing how and when to use technology and choosing the most appropriate tool for the task.

However, we as teachers observe everyday, that TV, the Internet and social media have negative effects on learners' attention and lesson concentration. Nowadays students have deficit of full attention and concentration. They understand and remember less and they have difficulties applying their learning to new contexts. Students cannot resist multitasking, and it is impairing their memory.

Luckily, PBL approach is one of the ways and solutions that can help teachers and students to achieve a high level of concentration and focus on tasks. Furthermore, it is difficult for EFL instructors to make their classes a place where effective learning takes place in an enjoyable way. Students, who sit for hours without movement often complain about classes being 'boring', especially for younger learners, who have a short attention span.

### **The advantages and disadvantages of project-based learning**

#### **Advantages**

Project-based learning benefits teaching English as a second or foreign language have been widely recognized. Fragoulis (2009, p. 113-114) viewed other authors' ideas about the important positive effects of PBL in teaching English as a foreign language. A frequently mentioned benefit is improved language skills. Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities that require authentic language use (Haines, 1989). Authentic activities refer to activities designed to develop students' thinking and problem- solving skills, which are important in out-of-schools contexts, and to foster learning to learn (Brown et al, 1993).

PBL is based on authentic activities. While activities are anything that students are expected to do beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content (Brophy & Alleman, 1991), authentic activities are tasks with real world relevance and utility that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement (Jonassen, 1992). Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome. In addition, project-based learning provides opportunities for 'the natural integration of language skills (Fragoulis, 2009).

The findings in the Simpson's study, which investigated whether PBL could enhance students' English language skills, indicate that the students further developed their listening and speaking skills while applying the PBL approach. The effect of collaborative learning also greatly influenced students' reading and writing development (Simpson, 2011).

The obvious attraction of PBL is the motivating element, especially for younger learners. Projects bring facts to life. The American educational theorist, John Dewey, wrote: “education is not a preparation for life; education is life itself” (Dewey, 2004, p. 48). Project work allows ‘life itself’ to form part of the classroom and provide hundreds of opportunities for learning. Apart from the fun element, project work involves real life communicative situations, (analyzing, deciding, editing, rejecting, organizing, and delegating) and often involves multi-disciplinary skills, which can be brought from other subjects. All in all, it promotes a higher level of thinking than just learning vocabulary and structures (Bilsborough, 2013).

PBL plays an important role in developing learners’ target language for real-life purposes. It helps language students become more competent in the use of the target language and promotes learners’ autonomy, centeredness, motivation and integrated skill practice (Sheppard & Stoller, 1995).

PBL has been described as an effective way of engaging in “simultaneous acquisition of language, content and skills” (Beckett & Slater, 2005, p. 108). PBL would, therefore, help language learners relate to the task, to the language in the learners’ communicative competence and make the language more relevant to their needs and enable them to communicate and understand the target language’s culture (Hutchinson, 1996).

Students’ team-building skills, which are must-have abilities in the future work environments, easily develop in PBL as a successful project can be fulfilled only in a well-organized team, with distributed functions and mutual support. Learners are able to observe how their ideas, plans, suggestions and thoughts can be successfully adopted and carried out to fulfill projects. They are more independent than in traditional learning, which helps them to build decision-making abilities. They are also able to interact with each other freely. Students get to know their peers better.

### **Disadvantages**

Although there are many benefits to PBL, there are also some disadvantages that should be taken into consideration before using this approach in the classroom. Thomas (2001, p.3) indicates that there is a considerable amount of work and background research that must occur before projects are implemented in the classroom. Careful management and implementation of the projects is essential for student success. Student activities have to be structured to facilitate students’ success and meaningful learning and must be examined on a constant basis as they progress through the project stages. In addition, PBL is taxing for many teachers and can increase the time spent on classroom preparation and assessment two-fold (Marx, Blumenfeld, Krajcik, & Soloway, 1997).

Independent as it seems, PBL may get stuck without teacher’s tactful guidance (recommendations on where to find resources, what kind of resources are reliable, how to sum up the collected data, etc.). If teachers are not properly trained or equipped with needed skills and abilities, they might not be able to help their students learn key concepts effectively.

As PBL requires teamwork, some disagreements or clashes may happen, and conceivably, it may be difficult for teachers to detect and realize these features in the implementation of PBL. It is hard to assess how

much each learner contributes to a group project, which could mean that while some students are learning and trying to work, others are taking the easy way out and letting their peers do the mental heavy lifting. Parents might struggle to fathom and determine how best to help their students or they might not have sufficient education to be able to show the way or to support students.

Furthermore, students may not be inspired to complete their projects. Lack of interest or motivation will lead them astray in the World Wide Web, and they may get distracted. Accessing inappropriate or irrelevant material may also pose a problem. Teachers must prepare for all sorts of problems and eventualities, including methods to get students back on track.

### **Teacher & student roles in PBL**

At the end of 21<sup>st</sup> century, the teacher's role no longer includes just delivering instruction or expecting students to repeat facts on tests. Instead, it is to offer resources that help students investigate and develop content purposefully and creatively.

Being a teacher is one of the most important and demanding professions. Regardless of the time or social system, teachers come just after parents to help children integrate into society, to gain necessary knowledge, skills, abilities, attitudes, to arouse interests and to establish the sense of moral and cultural values.

Methodology books enumerate many roles of a teacher, including that of a manager, organizer, controller, prompter, assessor, participant, resource and investigator. The last one deserves further attention because of the constant development and improvement that is connected with this role. After several years of teaching, the job might fall into a dry and uninspiring routine, and a teaching style becomes rigid and mechanical. A teacher may completely burn out. Regular self-reflection should help avoid this situation. It is suggested that a reflective teacher with a flexible approach is innovative, creative, and open to new trends and methods. One possible guideline how to 'keep out of the way' is definitely applying PBL, which is so inspiring and student-oriented. A special attention devoted to the division of rights and responsibilities gives evidence of a democratic essence of PBL.

A few general observations concerning teacher's role in PBL are described in Haines (1989). The largest single factor in successful project work is the teacher's belief in and commitment to this approach. Then it must be ensured that students are mature enough to work in this way and prepared thoroughly in advance. This also includes the ability of self- and peer-correction. Haines explains that, while projects are in progress, the teacher should act as a reference source, alongside dictionaries and grammar books. By contrast, toward the end students need to realize that accuracy is important to the communicative effectiveness of their work, and the end-product language should be as accurate as possible..

Project-Based Learning Handbook by Markham (2003) defines teacher's role as follows: "At the heart of successful PBL is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work

at different rates, with different abilities, aptitudes, and learning styles”. Overall, PBL requires the teacher to adopt a new, enthusiastic attitude, to acquire a wide range of skills and to leave the traditional supreme position. It might be said that *‘leadership’ is replaced by ‘partnership’* in PBL. Going back to the idea of CLL (Community Language Learning), the teacher should really act as a counsellor, an assistant, an adviser or a consultant, being prepared to give advice and help with overcoming all difficulties and obstacles. It is his /her duty to coordinate and facilitate the whole process.

## **PBL in Fezalar Educational Institutions**

### **Background**

Fezalar Educational Institutions (2014) is a network of private schools in Iraq opened in 1994. They are currently serving approximately 14,000 students in 33 different campuses. It has also involved Işık University since 2008.

In Fezalar Educational Institutions, teachers communicate with students even more than parents, because students spend more time with their teachers than with their parents. From 8:00 (a.m.) until 15(p.m.), they have lesson time, then guidance lessons, guidance activities and programs. The communication language in these extracurricular activities is generally English. On Saturdays, there are extra English courses, PET, KET and FCE official exams preparation courses and practice for the Olympiad (Young Communicators-Fezalar Educational Institutions interschool English Language Competition). Our teachers are not only English or subject-matter teachers; they are also advisors and guides of students.

Iraqi students generally have rote memorization learning styles. They can memorize a long vocabulary list, texts, reading parts, and even writing samples. They also prefer to do drills. But all these are mostly forgotten not long thereafter, as the activities are not meaningful for them. A teacher-centered approach to learning is mostly dominant in Iraq. The above learning style and approach do have their benefits, but, at the same time, they create great obstacles in providing a critical thinking atmosphere for learners. Henceforth, Fezalar Educational Institutions try to improve the education system by using piloting PBL in primary school and TTC (Teacher Training Courses). Furthermore, PBL books are used in secondary schools (Hutchinson, 2009, a, b, c, d, e). Moreover, Fezalar carry out assessment not through only traditional exams, but also through Cambridge English Language Assessment Tests such as:

KET – Key English Test for (Secondary Prep-Classes and High Prep-Classes)

PET- Preliminary English Test for (7, 8 Grades)

FCE- First Certificate in English for (10,11 Grades)

IELTS - International English Language Testing System (for teachers)

The success in Cambridge English Exam provides Fezalar students with an internationally recognized certificate showing the level they attained in English. Hence, Fezalar aims to make our students successful in these tests and up-to-date teaching methods, instead of using deeply teacher-centered approaches, like rote learning and memorization. Fezalar Educational Institutions have introduced, in particular, Project Based Learning.

In Fezalar, PBL implementation is connected with Ali Chavdar (Educational Coordinator of Fezalar Educational Institutions) who suggested to Mehmet Agpak (Fezalar Teacher Professional Development Center Coordinator) to try PBL in Fezalar. It was first implemented in Briyati Primary School in 2012-2013 educational year for teaching English, in 2013-2014 the project went on, involving teachers of other subjects as well. According to my interview that I held, implementation was considered successful by administrators of Fezalar, parents, and teachers. This enabled Fezalar to introduce PBL all 33 schools, to teach various subjects, including English. Of course, to be really effective, this experience needed a scientific investigation.

## Method

Therefore, I decided to hold an interview with the initiator of PBL approach in Fezalar Educational Institutions Ali Chavdar (he agreed to mention his name). The interview involved such issues as getting information, materials, teachers' feedback. Ali Chavdar is at the same time is one of the co-authors of dozens of educational math books in English used in Turkish schools all over the world.

The researcher used qualitative instrument- semi-structured interview not to limit the respondent and allow him to discuss some issues that researcher may not have considered beforehand. The interview was conducted in the interviewee's native language in order to allow the interviewee to express his opinions easily. The interview was also recorded, transcribed, then translated and checked by a native speaker, instructor from Ishik University (his 2014 TOEFL score is 107) and by my PhD supervisor (see below).

### *1. Why did Fezalar decide to implement PBL?*

Ali Chavdar: The educational system in Iraq is generally based on rote memorization. Students often get high marks in quizzes, final exams and even in matriculation exams by memorizing books word by word. Moreover, students were literally memorizing quantitative subjects like math, physics, and chemistry where students are usually required to use their logic. As Fezalar Institutions, we realized that teacher-centered and memorization dominant education system is a big drawback and obstacle for students' social, technological and educational development. One of the aims of Fezalar Education Institutions is to increase students' high-order thinking, such as critical thinking, creativity and team-working skills.

The biggest obstacle in the PBL implementation in our schools might be our students' educational background. They usually come from a system they could get the highest grades with rote memorization. Thus, projects might be considered as a time-wasting activity.

***2. Do you think it is possible to overcome this obstacle?***

Ali Chavdar: In Iraq, a mandatory exam is held in the end of the 12<sup>th</sup> grade of High School, and the whole system of education is like preparation to this exam. In such conditions the implementation of PBL in the last level of High school is too hard. Students start learning required topics and easily start memorizing questions, which are asked at matriculation. To change the situation, PBL should not be separate from the curriculum, but become part of it. Then students will not only successfully pass the exam, but also develop a high-level autonomy in the learning process, so necessary during the rest of life.

***3. What are advantages and disadvantages of PBL in Fezalar?***

Ali Chavdar: At Fezalar we have not encountered with any grave problems. However, PBL implementation has brought countless advantages:

a. Students learn how to work systematically by doing project work. At the beginning, the teacher supports students, and then students start doing it by themselves. They start, proceed and are able to fulfill the task. It means through the years of PBL implementation, students will be able to bring their tasks to completion by him/herself with less help of teachers and family. In fact, at the end of High School, students who are in PBL teaching approach solve problems more easily. They know how to start, to progress and complete any task from the beginning until the end.

b. Teachers, school administration, parents and students collectively participate in the implementation of PBL. It is not only team-work between students. Sometimes students need their parents' help. Doing a project is connected with the home and the outside. Altogether, internal and external aspects are under the umbrella of the education process.

c. School environment becomes more attractive visually with students' projects exhibited in the school building. Furthermore, exhibited projects help students learn through the work of their peers.

***4. Above you mentioned school administration contributions, what are they?***

Ali Chavdar: The school administration assigns the available space for PBL implementation, provides opportunities, classes designed for Project-based learning, students' desks, teachers' table, boards, pasteboards and colorful papers. Facilities are provided for PBL implementation. Before PBL implementation, classes were small, lessons were handled in a monolog way. So after this project, in Fezalar the classrooms have become wider and bigger for Project Based Learning. In addition, administration tries to be in constant engagement with parents.

***5. What are parents' reflections about PBL implementation?***

Ali Chavdar: I want to use my own daughter as an example, Aliye Naile Chavdar. At the 1<sup>st</sup> and 2<sup>nd</sup> classes, she was in school teaching in the traditional way, where the education approach was teacher-centered and lessons were handled in a monologue way. In the 3<sup>rd</sup> grade, she moved to a school applying PBL. As parents, we immediately realized differences and effects. She used to go to school reluctantly, but now, she is highly enthusiastic to go to school.

***6. What is the reason of being so highly motivated?***

Because my daughter has entered a more colorful and interesting world with interesting materials, like scissors, colorful papers, pasteboards, and kits. My daughter's homework generally used to be writing some tasks. However, with PBL, the style of homework has changed.

***7. So, can we say that PBL is more successful in Primary Schools?***

Ali Chavdar: PBL is especially successful in Primary Schools, but, for each age, proper projects can be adapted. Furthermore, those students who are in PBL, have participated in International Projects' Competitions and have been awarded more than 40 medals. That it is the accomplishment of PBL implementation in our schools.

***8. What is the effect of PBL implementation in English Language Teaching programs in our schools?***

Ali Chavdar; currently the books that we use for English Language Teaching are Project Based Learning Books (Oxford University Press), Project 1, 2, 3- Preparatory Class, Project 4- Grade 7, and Project 5- Grade 8.

Hence, we have to implement PBL, and these books help us quit the old style of teaching the English language. Moreover, this year our implementation of PBL showed its success in International exams (KET, PET, FCE). The general exam average of Fezalar Educational Institutions students have become higher since we started the application of PBL. Moreover, as teacher and parent feedback shows that our students demonstrate their communicative competence during their abroad trips.

**Discussion**

The current study showed that PBL implementation was successful in Fezalar Educational Institutions Primary and Secondary Schools. According to Ali Chavdar, Educational Coordinator of Fezalar Educational Institutions, the implementation had countless advantages.

Teachers report that students not only enhanced their language skills, but also their social communicative skills. Furthermore, PBL implementation distinguishes Fezalar by shifting students away from the standard classroom monolog and dominant rote-memorization system towards modern real-life



context and analytical, critical, synthesis thinking. In addition to this application, Fezalar Institutions cultivate among their learners not only improved English Language skills, but also more important abilities, such as: the ability to plan, start, systematically do, fulfill the task and be able to present it in a proper way. These skills will help them not only to survive, but also to go ahead confidently in this competitive and relentless 21<sup>st</sup> century.

### **Conclusions**

The administration believed that the implementation of PBL was appropriate for schools of Fezalar. The project can help students recognize their own English ability and improve English language skills in real life contexts. Moreover, with PBL implementation, students' monotone and dull school life becomes more colorful and attractive and PBL incentivizes and motivates students.

### **Recommendations and Next Step**

There are some points worth considering. The suggestions are:

- PBL can and should be applied in order to develop students' higher-order cognitive skills, cooperative skills, the ability to deal with real-life problems.
- In EFL classes, besides these life skills, PBL helps to improve language (listening, speaking, reading, and writing skills, with their pronunciation, vocabulary and grammar components). It permits to use authentic language materials and improves communication skills.
- PBL provides a cross-disciplinary approach, due to which the subjects studied at school are not simply separate subjects, but the bases for dealing with problems that arise in various spheres of life.
- The observation over PBL application and the interview held pointed out that PBL has been quite successful in Primary and Secondary Schools of Fezalar, but encountered some hindrances high grade students, 12<sup>th</sup> grade of high school students. The reason for this is that in Iraq education system the 12<sup>th</sup> grade is perceived as a year of memorizing exam questions, so the students were not motivated to be involved in time-consuming projects. It is essential that school not simply prepares students to pass exams and get a school certificate and probably become a university student, but gives an opportunity to students to have peer-work, team-work by doing projects which would assist to reduce students stress and anxiety and prepare them for solving life problems.
- PBL, to be effective, should become part of the curriculum.

Further studies, of course, are needed, which may focus on implementing PBL both at school and at higher education institutions, on measuring its efficiency, on selecting topics adequate for various student ages, and on finding ways to overcome its disadvantages. The efficiency of PBL compared to traditional education also has to be studied by quantitative methods.

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## The ways to promote learner-centered teaching/learning

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### Abstract

The teacher- and student-centered approaches (TCA & SCA) have been used throughout the history of education, however, the teacher-centered approach prevailed till recently. The reason is, it is easier to apply, classroom is simpler to manage, discipline is maintained, and it does not require too high qualification from the teacher. Besides, if used effectively, it guarantees comprehension and retention and is time-saving. The student-centered approach, on the other hand, corresponds to the democratic trends of the contemporary society, takes into consideration students' needs, learning styles, interests, etc. It permits to form not only a limited amount of knowledge and skills, but also learning skills and strategies, so necessary for continuous education, which is a must in knowledge-based society. The SCA develops creativity and learner autonomy. Students get more time for practice. However, the approach, being contemporary in its essence, has some drawbacks which should not be ignored: it is available for students of certain ages (corresponding to the readiness for independence) at a certain level (when some basic background knowledge already exists), is time-consuming (requires additional time for the development of strategies and for guesswork), teacher feedback does not always arrive timely, so some increase of number of errors may occur.

**Key words:** teacher – centered approach, student – centered approach, Bloom's Taxonomy, scaffolding, learning techniques, peer partner learning, collaborative teaching

### Introduction

Evidence suggests that education is not just teaching that endlessly guides learners what to do and how to respond. Promotion of teaching by facilitating is the real acquisition of the modern approach. Since the old traditional approach has been changed, the function of a teacher has changed too in accordance with the new needs of the education system. The transformation appears to have a consumer focus and it represents facilitators with an ongoing set of challenges and tasks to find different ways for teaching/learning system promotion.

Previous descriptions of the student-centered teaching approach revealed essential features of the method of instructing (Weimer, 2002). A new approach gave birth to new needs and opportunities for promotion of the approach used by teachers by enhancing the quality with new strategies and techniques to reinforce implementation of principles and general objectives of education.

Promotion of the learner-centered teaching methods is determined by the realization of important mutual collaborative obligations. While teachers have to teach well, students are equally responsible for learning well, in order to achieve the goals posed by both.

In order to be able to learn autonomously, students need to set adequate goals (e.g., not simply to pass the exam, but also to gain useful knowledge and skills), to choose the ways how to attain them, to manage the time, and to know the ways to get assistance and gain self-confidence. Very often it is impossible without the teacher's recommendations.

Today, more than ever before, the biblical choice between giving hungry people fish and teaching them to fish is becoming especially urgent. To persuade the teacher to give students more autonomy and the students to be more responsible, it is essential for both to realize that nowadays learning is a continuous process for all qualified occupations, and even the best teachers simply cannot teach everything that the student will need. In knowledge-based society, which contemporary life offers, knowledge is the only value which cannot disappear, and knowledge of how to learn efficiently is indispensable. Students need to know their strengths, to use them for progress, and their weaknesses, to concentrate, to work hard to overcome them. Today the so-called information literacy skills (evaluation sources, content, gaining information legally) are becoming very important. Knowing where and how to find information is more important than keeping it in memory. All levels of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating) have to be achieved – then we can speak of efficient teaching.

Instructors who seek changes and promotion of the adopted model of learning tend to be more creative and imaginative, capable to determine foreseeable future obstacles. Teachers implement various methods and strategies to set up a positive learning environment, suggesting a new perception point of the issue to create a helpful framework to come up with the pattern which is suitable for learners by addressing tactical planning on components they would like to transform.

### **Factors which promote the learner – centered approach**

Research indicates that new approaches and modern strategies can be very effective in helping learner-centered learning and sharpen academic skills. These strategies are:

1. Step by step strategies serve as a stimulus for learning, thinking activities in order to tackle a complex task gradually. This strategy is useful to be applied for complex and difficult operations, which require to be broken into several parts for implementation, these operations imply logical step combination for understanding the material and the single steps for successful completion of the task. E.g., when choosing an adequate tense, we need to analyze the immediate context (is there a cue adverb?) and then the situation (such as, are we speaking of a person still alive or dead).
2. Scaffolding - method discussed by Sawyer (2006). This strategy provides sufficient support (reminding or introducing the needed concepts, examples, etc.), it is a learning process, which gives an opportunity to promote a deeper level of learning, it implies sufficient support during the process when new methods and skills are introduced for the first time. The strategy includes the following parts: resources, templates, and guides. The main purpose of the technique is to reduce the number of obstacles, and

create opportunity for instructors to focus on using cooperative learning groups to complete an assignment.

3. Modeling and demonstration – the strategy serves as a tool. Modeling, explaining, and demonstrating are essential teaching activities, the terms can define demonstration as a skilled performance of a task or a new technique to show exactly how the specific activity could and should be done. The technique is based on observational learning until the aim is achieved.
4. Drill and practice to strengthen skill – the strategy provides an opportunity to practice critical skills and knowledge sets. Predetermined level of mastery is important to learners to practice the skills previously learned and gradually they become more confident, able to work independently.
5. ‘Learner talk-through’ activity – commenting on what, how and why the student is doing - is the strategy which focuses on a certain experience, after the successful implementation of the ‘task’ to learn specific skills, learners set up activities, which implies announcement of each step, the learners’ talk about their own problem-solving strategies, describe the ways they come through the obstacles.
6. Periodic review provides developing, delivering, and evaluating learning and teaching - as learners have mastered specific skills, the teacher draws their attention to higher level learning objectives, after a period the need for timely reviewing is essential to make sure the learners retain the previously experienced skills.
7. Progress Monitoring – this strategy is a tool to evaluate learners’ performance and their academic achievements, doing so, the instructors measure the progress and its results, the strategy can be based on curriculum assessment.

As we see in a learner-centered classroom, both instructors and learners reflect on the educational process, trying to better contribute to it (Kearsley & Shneiderman, 1998). Different strategies involve active cognitive processes, participation of different components and diverse operations affect mental content to form thoughts including brain memory, association, and attention. The above-mentioned process is supported by the activities such as creating, reasoning, decision-making and assessing. The meaningful nature of the learning environment and strategies to promote the process activate students’ imagination and motivation. In order to facilitate progress, teachers should not reprimand their students, but have to maintain a friendly manner, find crafty ideas to encourage learners by stimuli and by passion that is valuable. The fact is that if ideas hold no personal interests for learners, they quit. Instructors provide a wide range of strategies to progress the learner-centered approach, but at the same time give learners choice and opportunity to voice their concern on problems if things go wrong, to find ways to design unlimited learning experiences.

To promote learner-centered teaching/learning it is necessary to take into consideration several factors. The leading factor in the promotion of learner-centered teaching/learning is the the creation of learning which is active and collaborative. Findings indicate that active learning in groups and peer relationships significantly contribute to the process of promotion. In Smith and Cardaciotto (2011), for example, 1,091 students (71% of



whom were freshman) participated in a study - half of the students completed “active learning” exercises and half completed “content review” exercises. It was hypothesized that students in the active learning condition would 1) report greater retention of course material, 2) report more engagement with course material, and 3) have more positive attitudes about the course. As predicted, students in the active learning condition reported a greater retention of course material for the majority of topics as well as the course material as a whole. Consistent with the second hypothesis, students in the active learning condition also reported a greater engagement with the class material. However, the third hypothesis, that students in the active learning condition would report more positive attitudes about the class, was not supported. It is possible that the students in the active learning condition resented the “intellectual effort” necessary for successful completion of the activities (Smith and Cardaciotto, 2011, p. 57-58).

Some other factors are:

- enhancement of learners’ self-belief - it means students’ belief about themselves as learners, that they can overcome and learn from failure;
- autonomous learning;
- engagement with others;
- feeling that they are competent to achieve their own objectives.

Creating challenging educational experience for learners extends their academic abilities. Research evidence emerges that engagement cannot just be promoted, it must be maintained, too. Implementation of the task draws attention to the clarification of the issue that a democratic-critical conception is essential to go beyond strategies, behaviors and techniques as engagement lead to academic achievement as well as success as an active citizen.

It is not enough to split students into pairs or small groups and give them an assignment. It is necessary to provide that each student is really contributing to its fulfillment. Students become more involved, if each of them has a particular function – one student may generate ideas, another – criticize them, still another keep the minutes, etc.

### **Teaching techniques to promote active student-centered learning**

Multiple means of engagement, flexible learning paths to promote unique learning styles were produced as a good starting point for achievement of objectives. Among the above-mentioned active learning strategies it should be stressed that several simple collaborative teaching techniques can be readily developed within traditional lecture frameworks to promote active student-centered learning. These techniques are broadly applicable and easily modifiable to serve instructors’ specific goals to support learner-centered teaching/learning promotion. The techniques are: think-pair-share, roundtable, jigsaw, in-class quiz, and minute paper. Each technique is broadly used and their benefits are widely visible as they are rewarding and effective.

1. Think-Pair-Share technique – a learning strategy developed by Frank Lyman (1981); it is to activate learners' classroom participation and interaction between students and facilitators. For a start the instructor poses a question to prompt the whole class, exact instructions are given in advance, learners are expected to think independently about their response. Time is dedicated to organize ideas for contribution to discussion, after a while the instructor invites the students to pair up with an assigned learner, students experience the advantages of explaining their responses to a peer, the next step implies comparison of students' thoughts among the pairs to reach a consensus to pick the most convincing response. After completion of the process the instructor asks pairs to share their responses to the full class. This strategy is for group learning.
2. Roundtable implies collaboration in a small group on a specific prompt that can generate multiple responses. Like many strategies, "roundtable" ensures involvement of every learner in the process of generating knowledge and contributing to the discussion. The technique is best suited to brainstorming applications. Learners share a piece of paper that gets passed around the circle rapidly. The goal of the technique is to generate a wide range of responses in a limited time. This technique is followed by a reporting mechanism in which the instructor calls on groups to voice their responses. The roundtable technique might imply different categories assigned to the topic, such as "no repeated answers", 'the most predictable answer', 'the most creative answer', etc. Finally, the instructor collects the roundtable papers to get a full record of the group conversations.
3. Jigsaw technique described by Aronson and Patnoe (2011) is used as a cooperative and collaborative learning strategy, first it was intended to reduce racial conflict and promote healthy relationships. The technique focuses on taking incremental steps during the process. The class is divided into multiple teams of learners, the instructor who is responsible for structuring the activity assigns each team a slightly different, well-defined task and clarified instructions, each member of the team represents the team at the end of the work. Learners obtain and convey new knowledge and collaborate on the task developing expertise in the appointed area. It should be mentioned that the instructor is available for questions and guidance as the group is involved in exploring the material, after that the facilitator rearranges the group to create new ones that are composed of one member from each of the original groups. There is a new member in each team as an expert who is responsible for delivering the information in the group as well as learning information from other groups. It should be mentioned that the jigsaw format necessarily requires each learner to have two functions - to be an instructor and at the same time to be a careful listener during the exercise, yet not a single student is required to do the front lines digging on all the topic.
4. Short Quizzes in Class can accomplish different goals. Quiz questions can motivate the learners, cueing them to think actively about the topic, it aims at pulling the learner out of the passive role into a more engaged and contemplative mode. According to the technique, the instructor puts a question with a single correct answer out to the whole class and stimulates all learners to respond. Although normally

quizzes are typical exercises completed by learners individually, they can be adapted into team activities, too. Quizzes test the comprehension of the new material.

5. One-Minute Papers – the technique provides the instructor and the learners with a summary of what was learned in a class. In a defined period the instructor asks the learners to write a quick response to a question. The technique has been widely used in large and small courses (Wilson, 1986; Harwood, 1996; Bressoud, 1999; Bartlett & Morrow, 2001; Stead, 2005). One-minute papers encourage learners to realize key points as a regular exercise in addition to well-known benefits of reviewing information, summarizing, and drawing attention to specific information. The papers may be anonymous. It turns out to be easier to admit confusions and misunderstandings when the “author” of the paper remains anonymous, yet other learners may not take the task seriously under this condition. Some instructors use the One-Minute Paper to write short comments before returning them, it serves as an additional way to build close relationships and start conversations with the learners as individuals.

As evidence (McKeachie, 1999; Prince, 2004; Ericson & Ericson, 2013) illuminates, active learning strategies to engage students directly in learning processes – they enhance academic achievement and promote the development of important learning skills, such as critical thinking, problem-solving, and the ability to cooperatively work with others. Learning strategies help learners to understand information and solve problems and they mainly promote the learner-centered teaching/learning approach, students who don't use these learning techniques often learn passively. Learning strategy instruction focuses on making the learner more active by teaching them how to learn (different strands of the strategy aim at various objectives). Among the learning strategies there are strategies for remembering information, for effectively interacting with others, for self-motivation, for improving assignment and test performance, etc.

Some alternative learning techniques are being chosen to develop important skills to promote learner-centered teaching/learning, learners are taught how to think, solve problems, analyze arguments and generate hypotheses, all these skills are essential to mastering the material in the discipline. Research (Van Gelder, 2005; Hessels & Hessels-Schlatter, 2013) consistently confirms that learning skills develop faster if they are taught explicitly along with the content. Experts (Wilson & Peterson, 2006) see learning individually and collectively as the most important goals of any educational experience. To enhance learners' skills to reach their academic potential, some factors and techniques can be beneficial among the other, the above- mentioned strategies.

### **Strategies to promote learner-centered teaching approach**

Strategies determine the approach for achieving the learning objectives, this approach is blended deliberately by facilitators to serve its main purpose to promote the learner-centered teaching style, however, among the traditional methods, techniques and strategies there also are some strategies to promote the learner-centered teaching approach.

1. Creation of the ongoing project plays an essential role in promoting mastery goals (seeking comprehensive knowledge or skill in a particular subject or activity) as its inceptions are analysis, findings and conclusions. The key to ongoing projects is to grant learners with a wide range of project choices that gives an opportunity to demonstrate what they are learning. The main objectives and standards of the strategy can be met in a well-crafted project that enables learners to decide what the final product looks like. The ongoing project stimulates the workshop environment that is the foundation upon which the student-centered classroom is built.
2. Another factor which promotes learner-centered teaching/learning method is technology which is a powerful tool for learning in today's digital world. Evidence (Diemer, Fernandez, E. & Streepey, 2011) illustrates that learners are more engaged in any kind of activity or project when they are chosen from the wide range of astonishing free web tools that provide a proper platform for presenting and sharing information. Technology supports the development of transferable knowledge and skills which are required to construct knowledge. With increased portable learning devices access to information available in a variety of formats, facilitation of deep learning experiences, an adjustment in traditional teaching practices is of essential meaning. Integration of technology into the curriculum enables learning through participation and greatly increases opportunities for learners to access the needed information.
3. Discussion – there are different ways to stimulate discussion, emerge issues or generate a set of questions. The strategy can be used to focus on large as well as small group discussions. The strategy involves planning and it is regarded to be an oral exploration of a topic, concept or experience. All learners are given an opportunity to share thesis questions and ideas in the class settings. During the process instructors stimulate learners and accept students' comments without judgment and paraphrase difficult terms. Discussion promotes positive group interaction and conversation, it gives an opportunity to demonstrate questioning techniques.
4. Peer Partner Learning (Smith, 1977) – the method implies collaborative experience in which learners learn from and with each other for different purposes. Peer partner learning involves pairing learners, the guidelines for choosing partner are modified according to the instructor preference. Learners work together functioning one as a 'doer' and the other as a 'helper'. Learners doing so develop social skills, the 'helper' supports the 'doer encourages, provides feedback, the 'doer' performs the task. Later the partners swap roles.
5. Compare & Contrast (Silver, 2010) – a critical thinking strategy to promote the learner-centered teaching/ learning style, unique in its capacity to activate learners' brain memories and highlight crucial similarities and differences. The strategy takes the natural human capacity to contrast and increases its effectiveness; it includes a four-phase learning process:
  - a. describing each item separately

- b. highlighting key similarities and dissimilarities
- c. forming and discussing the concepts and conclusions
- d. synthesizing learning and allowing to associate a relevant task.

Its most common use is as a graphic organizer of content. The most common form of comparison and contrast is a chart to list similarities and differences between two things in the contrast columns.

6. Debate (Christudason, 2006) –a sophisticated arguing technique, that is conducted within the strict rules (buzz groups, affinity groups, solution and critic group, teach-write-discuss group). Debate effectively increases learner participation during tutorial, seminar sessions, when the instructor uses the strategy as a framework for learning, his/her intention is to conduct comprehensive research into the topic and gather supporting evidence, improve communication skills, develop leadership, and sharpen learners' ability to see issues from various perspectives. Debating is a structured contest of argumentation in which two teams defend and attack a given preposition. The team that is assigned to agree with the topic is called the 'preposition' and the team on the other side is called the 'opposition'. It is worth mentioning that the topic for debate is controversial and very often juxtaposed provocatively. Participants think critically about both their own and their opponents' position. The competitive aspects stimulate engagement and a commitment to a position. Debates may be used as a summative activity or as a tool of assessment. The instructor can assess six categories: analysis, reasoning, evidence, organization, refutation, and devotion.
7. Concept maps (Novak & Cañas, 2008) - graphical tools for organizing and representing knowledge, they represent enclosed in circles, nodes or cells that contain a concept, item, questions or links. The links are labeled and denote direction with an arrow symbol. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence. Concept maps deepen understanding and comprehension, the strategy helps learners organize new information, make meaningful connections between the main idea and other aspects, access the prior knowledge, share the gained knowledge and the information generated, the designed structures, constructions, presentations, and problem-solving options.
8. Problem Solving (Jonassen, 2000) – a strategy for solving problems, using factual knowledge as well as creativity or insights to come up with a solution. The strategy is used as a teaching tool to focus on knowing the issue, taking into account all possible factors. Problem Solving follows a series of tasks. Many researchers refer to this as the problem-solving cycle. The cycle is presented sequentially:
  - a. Identifying the problem: identifying the problem requires a reasonable judgment to avoid mistakenly wrong identification of the problem source.
  - b. Defining the Problem: producing the list of all the characteristics of the problem by focusing on the symptoms.

- c. Forming a Strategy: setting clear objectives for the solution, if there is a need to break objectives; developing a new strategy to solve the problem.
- d. Organizing Information: before deciding on a solution, it is essential to organize the available information.
- e. Monitor progress: monitoring progress towards reaching the goal.
- f. Evaluating the Results: After a solution has been reached, it is important to evaluate the results to determine if it is the best possible solution to the problem.

Research evidence illustrates that the variety of teaching/ learning strategies and methods encourage a positive learning experience, means and objectives to promote the learner-centered teaching approach point to the instructional strategies for blended approach. A special focal point remains to be team or collaborative teaching experiences as instructors' best experiences in a classroom. Like any form of collaborative scholarship, successful collaborative teaching integrates the strengths of multiple viewpoints. It should be mentioned that the strategy is most effective when it is applied in positive, supportive environments, where there is recognition of the emotional, social and physical needs of learners and where individual strengths are recognized, nurtured, and developed.

Collaborative teaching allows learners to benefit from the healthy exchange of ideas in an environment which is defined by mutual respect and shared responsibility. Cooperative learning is a method of instruction that gets learners to work together. It should be mentioned that an ability to work cooperatively is valued more highly than the ability to work independently. Collaborative learning turns out to be a fully-fledged strategy that requires students to engage in learning activities with other members over a period while working on a particular task with a shared outcome (e.g. a report or a project). The strategy gives learners an opportunity to become participants in their learning, helps them develop valuable skills such as problem-solving, conflict resolution, leadership, critical thinking, time management and negotiation, facilitates a deeper understanding of the content of a topic, exposes learners to diverse ideas and learning strategies.

More in-depth resources suggest that developing learners' group work skills help students identify group issues, give constructive feedback, structure discussion, review individuals' contributions and deal with the problems during the process.

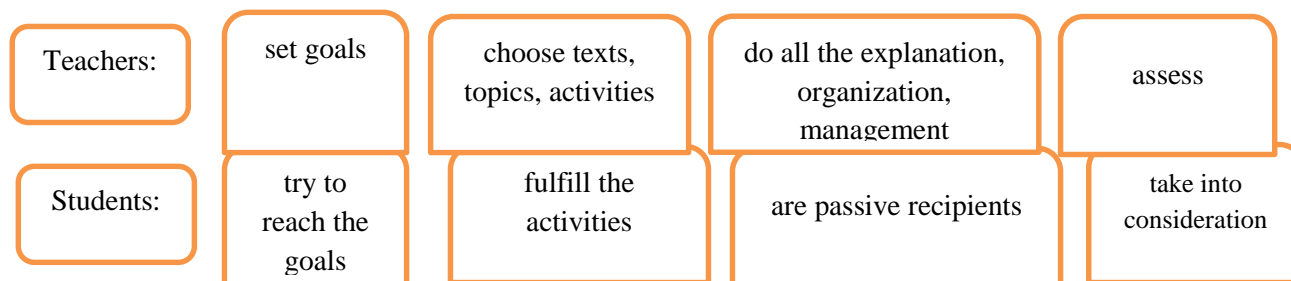
Getting the learners to monitor their development reflects on their performance as they can identify how to improve their performance. The contributing factor of the strategy is that it allows students to experience situations of an authentic real world.

The emerged body of the research suggests that all these strategies, techniques, and objectives are tied to the needs and interests of learners to enhance learning and promote learner-centered teaching/learning approach to incorporate the 21<sup>st</sup> century learning standards within the support of education policy.

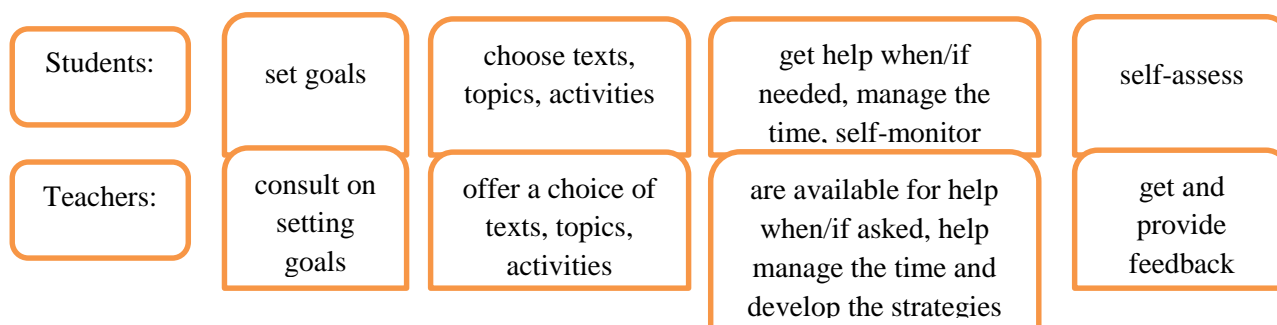
## Conclusions

To sum up, see the figures below that I made up.

*Figure 1. Students' and teachers' behavior in the teacher-centered approach*



*Figure 2. Students' and teachers' behavior in the student-centered approach*



Teachers use step-by-step strategies, cues and scaffolding, modeling and, when necessary, demonstration, organize practice and review, use short quizzes and monitor the process of learning. It is easy to see that teacher's role hasn't diminished, it just has been modified. On the other hand, students' role has increased a lot, it has turned from passive into active. They are involved in such meaningful for them activities, stimulating responsibility, as material/topic/task selection, learner-talk-through, think-pair-share, roundtable, jigsaw, and sum up what was learned in class in one-minute papers. They participate in projects, create portfolios, apply information technologies to seek for materials, are involved in discussions and debates, leading them as DJs, not only answer, but also ask questions, develop analytical skills via participation in compare-and-contrast activities, share knowledge and strategies with each other, do concept mapping and problem-solving, which not only permits them to successfully pass exams, but also continue to learn and work.

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**The problem of intertextuality: John Fowles's *The French Lieutenant's Woman*****Tamar Kobeshavidze**

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**Abstract**

Various forms of intertextuality used in John Fowles' *The French Lieutenant's Woman* can be grouped in some ways: the intertexts which are accessible to the reader and the cases of intertextuality which are directly accessible to the characters in the text, mostly by being mentioned by them. The explicit function of these groups surely is to place the action of the novel in a historically appropriate context, to represent Victorian society to the contemporary reader, to set up possible interpretations about the central characters. On the other hand, John Fowles's novel is a historiographic metafiction, which draws attention to the work's status as an artifact and forces readers to be aware that they are reading a fictional work.

**Key words:** intertextuality, pastiche, historiographic metafiction

**Introduction**

John Fowles' *The French Lieutenant's Woman*, more than any other works of this author, expresses his preoccupation with poetics of fiction. It is a self-reflexive novel, with multiple endings and the complex paratextual forms of the novel. The novel is written by a composite version of a XIX century novel and, as Conradi mentions, it is "the nineteenth-century novel that the century forgot to produce" (Conradi, 1982, p.58). Thus, one of the main aspects of the novel is its dialog communication with multiple works by means of explicit or implied references to the texts of the Victorian novelists, especially by Thomas Hardy, Charlotte Bronte, and George Eliot. The author reflects the traditional themes, scenes and plots of Victorian novels. We can also say that the text itself is an intertextual inspiration from the XIX century French novel *Ourika* by Claire de Duras, as John Fowles himself admits that the French novel was "the germ of *The French Lieutenant's Woman*."

Each chapter of the novel begins with epigraphs. There are intertextual resonances from Marx, Darwin, Arnold, Tennyson, Austen and many others. Significantly, the man of science (Darwin) and social thinker (Marx) are posited alongside the men of fiction and poetry (Tennyson, Hardy, Arnold, and Austen). The author perfectly combines the world of logic and reason with the fictional world of love, marriage, separation and reunion. The epigraphs do not generally interact with each other, they interact with the text and evoke thought provoking plurality of meanings and semblances. However, the objective of this paper is not to identify the various sources of John Fowles's novel, but to define their functions, the purpose of their application in the text.

### Intertextuality in the novel

Mikhail Bakhtin, who laid the foundations to the theory of intertextuality, considers the text as a dialogue with or a reply to already existing texts (Bakhtin, 1984). Thus intertextuality forces us to think about why the author has chosen this particular literary or social text, and to what effect the text is re-imagined by the book, or the book is shaped by the text. The major references undoubtedly show that one of the main functions of intertextuality in *The French Lieutenant's Woman* is to place the action of the novel in a historically appropriate context. John Fowles employs intertextuality in order to close the gap between the centuries, to create for a contemporary reader a 'more real than real' Victorian atmosphere, as if such a reader simply is reading Victorian texts. But such an idea should not restrict the reader's freedom to one direction. We cannot agree with the idea that *The French Lieutenant's Woman* is just an extraordinary effective pastiche of the Victorian novel, a form that Fowles clearly admires, "an original modern expansion upon older traditional forms, written both admiringly and ironically" (Huffaker, 1980, p.98). The text is not a unified, isolated object that gives a singular meaning, but an element open to various interpretations. The novel's engagement with the past is always critical and overturning. Fowles constantly reminds the reader that he is a twentieth century writer and moves his reader from 1869 to 1967, including in the text comments on the narrative time as well as the time of the creation of the novel. One way to achieve this purpose is Fowles' frequent habit of addressing his reader directly or indirectly, such as when he compares the ways in which both Victorians and contemporaries might perceive the same phenomenon: "The colors of the young ladies' clothes would strike us today as distinctly strident; but the world was then in the first fine throes of the discovery of aniline dyes" (Fowles, 1992, p.10). We can find some similarities between Sarah, the main character of the novel, and Tess of the d'Urbervilles, as well as Eustacia Vye and Sue Bridehead; Sarah also resembles **Hawthorne's** Hester Prynne **from** *Scarlet Letter*. At the same time Fowles refers to Sarah as both a Victorian character and as a desirable "modern woman". In his words, "Modern women like Sarah exist, and I have never understood them" (Fowles, 1992, p.85).

Like many postmodern novels, *The French Lieutenant's Woman* questions a possibility of representing the truth. It is not just an "imitation of Victorian novels", its gripping narration is accompanied by a carefully meta-fictional framework. In many cases intertextuality has the opposite effect, and reminds us that this novel - like any novel, even a XIX century novel, is a piece of rhetoric constructed by its author, a realistically drawn world, but not "the real world".

In one of the very first scenes of the novel, as Ernestina and Charles enjoy a walk at the Cobb, Ernestina says: "These are the very steps that Jane Austen made Louisa Musgrove fell down in *Persuasion*" (Fowles, 1992, p.13). It is true that the allusion can have the effect of heightening the novel's realism. On the other hand, it cannot be true, just some steps could have inspired Austen to let Louisa fall down. Louisa and the steps that she is reported to fall down simply are a product of Jane Austen's imagination, as well as Ernestina is Fowles' fictional character. The complexity is added further by the fact that, while the steps, Louisa and Ernestina are clearly fictional for the contemporary reader, the Cobb is a landscape that can still be visited today (in contrast

to the steps). The reader is thus faced with a puzzle of clearly fictional, intertextual and real elements that at the same time augment and subvert the impression of realism. Thus, consequence of the postmodernist use of intertextuality is questioning the nature of the truth. Indeed, John Fowles's novel is a historiographic metafiction, one of the paradigmatic forms of a postmodernist literature (Hutcheon 1989, p.81), which draws attention to a work's status as an artifact and forces readers to be aware that they are reading a fictional work. According to Hutcheon, *The French Lieutenant's Woman* is both didactic and "writerly, simultaneously a powerful critique of realism and an attempt to revitalize it. Its replication of a Victorian novel results in a text which is simultaneously a credible portrait of a historical period and a self-reflexive piece of artifice, referring both outside itself to the real historical world and inside to its own workings (ibid, p.81).

The type of intertextualities analyzed above is directly accessible to the reader and to the characters of the novel. The character-oriented group of references is directly presented to the characters in the text, mostly by being explicitly mentioned by one of them. By extension, they are also presented to the readers. In postmodernism, a text that is not influenced by intertexts is almost considered to be an impossibility, though, according to Broich (1997, p.250), novels have always used intertextuality, which has traditionally been recognized as interaction between the reader and the author. John Fowles employs this idea, showing that the writers have always supposed that the reader knew the intertexts he was alluding to and the reader himself could suppose the same thing. In this sense the myth of Odyssey is a very important sub-layer of the novel. In the scene when Charles sees Sahar alone on the seashore he mentions: "There were no Doric temples in the Undercliff; but here was a Calypso" (Fowles, 1992, p.125). The allusion evokes the same feelings in both the reader and in Charles - Sahar is Calypso, a temptress, a demon, a wicked woman who for some reason wanted to seduce Charles.

Then in the text John Fowles is asking whether the idea of male chivalry could still exist in Victorian Age, as it seems impossible in our feminized modern world. Having found Sarah after two long years of expectations, Charles enters Rossetti's house to rescue her from poverty and humiliation. He imagines himself a knight who has come to retrieve his princess: "He had come ...in full armour, ready to slay the dragon – and now the damsel had broken all the rules. No chains, no sobs, no beseeching hands" (Fowles, 1992, p. 381). Comparing himself to a knight, Charles at the same time realizes that he is just a poor knight with dull armor, and his chivalrous acts seem to do more harm than good. The reader certainly has the same perception.

## Conclusion

Comparing various forms of intertextuality used in *The French Lieutenant's Woman*, the following conclusion can be drawn: like the other postmodern novels, *The French Lieutenant's Woman* is a blend of imagined narratives with critique on the various modes of knowledge, such as history and literature. One of the main functions of intertextual references certainly is to place the action of the novel in a historically appropriate context, to represent Victorian society to the contemporary reader, to set up possible interpretations about the

main characters. On the other hand, the implicit purpose of intertextuality is to have a critical or ironical stance towards the texts that are used and towards the book itself, to make the reader realize two things at a time: that it is a fictional text, while this very text at the same time tries to convey a realistic impression of XIX century England. Indeed it is a historiographic metafiction, which draws attention to a work's status as an artifact and forces readers to be aware that they are reading a fictional work.

The function of character-oriented group of references is again to set up interpretations about the main characters, to show their feelings, motives of actions, prejudices, and, on the other hand, to reveal the continuity of the literary discourse.

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## **The making of communicative language teaching - a brief history of the approach**

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### **Abstract**

The paper aims at briefly reviewing the way that methodology of FLT/SLT has gone through during at least the last two centuries to arrive at Communicative Language Teaching as an optimal approach of acquiring any L2 and the subsequent approaches, some being founded on their immediate predecessor, contributing to its further refinement. Thus, the paper, mostly based on literature research, enables us to have a bird's eye view on how FL/SL teachers and educators gradually realized the necessity of positioning speaking as the main manifestation of communication in the spotlight of language classrooms. The paper reveals that CLT was endowed with the best features of the approaches and methods preceding it and those following enriched its practices and made it more streamlined.

**Key words:** communicative language teaching, Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, Task-based language teaching, Multiple Intelligences

### **Introduction**

As a cliché goes - foreign language teaching was initiated by those adventurous to dare to commence building the Tower of Babel, after their languages had been mixed and the necessity to understand each other had become an urgency. The fact, if taken seriously, makes FL/SL teachers' jobs one of the oldest. Despite such an impressive historical background for Methodology of FLT/SLT, the annals of its history start with Grammar Translation Method.

### **Grammar Translation Method**

Up to two or three centuries ago, most of the foreign language learners were scholars who studied classical (Greek and Latin) texts and, with this purpose, learned grammar rules and had to consult lists of words in dictionaries. All communication that the scholars of the time had with each other was written, this is why oral language was ignored. This is not to disregard numerous migrants and traders who learned languages in other, non-academic, ways, however. In the nineteenth century the attempts to include foreign language teaching in the school curricula began, this, in turn, revealed the need for a more systematic and outlined 'method' for language teaching. This is how the Grammar Translation Method was born. (Harmer, 2007).

The Grammar Translation Method, later transferred to teaching modern languages as well, as can be inferred from the title, focused on deductive teaching of grammar, that is providing the learners with

grammatical rules, then providing them with a chance of practicing them via sentences that exemplified the rules. (Richards, 2006). Afterwards, these sentences had to be translated into the learners' target language and vice versa. Being competent in a language meant having a large repertoire of sentences and being able to produce them accurately and quickly in a given situation. Spoken language received minimum consideration and grammatical accuracy was a must, since it was believed that if learners made errors, they (the errors) would become ingrained in their speech. Techniques that were usually used included asking and answering questions, drills and writing practice.

### **Direct Method**

As a reaction to the Grammar Translation method, the Direct Method was introduced towards the end of the nineteenth century. Since the Grammar Translation method was not effective in terms of teaching communication skills in the target language, the Direct Method became extremely popular. Oral language was in the centre of attention. Pronunciation (due to appearance of recording equipment) and syntax (instead of morphology, as English is an analytical language, for which syntax is more important than morphology, emphasized in the Grammar Translation Method). Translation was omitted, to give more time to practicing the target language, and to avoid (as it was believed) the interference of L1 skills. Actually one of the method's basic principles was that it did not allow translation altogether: it is called the Direct Method, because the meaning is to be conveyed directly in the target language with the help of visual aids and demonstrations. The purpose of language learning was being able to communicate in the target language (Larsen-Freeman, 2008; Diller, 1978). Irrespective its immense popularity in language schools (called Berlitz schools, according to the name of one of the first teachers who used it), the method did not really take up at public schools, as it required either a native speaker or a non-native speaker who knew the target language on a near-native level, and they wanted high salaries, which public schools could not afford. Besides, it turned out not as effective as it was expected, as it involved too much mechanical practice and rote memorization, which eventually bores languages learners.

### **Audio-Lingual Method**

Later another oral-based approach appeared - Audio-Lingual Method. It started out as an Army method back in the first half of the twentieth century as the United States of America entered World War II. Later the flow of international students to the States, the emergence of the USA as an international superpower and other global political and economic factors contributed to the evolution of the method from the Army Method to Oral Approach, and then to Audio-Oral Approach, Structural Approach and finally to Audiolingualism or Audio-Lingual method (Richards & Rodgers, 1986). Though both the Direct and the Audio-lingual methods are oral-based, the Audio-Lingual Method is different from the Direct Method. While the former emphasizes vocabulary acquisition, the latter uses drills in the use of grammatical sentence patterns. Unlike the Direct Method, Audio-

Lingual Method has a strong theoretical basis both in Structural Linguistics and in Psychology. One primary principle of Structural Linguistics is that language is oral and speech *is* language. Therefore, speech, or the ability to communicate became a priority in language teaching. Thus, the Audio-Lingual Method has a very convincing theoretical ground in Structural Linguistics and another field that influenced the principles of Audio-Lingual Method is a prominent school of American Psychology – Behavioral Psychology, a very influential school at the time (Richards & Rodgers, 1986). According to Behaviourism, a human being has a wide variety of behaviors, occurrence of which is dependent on three elements of learning: *a stimulus* - which elicits the behaviour, a *response* – which is the reaction to the stimulus and *reinforcement* or punishment– which marks the behaviour as appropriate or not so, and encourages repetition or suppression respectively. The audio recordings they used were already available for home use, as the recording and reproducing technique became cheaper. This removed the necessity of native speakers and ordinary teachers could use the method. However, it turned to be as boring as the direct method, though it involved memorization not of single sentences, but of sample dialogues. The dialogues were not always as good / authentic as promised and the success did not come so fast. If in the Army method students could be isolated from L1 surroundings, in classrooms it was impossible, so students (and teachers) tended to use L1 in class. If in the Army Method students achieved success as they heard the target language day and night, in ordinary schools the input that the students got was not so abundant, so all students could not reach the promised effect.

The Audio-Lingual Method came to decline and stagnation in the United States after Chomsky's (1966) rejection of the structuralist approach, as he argued that human language is not an imitated behaviour and introduced the term *competence*, which required understanding and higher-order cognitive skills (psychology by that time was undergoing the Cognitive Revolution). In the meantime, British applied linguists began to question the theoretical basis underlying Situational Language Learning, which was the major approach in teaching English as a foreign language in Britain up to the late 1960s. As Howatt points out:

*there was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.'* (1984, p.280)

### **Communicative Language Teaching**

Thus, as British applied linguists emphasized, there was a need to focus on communicative proficiency, which goes beyond the mere mastery of structures. Changing educational realities of the time also contributed to the need for different language teaching approaches. European countries were more interdependent than ever before and the need to teach adults the major languages of the region emerged (Richards & Rodgers, 1986). As a result, the Council of Europe worked out new language syllabuses that would meet the needs of the immigrants who migrated to Europe.

What language learners actually needed in order to be able to use language communicatively, was *communicative competence*, which is the central notion in Communicative Language Teaching (CLT). The need for a new approach that would teach learners to communicate, that is not simply to know the rules of linguistic usage, but also to be able to actually use the language, led to the emergence of Communicative Language Teaching (CLT). CLT derives from a rather multidisciplinary perspective that combines, at least, Linguistics, Psychology, Philosophy, Sociology and Educational research.

Communicative language learning/teaching absorbed the best from the above spheres- from their most eminent theories chronologically preceding it or concurrent with this approach of FLT/SLT. From social constructivist and constructivist philosophical attitudes to learning and teaching it borrowed the focus on social and communicative skills, learner-orientedness, practice of collaborative learning, learners' active participation to build knowledge, utilizing the target language as a means of creating meaning, the emphasis on sociocultural aspects of language learning (Schcolnik, Kol, Abarbanel, 2006) . From philosophies of pragmatism, progressivism, existentialism, and critical thinking CLT/CLL was endowed with group/pair work preferences, problem-solving activities, experimenting, adapting L2 learners' knowledge to real-life situations, great emphasis on students' needs and the flexibility of L2 curriculum in that respect, opportunities for self-actualization learners are provided with in CLL classrooms, practically of teaching methods eclipsing mere theorizing (Massouleh & Jooneghani, 2012) and, at last, the most dominant trend of postmodern educational doctrines ensuing from all the theories above - learner-centeredness - the process of language teaching and learning being triggered by students' interests, prospects, needs, not by a teacher and an institution where education takes place ( Pishghadam & Mirzaee, 2008; Schcolnik, 2006).

CLT refers to both goals and objectives of classroom learning and the processes that take place within it (Savignon, 2002).

CLT is a rather broad approach to language teaching rather than a method with clear-cut instructions and prescribed classroom practices. Therefore, it can be defined as a set or a list of general principles, as Diane Larsen-Freeman summarized them (2008):

- Authentic language, language as used in real context, should be used whenever possible.
- Being able to infer speaker's attitude or intentions is an important part of communicative competence.
- The target language is not just an object of study, but also a vehicle for classroom interaction.
- One function can be carried out via different linguistic forms, thus a variety of linguistic forms should be taught together.
- Students should work with language at the discourse level, that is beyond sentence level. They should also acquire understanding of coherence and cohesion.
- Games are important, especially when it comes to negotiating meaning and practising communicatively.
- Students should be given a chance to express their personal opinions and ideas.



- Errors can be tolerated and are considered a natural part of developing communication skills.
- One of the teacher's primary responsibilities is to establish situations that are likely to stimulate and promote communication.
- It is important to encourage cooperation between the learners and give them an opportunity to negotiate meaning.
- Social context is important in giving meaning to the utterances.
- Being able to use language forms appropriately is extremely important to be considered communicatively competent.
- The teacher's role is that of a facilitator in setting up communicative activities and that of an advisor during the activities.
- In communication, it is important to know not only what to say, but also how to say it.
- The vocabulary and the grammatical forms that the learners learn come from the situational context, function and the roles of the speakers.
- Students should be exposed to the authentic communication and be coached on strategies for improving their comprehension.

As can be seen from the general principles outlined above, the teacher is relatively free to choose the type of activities that s/he uses in class. However, an ideal activity should always incorporate information sharing, producing meaning and/or interaction. The activities used in CLT should enable the learners to use the language for communication, i.e., tasks should be carried out through language (Richards & Rodgers, 1986).

On the other hand, Littlewood (1981) adds some more specific demands to communicative activities. As he points out, enabling natural learning through using the language for communication is not sufficient, teachers are also expected to promote cooperation among the learners, enhance their independence, motivate learners through engaging them in activities that are meaningful to them and to create a positive and friendly atmosphere in the classroom. He further classifies the activities used in CLT into two types: pre-communicative and communicative. While the former type prepares the learners for participating in communicative activities, for instance, through pre-teaching the vocabulary, in the latter type the learner focuses on the meaning that he/she wants to convey, then he/she chooses the best suitable language form from their repertoire and only then utters the sentence.

Littlewood further breaks down communicative activities into *functional communicative activities* and *social interaction activities*. Activities that are expected to carry out a certain function, such as expressing information, comparing pictures, timetables, working with maps, listening for purpose, discovering and completing missing parts in conversations, etc. emphasize the learners' success in completing a certain task and effectiveness of communication rather than students' language level. Yet another type of activities distinguished

by Littlewood, social interaction activities, add another dimension to the effectiveness of communication, that is, social appropriateness of communication. Along with carrying out a certain function, what is being uttered should be appropriate in terms of levels of formality, familiarity, and politeness among others. Discussion, debates, role-plays, dialogs can be classified under social interaction activities.

Methods and exercise types that are employed in this approach are unlimited as long as they serve the purpose of developing learners' communicative competence through engaging learners in communicative tasks which involve information sharing, negotiation of meaning and interaction (Richards & Rodgers, 1986). Any new words, ideally, should be taught in context. Dialogs, when used, are not expected to be memorized. Errors are accepted as part of language learning, because language is believed to be learned through trial and error. Once the level of the learners reaches the extent when they are able to apply their knowledge in independent work, they participate in group work and pair work, so that they have a chance to communicate and cooperate with as many of their peers as possible (Finocchiaro and Brumfit, 1983).

Learner's roles in CLT are very different from those of the previous methods and approaches in that the approach requires a rather high learner participation, because it is learner-centered. Learning has a cooperative character and due to this fact a failed communication is seen as a joint responsibility of everyone involved in communication rather than of an individual speaker or listener. Each learner has an equal role in communication. If there is a learner who is not doing well, the obstacles to communication are eliminated through peer cooperation (Richards and Rodgers, 2001).

Due to the less teacher-centered nature of the approach, the role of the teacher is that of a facilitator rather than of an all-knowing language instructor. The teachers, obviously, maintain the roles of a classroom manager and a guide, that is they decide what to teach, select the activities to be incorporated, manage the seating arrangements, break down the learners into pairs and groups, etc., and yet, the general tendency is to pass more responsibility, than ever before, to learners in terms of their learning progress. It is also important that teacher is able to analyse the needs of his/her learners and tailor the approach to them (Richards & Rodgers, 1986). Teachers are also advised to maintain friendly and warm relationships with learners so that the latter feel comfortable, secure and less anxious.

Some of the questions that need to be answered, regarding the CLT, are: whether the approach suits both EFL (English as a Foreign Language) and ESL (English as a Second Language) situations, how to adopt the approach to situations where learners are required to take grammar-based tests and whether it requires to abandon grammar-based syllabuses entirely or revise them, and to what extent it is suitable for non-native target language teachers who themselves might be struggling to gain communicative competence in the target language (Swan, 1985; Richards & Rodgers, 1986).

### **The Task-Based Language teaching**

The Task-Based Language teaching, the first chronologically most popular approach after CLT which remains such currently, was actually created in its realm. TBL further contributed to CLT refinement - it offers

more authentic language practice through communication outside the language classroom, is process and problem-oriented. Real problem solving tasks entail the usage of necessary language and thus facilitate its natural learning – very much resembling native-like language acquisition. By going through a pre-task, task, post-task activity cycle TBL is implemented, e.g., EFL/ESL learners are required to make enquiries about bank loans, students are instructed what vocabulary and structures to use, then come planning and report stages and the activity ends with feedback provision, language focus and practice (Richards & Rodgers, 2001).

As a continuation of the approach there emerged the Cooperative Language Learning, in which groups of L2 learners have to cooperate to solve certain problems analogous to TBL/T (Richards & Rodgers, 2001).

### **Theory of Multiple Intelligences**

The theory of Multiple Intelligences, though initially not intended for FLT/SLT, greatly improved the practices of both. The theory claims that human intelligence is multidimensional. These dimensions include: linguistic, logical/mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal and naturalistic. Such a division helps language teachers to plan and implement communicative activities so that they will activate learners of different learning styles not to have any of them at disadvantage and to give each equal chances of language practice suitable for their type of intelligence (Richards & Rodgers, 2001). This theory thrives as student-centered teaching.

### **Conclusion**

Therefore, Communicative Language Learning remains one of the most powerful approaches of FLT/SLT all over the world and its attraction lies with the focus on real-life interaction and closeness to actual needs of L2 learners and speakers. While preceding approaches paved the way for CLL, those following refined it further enabling combining two or even three approaching for better language learning outcomes and improved teaching practices.

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## Causes and culprits of losing motivation among foreign language teachers

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### Abstract

The paper deals with the factors that cause loss of motivation among FL/SL teachers. By employers and administrations of most teaching institutions employed teachers' motivation is taken for granted, this is the result of unawareness of psychological and social aspects of enhancing, maintaining and losing motivation in teachers of various age, gender and experience categories. The work is an attempt to summarize the main postulates worked out by researchers of different spheres, mostly psychologists, and suggest them for understanding FL/SL teacher motivation peculiarities based on both empirical and theoretical studies. The study revealed both intrinsic and extrinsic factors as being culprits of teacher demotivation and made it evident that English teachers, though being similar to their peers, when it concerns motivating and demotivating factors, still demonstrate certain dissimilarities in this aspect due to the peculiarities of the field taught by them.

**Key words:** teacher motivation, teacher satisfaction, internal motivation, external motivation, altruistic motivation, salary, workload, job security, belongingness to the institution, teacher autonomy, job stress

Human beings more or less resemble each other with their levels of motivation. Besides age, culture, and gender variables the differences are caused by factors like one's profession, job or occupation. Logically, varied are the reasons why representatives of various spheres become demotivated and even opt to quit their life pursuit. Among teachers of different subjects dissimilarities in motivation intensity or lack of it do exist. It is noteworthy to examine factors that affect teachers' motivation in general and based on the findings study how much singular English as foreign/second language teachers are in this respect.

Literature on teacher motivation reveals that most teachers join this profession for intrinsic, extrinsic and altruistic reasons (Koran, 2015). Thus, the vast numbers of teachers who enter this career are highly motivated and enthusiastic to prosper in the job. In a teacher motivation study Wadsworth (2001) reports that enthusiasm repetitively emerged in the interviews with teachers. Moreover, 75% of teachers mentioned teaching profession as a lifetime career (p. 25). In another study, conducted by Watt and Richardson (2008), it was discovered that most novice teachers enter this job planning it as a lifetime career.

Although many teachers join this job to keep it as a lifelong career, some other studies report that "teachers have the lowest job satisfaction of any professional groups studied" (Pennington, 1995, p. 165). Dornyei (2001) states that the reasons teachers suffer the lowest job satisfaction, is that *"teaching is a profession whose pursuit is fuelled mainly by intrinsic motives and that there exist a number of detrimental factors that systematically undermine and erode the intrinsic character of teacher motivation"* (p. 165). As we said before,

the aspects that make teachers satisfied and motivated arise out of teaching itself and of what generally happens in the classroom. On the other hand, dissatisfaction and demotivation are instigated by school and things associated with the educational system.

Because of being continuously challenged, it is extremely hard for teachers to deal with challenges in the teaching environment and be satisfied with the job. Soon enough this state of dissatisfaction or demotivation might result in teacher burnout and stress. Because of the high rates of teacher burnout and stress, many teacher motivation researchers have been interested to investigate the factors that are responsible for teacher motivation and demotivation around the globe. This issue has been the major focus in the teacher motivation studies during the last decade (Dörnyei., 2001; Dinham and Scott, 2000; Addison & Brundrett, 2008; Muller et al., 2009; Hettiarachchi, 2010). The reasons of teacher demotivation and dissatisfaction can range from the learners themselves to the teachers' reluctance to pursue actual satisfaction as well (Bess, 1997).

Doyle and Kim (1999) conducted a study on teacher demotivation and discovered that the primary demotivators for teachers were salary, workload, and job security concerns, lack of autonomy, dire teacher-administrator relationship and course materials, inflexible curriculum, and lack of advancement opportunities. Furthermore, Dinham and Scott (2000) conducted a survey research with 2000 teachers in England, New Zealand and Australia and discovered that teachers are primarily motivated by intrinsic reasons to teach while their demotivation mainly stems from the extrinsic reasons of teaching. Dinham and Scott (2000, p. 389) postulate that factors that intrinsically motivate teachers include positive relationship with students, their achievements, playing a role to modify students' behavior, self- development, sense of belongingness to the institution and chance of mastering professional skills, whereas primary factors causing demotivation include workload, the society's poor opinion about teachers, negative image portrayed in the media and lack of support services for teachers. Similarly, Spear, Gould & Lee (2000) conducted a research on teacher motivation and demotivation and they discovered the reasons that motivated teachers were predominantly intrinsic factors such as: working with children, relationship with students, professional challenge and autonomy. However, the principal demotivators included workload, salary and teachers' image in the society (p.4). Additionally, in a study to find out factors responsible for teachers' high and low motivation in England, Addison & Brundrett (2008) discovered that teacher motivation mostly stems from the intrinsic factors like: positive responses from children, their accomplishments and supportive colleagues, while their demotivation is primarily caused by extrinsic factors such as: poor responses from children, long working hours and other school-based factors. Taking everything into account, demotivators are therefore primarily the effects of reasons that are not within the control of teachers.

Dörnyei (2001) suggests that there are five primary factors of teacher demotivation: *“stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, inadequate content structure and content repetitiveness”* (p. 165). Kyriacou (2001, p. 28) states that “teacher stress” usually stems from the negative emotions associated with the job like: *“tension, frustration, depression, anger, anxiety”*. Dörnyei (2001) also points out the stress as being the most debilitating factor for motivation, by stating that teachers' motivation is

always challenged which leads to stress and finally teacher burnouts. Pennington (1991) postulates that stress is the product of the lack of satisfaction with the job and as a result of that, teachers are likely to become less productive, since they will allocate less time and effort to teaching.

In teacher motivation literature, stress is viewed as being the most detrimental factor for teacher motivation, which uninterruptedly erodes motivation and finally results in teacher burnout. Teachers reach the state of burnout when they fail to deal with the job stress properly and when it lasts for some time, finally causing teachers' attitudinal, emotional and physical exhaustion (Kyriacou 2001, p. 28). Both extrinsic and intrinsic factors can generate stress for EFL teachers. Literature demonstrates that the primary causes for stress are: classroom management problems, problematic students' behavior, large number of students with different levels of English, heavy workload, too much paper work, lack of respect from the administrators, lack of adequate materials and facilities, low salary, inability to keep the discipline and teachers' underprivileged image in the society (Dörnyei 2001, Kyriacou 2001, Bezzina & Portelli, 2006). Stress can also be the cause of teachers leaving the profession (Dinham and Scott, 1997; Doyle and Kim, 1999). Additionally, many studies in the teacher motivation literature suggest that there is a high correlation between the incidents of teachers ending this career and stress or burnout.

Czubaj (1996) states that stress has to be kept at a minimum level since it undermines motivation. Therefore, teachers have to be trained to amend stress management practices and they should learn how to cope with stress-provoking situations since the achievements of the students rest on the teachers' level of commitment in the classroom (Goddard & Goddard, 2006). Reese (2004) suggests '*process approach*' to deal with teachers' stress or burnout, that is, to observe teachers for a certain period of time to identify stress sources in order to tackle them and share this experience with other teachers.

On the other hand, some other researchers suggest increasing and improving teachers' *self-efficacy* to combat demotivation or stress. Self-efficacy is the teachers' beliefs about their abilities to reassure an effective learning environment for the students (Bandura, 1993). Insufficient self-efficacy is one of the overwhelming demotivators, which is also related to depression and anxiety. This is to say, when teachers have doubts related to their skills and the content knowledge, it might erode their self-efficacy which results in low motivation. It is believed that once teachers' self-efficacy is improved, they might cope with stressful situations more efficiently. Gu & Day (2007) believe that *teacher resilience* needs to be strengthened, that is- the ability to persist when facing hardship, to combat demotivation, stress or burnout in order to preserve motivation.

Just like insufficient self-efficacy, teacher demotivation can also be caused by restricted teacher autonomy (Dörnyei, 2001). Deci et al. (1997, p. 69) define teacher autonomy as "experiencing oneself as the origin of one's behavior". In the educational settings, teacher autonomy is restricted by standardized tests, an inflexible curriculum determined by school administration, being accountable for students' behaviors, unceasing managerial demands. When teachers' autonomy is threatened, teachers might play a more authoritarian role in the classroom, meanwhile, in productive situations teachers' autonomy can promote

students' autonomy which will contribute to student motivation and to the effective learning environment (Pelletiar, Levesque & Legault, 2002).

Another demotivator for teachers is the lack of intellectual challenge (Dörnyei, 2001). This happens when teachers feel monotonous as a result of teaching the same subject or the same level of students for multiple years. Johnson (1986) reports that teachers are likely to become demotivated when they have the same responsibilities from the first till the last day of their career. Thus, it is important to provide teachers with career ladder opportunities by giving them different responsibilities such as: professional development opportunities and challenges, administrative tasks, designing curriculum, etc.

Hettiarachchi (2010), in a survey study in EFL context in Srilanka public schools, examined the elements of teacher motivation and demotivation. She reported that 51% of the demotivators are associated with the practical issues of teaching. She found that the most frequents demotivators are: *"limited facilities for teaching and learning in schools, overloaded classrooms, writing school-based assessments, poor relationship between colleagues, inappropriate textbooks which do not correspond students level, matters in teaching methodology"* (Hettiarachchi, 2010, p. 99). Additionally, Aydin (2012) conducted a qualitative case study to find out factors on teacher demotivation in EFL context at elementary school in Turkey, and reported six main factors that cause demotivation which are: issues related to "teaching profession, curriculum, working conditions, students and their parents, colleagues and schools administrators and physical conditions" (p.9). Sugino (2012) conducted a study to investigate the demotivating factors in EFL teaching context at the college level in Japan. The study revealed that the most common demotivating factors for teachers were the students' attitudes such as: using cell phones in the classrooms, sleeping during the lesson, and too much paper work. Similarly, Banisad-Azad and Ketabi (2012, p.51) conducted a study involving 30 university EFL teachers in Iran and reported that the most frequent demotivators included: "learners' attitudes, classroom materials and curriculum, and working conditions".

Doyle and Kim (1999, p.46) listed factors that cause dissatisfaction among ESL and EFL teacher:

- Lack of respect from administration
- Lack of advancement opportunities
- Lack of long term employment and job security
- Overly heavy work loads
- Separation and alienation of teachers
- Lack of rewards for creativity
- The malfunctioning of the educational system
- Lack of funding for projects
- Lack of autonomy in the teaching and evaluation



- Lack of appropriate teaching environment
- Over-commercializing textbooks
- Discrepancies in teaching philosophies
- Lack of teacher training
- Institution of team teaching and foreign assistant teacher

Teachers who work in these conditions will lose their motivation, which will in turn create a less effective learning environment. Most teachers consider these factors as an important barrier which hinders effective teaching. Many teachers even quit their profession as a result of one or some of those factors listed above.

Researches on teacher demotivation demonstrate similar results in different contexts. They imply that certain demotivating factors create a barrier for effective teaching and learning. They suggest that demotivating factors can be eliminated if addressed properly in an educational institution.

To sum up, the study disclosed various factors which cause demotivation among teachers in general and in particular among English as foreign/ second language instructors, they include both intrinsic and extrinsic aspects of motivation and are especially noteworthy for administrations of teaching institutions how to avoid cases of loss of motivation in teachers and are significant for teachers as well not to experience any form of decline in their profession or prevent it when possible.

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## **Describing global English language teaching skills – towards a set of descriptors for teacher self-assessment**

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### **Abstract**

The professional competence of English language teachers can be described in terms of two areas: target language use and foreign language teaching methodology. Due to such influences as increased mobility, multilingual social networking, or internationalisation of educational contexts, and the traditional notion of teaching, one standard English to learners sharing the same mother tongue as the teacher is no longer valid. Instead, teacher education programmes need to prepare would-be language instructors for the appreciation of linguistic and cultural diversity, adaptation of methodology to suit students of different cultures and provision of various varieties of English. The purpose of the present paper will be to propose a set of descriptors of global teaching skills, developed as a supplement to *European Portfolio for Student Teachers of Languages* (EPOSTL).

**Key words:** ELT skills, teacher self-assessment, language use, descriptors of teaching skills, World English

### **Introduction**

In the recent years, with the increased emphasis on World Englishes and English as an International Language, foreign language teaching needs to encompass the global dimension, teaching in international contexts and to students of diverse cultures. The paper will report upon a preliminary project aiming at describing language teacher qualities in terms of knowledge, skills and attitudes that are necessary for global teaching. The procedure adopted is similar to the one used when creating the *Common European Framework of Reference for Languages* (2001): first, a set of descriptors for global teaching skills was proposed. Next, they are to be piloted with a small group of teachers for clarity, pedagogical relevance and usefulness. The main stage of validation is investigating perceptions of global teaching descriptors by student teachers and teacher trainers.

### **Background to the study**

#### **English language in the global perspective – what English to teach in class?**

There has been quite a lot of discussion on what standard English is, what language variety needs to be taught, and how this is going to be done in order to encompass a greater number of learners coming from diverse cultures. Such debates are becoming more and more heated nowadays in English as a Foreign Language (EFL) countries, where, traditionally, language teachers were trained to teach English to speakers of the same language as themselves, and where Received Pronunciation used to be the ultimate aim of language training (Kerswill,

2006). However, due to increased mobility, globalisation, socio-demographic processes, language teacher training needs to be given a much more global dimension, making language use and didactic skills of prospective teachers more universally usable all over the world.

To start with, the characteristics of Standard English need to be given to frame the discussion:

Crystal (1995)	Trudgill (1999)
1) it is a variety or even a 'dialect' of English, but without any local base,	1) it is not a language – it is only a variety of the English language,
2) it is connected mainly with vocabulary, grammar and orthography (spelling and punctuation), and it has nothing to do with pronunciation,	2) it is not an accent – Standard English speakers may speak in a variety of different accents,
3) it is associated with prestige,	3) it is not a style – one cannot dismiss a sentence in an informal style, or possibly containing expletives, as non-standard English as long as it is grammatically correct,
4) it passes for the norm of communication in the leading institutions (media, government) in a particular community,	4) it is not a register – since a register is chiefly connected with vocabulary (of a medical language, a scientific language and so on), there is no essential connection between Standard English and a register,
5) it is said to be understood by everybody, but produced only by a minority of people or in certain contexts, and used chiefly in print.	5) it is not a set of prescriptive rules – it allows some grammatical rules that prescriptive grammarians do not tolerate.

Taking into account all these features, Crystal (1995, p. 110) defines Standard English as “a minority variety (identified chiefly by its vocabulary, grammar, and orthography) which carries most prestige and is most widely understood.” However, for Byram (2000) the concept of ‘standard’ does not apply to a language which has been formally standardised, but, rather, a language “used by the majority of the people concerned with education, educated usage, and literature” (Byram, 2000, p. 573). Similarly, Trudgill (1999) asks himself a question: “So what is it then?”, coming up with the conclusion that Standard English is “a purely social dialect” and, consequently, has become the dialect of education (Trudgill, 1999).

As a consequence, the common division into ENL (English as a Native Language), EFL (English as a Foreign Language) and ESL (English as a Second Language) had been upheld for a number of years as a basis for evaluation of materials, qualification of teachers, selection of coursebooks, criteria of job placement and the

like. This traditional model, according to Jenkins (2003) or Kirkpatrick (2007), became a neat classification, which, however, started to be questioned in the recent years. As McArthur (1998) has it, the problem consists in the fact that ENL speakers were perceived to be native speakers using a standard variety of English, which was generally regarded as “innately superior to ESL and EFL varieties” (Kirkpatrick, 2007, p. 28). ENL covers numerous different varieties, and the three major categories “have become fuzzy at the edges” (Jenkins, 2003, p. 15), thus, new ways of conceptualising English had to be sought. This has become especially important given claims of how English language coursebooks and examinations can transfer “linguistic imperialism” or other ideological load (Phillipson, 1994; Modiano, 2001).

An alternative and highly influential model of English use has been proposed by Kachru (1990, 1992), with the spread of English in terms of three concentric circles: the Inner Circle (‘the traditional cultural and linguistic bases of English’ – p. 356), the Outer Circle with former British colonies using English as an official language and developing norms for themselves through contact between the languages; and, finally, the Expanding Circle with an ever-increasing number of countries where English conceived as ‘norm-dependent’ is taught as a foreign language (Kachru, 1992; Jenkins, 2003). Some criticism (e.g., Graddol, 2006), shows that Kachru’s model fails to allow for the fact that the Outer Circle gains in importance, and more and more foreign-language users are becoming more like second language users. Due to that, Kachru himself has slightly altered his concept of the Inner Circle and defined it as “the group of highly proficient speakers of English” (Graddol, 2006, p. 110).

The question that arises, then, for language teacher educators and prospective teachers themselves, is the choice of a model of English to acquire, use in classroom communication, teach to learners and use as a norm for in-class assessment. A number of factors, such as past and present influences of the countries providing norms, access to input, media, organisations promoting the language, historical influences, or preferred perceptions, made teachers go for either British English or American English (Trudgill and Hannah, 2008). Even though British English may prevail in some countries such as Poland, there are places where American English retains its dominant position, namely in certain parts of Latin America or Asia. This is due to geographical location, past and present political relationships of these countries with the USA (Ronowicz, Yallop, 2005). Thus, teachers’ own language variety will be to a large extent conditioned by the teacher training tradition in a particular region, sometimes with little choice to be exercised by instructors themselves.

Harmer (2007) mentions some factors which need to be considered while choosing the model of English to be taught in the classroom:

- the wishes and needs of learners,
- the variety teachers themselves use,
- the availability of teaching/learning materials,
- education authority policy.

In terms of provision of language input and standards for assessment, Crystal (1999) points out that teachers may have to distinguish between production and reception skills – in terms of the former, ‘pedagogical conservatism’ is advised, which is about deciding to teach a particular variety he/she has been trained for, he/she has a wide availability of teaching/learning materials or it is evidenced in examination purposes. As for reception, Crystal (1999) insists on ‘pedagogical innovation,’ exposing learners to as many varieties of English as possible, which these days should not pose any challenge for teachers (Matsuda, 2003). When teaching English to non-native speakers who will use it in the English as an International Language context, Maley (2010) suggests that the teacher should expose students to different Englishes in the comprehension mode, but, at the same time, should highlight that it is only one of many varieties of English. Moreover, he or she should teach and demand the production of only its standard variety.

Giving ‘other’ Englishes, New Englishes or World Englishes (as they are called) proper status during the lesson will prevent learners from viewing these ‘other’ Englishes as deficient and growing disrespectful towards the language and its users. Failure to bring this linguistic diversity into the language classroom can result in, as is claimed by Matsuda (2002), confusion, resistance or even astonishment of students when they are confronted with different types of English and its uses that divert from the Standard English (Inner Circle) model.

#### **From language use to language teaching methodology – global teaching skills in an intercultural classroom**

When teaching in the EIL context, the teacher has to both be culturally aware himself or herself and be ready to help learners develop this quality. According to Byram (1989), some of the aims of incorporating cultural awareness training into language teaching programmes are “to offer insights into the culture and civilisation [of foreign language speaking countries]” and “to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations” (Byram, 1989, p.12). Kramsch (1993) views language as social practice, with culture being the very core of language teaching. Cultural awareness “must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency.” (Kramsch, 1993, p.8). This, obviously, means great importance of intercultural competence of teachers, their awareness of a variety of roles that can be adopted, maintaining and developing proper attitudes towards not only L2 culture and people, but also other non-native speaker students and their cultures. It is, thus, crucial for the teacher to foster tolerance in the classroom, based on developing cultural awareness, help learners overcome stereotypes and act in a manner which is not based on bias.

Educating language teachers for global instruction means also making them ready to work in the contexts in which the teacher faces either a homogeneous group of students who belong to a different culture from his/hers or a multicultural group of students (Wysocka, 2013). Rather than taking the ‘easy path’; with the

teacher and his/her students belonging to the same culture, such linguistic and cultural diversity means adapting methodology to be ready to solve problems stemming from four major areas (Krajka, 2010):

- Methodology: the way how different philosophies of learning represented by students can be actually addressed in the process of setting objectives, analyzing needs, presenting materials, organizing the classroom.
- Personality: the potential difficulties in teacher-student relations stemming from the differences between the teachers' and students' culture/s, for instance, expressed in terms of Hofstede's (1986, 1991) dichotomies of collectivism/individualism, power distance, uncertainty avoidance or masculinity/femininity or Schumann's (1976) social distance.
- Language: the concept of teacher language use in a culturally-diverse classroom, in particular, what norm to be heading for, what variety of English the coursebook is trying to promote, how to develop standards for assessing students' written and oral performance, which variety might be appreciated/valued/expected.
- Culture: the difficulties of encompassing learners from very different cultural backgrounds in mixed ethnic classes, exploiting the culture-dependent preferences for language learning strategy use (Oxford 1990), learning philosophies, the perception of teacher's and learners' roles, the balance of power and the like.

On top of all that, Fenner and Newby (2000) argue that teaching English in international contexts requires introducing certain modifications into the teaching process. First of all, the international character of English should be highlighted by focusing on various cultures when choosing the teaching material. It is recommended to avoid focusing on the cultures of native speakers only. Secondly, Fenner and Newby (2000) state that it is crucial for learners to know their own culture, which can be a basis for developing cultural awareness and is indispensable for understanding the cultures of others. Finally, as the argument of DeCapua and Wintergerst (2004) goes, the teacher should try to cater for the needs of all the students by understanding them and using as a collaborative standard for assessment, conduct, presentation, practice, and many others. Thus, clear in-class norms and rules need to be agreed upon by both the teacher and the learners, together with ample teacher's cross-cultural knowledge and skills. Lack of teacher's intercultural competence and empathy may entail conflicts and frustration.

### **The study**

#### **Aim of the research**

The present study, preliminary in its nature, attempts at defining the characteristic features and components of the construct of global English language teaching competence for self-assessment conducted by student teachers of English. The research has become inspired and informed by the Council of Europe's

*European Portfolio for Student Teachers of Languages* (Newby et al., 2007; henceforth referred to as EPOSTL). It is hoped that the first step of coming up with a list of descriptors of global teaching skills and verifying these in a pilot study with target users will enable further research, leading finally to creating a self-study online learning environment for assessing global teaching skills.

### Context and procedure

The context for the study is the post-graduate English language teacher education framework in the university setting. The participants who were asked to evaluate the proposed descriptors for clarity, pedagogical usefulness, familiarity and relevance were student teachers in the M.A. programmes of two different universities (one public and one private) in Lublin and Warsaw, Poland. Additionally, selected teacher trainers from these institutions were also asked to undertake descriptor evaluation.

The procedure for the study was similar to the one adopted for validation of descriptors for the original *Common European Framework of Reference for Languages (CEFR)*. Since the present study aims at complementing the materials included in EPOSTL, the analysis of the structure of descriptor set of the Portfolio was the starting point for the study. Out of EPOSTL's sections of Context, Methodology, Resources, Lesson planning, Conducting a lesson, Independent learning and Assessment relevant areas were extracted to establish the structure for the descriptor set. Afterwards, a multitude of perspectives was employed to come up with the descriptors:

- research findings and recommendations from journal articles, methodology handbooks and teacher magazines (among others, Brown, 1994; McKay, 2002; Harmer, 2007; Jenkins, 2003; Fenner and Newby, 2003; Jenkins, 2003; Wysocka, 2013);
- conclusions from the essays of student teachers participating in courses "Lesson Observation", "ELT Materials Evaluation" and "Teaching English as an International Language" run by the researcher in his own institution;
- results of informal interviews conducted with novice student teachers, Comenius assistants, Fulbright English teaching assistants, DAAD teaching assistants;
- results of the learning diaries following "Teaching English as an International Language" course.

All these perspectives were brought together in a common set of can-do statements describing different aspects of teaching English in international contexts and to international students.

Once the set of 60 descriptors had been created, they were presented to a pilot group of student teachers in their penultimate and final year of the M.A. programme. They were asked to read the descriptors, mark whether they are clear, relevant, familiar and pedagogically useful. In case a particular descriptor was not adequate or comprehensible, the participants had the option of leaving it out. Finally, the participants were supposed to mark whether a particular descriptor refers to Values and Cultures (VaC), Standards and Diversity



(SaD) or Global Teaching Skills (GTS) and Materials and Resources (MaR). Eventually, a set of 40 descriptors, subdivided into four groups, was arrived at as given in section 3.3 below.

### **Descriptors for global teaching skills**

#### **Appreciating values and cultures**

1. I can identify the expected variety of English in the institution where I teach.
2. I can recognise the value and belief systems that are a part of the culture of my students.
3. I can use techniques that do not permeate stereotypes of any culture, including the culture of my students.
4. I can suit the expected level of participation of my students in a task to the characteristics of their culture.
5. I can avoid bias or discrimination in my expression on the perceived roles of males and females in the culture of my students.
6. I can use techniques which connect specific language features (e.g., grammatical categories, lexis, and discourse) to cultural ways of feeling, thinking and acting.
7. I can notice and appreciate my students' experiences in their own culture and in other cultures.
8. I can draw on my students' cultural experiences by giving them an opportunity to express these in oral or written tasks.
9. I can withdraw from imposing a values system of either English or my own on my students.
10. I can identify and make good use of historical/economical/technological factors influencing the relationship between English and the language of my students.
11. I can promote students' understanding of how pragmatic norms can differ cross-culturally.
12. I can identify my students' motivations, beliefs and practice opportunities outside class.
13. I can do research prior to class to investigate target students' learning characteristics.

#### **Seeking standards and promoting diversity**

1. I can use my own English in writing and speaking consistently according to one adopted standard (e.g., RP, American English).
2. I can evaluate my students' oral and written performance according to the standard expected in my institution.
3. I can appreciate my students' attempts to find diverse listening and reading opportunities in English.

4. I can explain to my students major differences between key varieties of English (e.g., between British English and American English).
5. I can recognise the value of linguistic diversity of language input in receptive skills instruction.
6. I can reconcile the need for diversity with the need for establishing a standard for my students.
7. I can tell the difference between standard and non-standard examples of usage.
8. I can select appropriate examples of usage for grammar/vocabulary presentation.
9. I can give recognition to other languages spoken by English speakers.
10. I can exemplify and appreciate English-language interactions of non-native speakers.

### **Global teaching skills**

1. I can set objectives that are equally achievable for students in a multi-cultural class.
2. I can diagnose and analyse the needs of students in a multi-cultural class.
3. I can present lexical or grammatical items in such a way so as to reach students coming from different cultures.
4. I can use organisational forms of work in relevance to the learning habits and preferences of students coming from different cultures.
5. I can see the gap between my own culture and the culture(s) of my students and predict its potential positive/negative consequence on my teaching.
6. I can group international students in a way that assures effective learning.
7. I can level out possible disparities between different cultures of my students.
8. I can adapt my language instruction to respect the local culture of learning.
9. I can identify my strengths and weaknesses as a native/non-native teacher of English.
10. I can establish effective communication code with my students, also at lower levels (simplified L2, students' L1).

### **Selecting resources and adapting materials**

1. I can make use of specimens of both high and low English culture in a way relevant to students coming from different cultures.
2. I can introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports) as well as from British or American points of view.

3. I can offer opportunities for language/cultural/critical awareness that helps learners to reflect on their own use of language as well as those of others.
4. I can provide materials that expose my students to different varieties of language (e.g. social, ethnic, gender, age).
5. I can provide materials that offer opportunities to consider effective ways of communication with people of various backgrounds and value systems.
6. I can evaluate and select New Englishes texts and recordings in accordance to my students' needs.
7. I can design reading comprehension and listening comprehension tasks in such a way so as to make tasks based on New Englishes texts achievable for my students.

### Discussion and conclusion

Throughout the pilot study, a set of descriptors for global teaching skills was subject to evaluation by a group of student teachers. In particular, the aspects of pedagogical usefulness, clarity, relevance and familiarity were taken into consideration. As a result of the process, out of the original pool of 60 descriptors the ultimate set of 40 can-do statements was arrived at. Moreover, the whole set was subdivided into the four areas of "Appreciating values and cultures", "Seeking standards and promoting diversity", "Global teaching skills" and "Selecting resources and adapting materials" of more or less similar size. The relative easiness of classifying particular descriptors into the four sets was another indicator of how immediately useful the statements are. In case of classification problems, descriptors were reformulated or dropped out of the set. Thus, the whole self-assessment instrument was verified through sample use by student teachers.

The present study is only the first step in the process of preparing an online training environment for teaching English in international contexts. The set of descriptors investigated herein will serve as a self-assessment diagnostic tool for the self-study online course, which is going to be realised in a Learning Management System. In particular, selected areas of the descriptor set ("Appreciating values and cultures", "Seeking standards and promoting diversity", "Global teaching skills" and "Selecting resources and adapting materials") will constitute the topics of focus for self-study training tasks, such as video viewing, self-study quizzes, discussion forums, learning diaries and the like.

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## **Theories of value development and teacher's role in supporting students' personal, social and emotional development**

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### **Abstract**

The purpose of the paper is to present basic theories of value development, to understand the personal, social and emotional aspects of human development and to identify the educators' role in supporting students' personal growth. The article presents how teachers can or cannot contribute to their students' value and personal development and how to apply the theories to the practice of teaching. More specifically, I am interested in demonstrating the importance of educators' role in the teaching/learning process not only as knowledge transmitters, but also as their students' facilitators and coaches of personal growth. It explores the effective strategies of developing the students' social, emotional and moral skills, the factors influencing it and the impact of teachers' on the issue.

**Key words:** value, personal development, social development, emotional development, facilitator, knowledge transmitter

### **Introduction**

The concept of values has been the subject of discussion by social scientists, including philosophers, anthropologists, and psychologists for many years (Erikson, 1958; Kohlberg, 1976; Gilligan, 1982). The attention paid to the concept across many disciplines attests to the fact that in the normal course of their lives people are constantly involved in the process of evaluation, judging what the actions or outcomes are good or bad, or what is desirable or undesirable in relations to more general beliefs and standards. Thus valuing is a part of the human condition.

Our values influence many aspects of our lives, affecting both the way we construe and evaluate situations and the actions that we take in pursuit of important goals. Values involve general beliefs about desirable and undesirable ways of behaving in everyday life and about desirable and undesirable goals or end-states (Corey, Corey & Callahan, 2003). Values are assumed to more specific attitudes towards objects and situations, but they influence the form those attitudes take. Kluckhohn (1951, p. 395) defines values as "a conception held by an individual, or collectively by members of a group, of the desirable, and which influences the selection of both means and ends of action from among available alternatives". Hofstede (1980, p. 19) attempted to simplify the definition as "a broad tendency to prefer certain states of affairs over others". Schwartz and Bilsky (1987) identify the following five common features of values; they: (1) are concepts or beliefs, (2) are about desirable end-states or behaviors, (3) transcends specific situations, (4) guide selection or evaluation

of behavior and events, and (5) are ordered by relative importance.

Values provide standards or criteria that can be used to evaluate actions and outcomes, to justify opinions, conduct, plan, and guide behavior, to decide between alternatives, to compare self with others, to engage in social influence, and to present self to others (Rokeach, 1973). Thus, values are important elements that motivate and guide human behavior. The value formation process plays a significant role in human general development. Herewith, it is important at the onset to understand the complex inter-relationship that exists between values and moral development. The lines between morals and values are often blurred. Hence, psychological topics of values and moral development in humans and especially in children as they grow into adulthood have long captured the interest of parents and educators.

The most important questions that arise whilst reviewing the topic are: “are values developed or transmitted and at what extent schooling and education can support human values acquisition and moral development?”

This paper presents theoretical perspectives of Lawrence Kohlberg (moral development), Carol Gilligan (female versus male moral development) and Erik Erikson (identity formation) in order to explain how values are acquired and maintained, moral decisions are made, and mental health is established.

These questions are addressed by focusing on moral education that is used by educationalists to describe the teaching of behavior, attitudes and ideals that are appropriate for individual and group interactions in a societal context.

It presents the effective strategies of developing students’ social, emotional and moral skills, the factors influencing it and the impact of teachers’ on the issue.

Value/moral acquisition moves from infancy to childhood where conditioning, social learning, and unconscious processes have much more powerful influences than the cognitive abilities that are still under developmental construction. The child also gradually adopts more than a familial view through exposure to school and social situations. In adolescence and adulthood, it is the cognitive-developmental approach that holds the potential to override and re-shape the values previously incorporated into the personality of the child. In general, children learn moral and social behavior at home, in schools and in the wider community.

The paper attempts to present the importance of implications of the aforementioned theories in practice in order to develop and support of adolescents' values/morals formation and show the influence of educators and teachers in the issue.

### **Lawrence Kohlberg’s theory of moral development**

The model proposed by Kohlberg (1976) for the development of moral competence to make judgments is based on the following basic assumptions: All human beings have a cognitive instance known as ‘moral reflection’. It undergoes change which happens in stages or surges.

- These stages, according to Kohlberg are ‘structured wholes’, i.e. the individual makes

consistent morally relevant judgments, that is to say judgments which are in accordance with the stage reached in each case across all situations. These stages are structurally different; the higher the stage the more differentiated the thought patterns.

- The stages are passed through in an ascending order in an ‘invariant sequence’. The development is irreversible. There are no regressions and it is not possible to miss out a stage.
- The stages are ‘hierarchical integrations’, i.e. the thought elements of a lower stage are integrated into the next highest stage, reformulated and differentiated. While arguments from a stage lower than that reached are still understood, they are rejected in principle.
- Transition between the stages is triggered by cognitive dissonances, which are generated by moral conflicts. It is found that the problem can no longer be adequately or satisfactorily solved using the judgments applied hitherto.
- Finally, Kohlberg postulates that moral development is interculturally uniform.

Accordingly, the development of the ability to make moral judgments progresses in the same way in all human beings, irrespective of nationality, culture and gender.

*Figure 1. Summary of the stages of moral judgment according to Kohlberg*

<b>Pre-conventional level</b>	Stage 1	Judgment in accordance with considerations of reward and punishment and on the basis of physical threat.
	Stage 2	Judgment according to the pattern of ‘to each his own’, ‘tit for tat’. Belief in reciprocity.
<b>Conventional level</b>	Stage 3	Judgment in accordance with the ‘golden rule’ principle: ‘Do as you would be done by’.
	Stage 4	Judgment in accordance with law and order: observance of social rights and obligations; principle of equality.
<b>Post-conventional level</b>	Stage 5	Stage of the ideas of the social contract, preserving fundamental rights.
	Stage 6	Stage of universal ethical principles, Categorical Imperative.

Kohlberg differentiates three levels of moral judgment, each containing two stages. These six stages are not categories of a person’s character, but rather an expression of an understanding of justice.

Stage 1 is the stage of heteronomous moral thinking, which is attained approximately at the age of from 3 to 5 and in which one’s own wellbeing is to the fore. The guiding criteria are punishment and obedience. Anything which brings pleasure and avoids pain, or provides a reward and averts punishment, is justified.



Children profess their parents' claim to leadership to be legitimate and submit to the judgment of adults. Stage 2 is reached at around the age of 6/7. The prevalent impulses here are individualism and an objective way of thinking which is characterized by believing reciprocity to be fair. It is moral thinking determined by the objective: What do I get from that? The interests of others are discerned, but one's own benefit always takes precedence. Reciprocity and fairness are the criteria for what is morally correct. This is also expressed in various figures of speech: 'You scratch my back and I'll scratch yours', 'An eye for an eye and a tooth for a tooth!'

In contrast to the pre-conventional level with its egocentric way of thinking (stages 1 and 2), in the subsequent conventional level the viewpoints of society are taken in; society focuses its considerations on integration into reference groups or the social system within which a person lives. At stage 3, a person orients himself towards interpersonal conformity, in which mutual expectations (of roles) and relationships are important. Stage 3 thinking is primarily group thinking. A person orients himself towards the viewpoints of his specific reference groups (e.g. family, friends, and colleagues). At stage 4, the specific social system within which a person lives becomes the focus of the way s/he thinks. The maintenance of the social order is regarded as a moral obligation. A person is guided by the law, justice and order. Specific modes of behavior are assessed by asking the question 'what would happen if everyone did that?' The viewpoint of society is taken in here in that responsibility to society is always discerned.

At the next, post-conventional level, the sociocentric orientation of stages 3 and 4 is overcome. The matter at issue is no longer integration into reference groups or the specific social system, but rather the pursuit of generally valid and recognized values and principles. Stage 5 is the stage where moral thinking is guided by principles. It implies universal guidelines which are applied when making moral decisions for the benefit of international society in its entirety. Reasoning used at level 6 is related to humanity and the very fact of being human. A person is guided by universal ethical principles, e.g. the Categorical Imperative.

The main idea behind Kohlberg's theory of moral development is that children and adolescents do not merely soak up or internalize the morals and values of the adults around them, but through situations of moral conflict, children construct their own values and morals (Kohlberg, 1976). The goal of moral education is to stimulate the child to reason at a higher level of moral maturity whereby the individual internalizes his or her beliefs and acts upon these beliefs (Duska and Whelan, 1978). Kohlberg (1976) claims that the means of promoting development (movement through the stages) is through the provision of conflict, so the classroom strategy involves the presentation of a moral dilemma story, sometimes called 'unfinished', 'open-ended' or 'conflict' story. It is 'unfinished', because it presents a student-centered dilemma, and asks how the protagonist should solve the conflict. They have a great appeal as a strategy in value education because they are so student-centered, and therefore possess a capacity to engage through discussion.

Thus, Lawrence Kohlberg researched the logic of moral decision-making in an attempt to make educators aware of the implications of moral development in education. Using Kohlberg's model of moral development, it is possible to address moral development of students by applying the principles of Kohlberg's theory in teaching/learning process.

### Carol Gilligan's Theory of Moral Development

Another great theorist, Carol Gilligan, produces stage theory of moral development for women. Carol Gilligan's 1982 book *In a Different Voice* is now a classic in the psychological literature. Carol Gilligan stated that the already existing theories were developed mainly for men, which was a problem. Gilligan pointed out the quality differences women and men moral judgment. The author proposed two models in her theory which are "ethic of care" and "ethic of justice" (Gilligan, 1982). She stated that both women and men use two judgements from time to time. But "ethic of care" is mostly seen for women and "ethic of justice" is mostly viewed for men. Her theory is divided into three stages of moral development beginning from selfish, to social or conventional morality, and finally to post conventional or principled morality.

*Figure 2. Gilligan's stage of the ethic of care*

<b>Preconventional Level</b> Orientation toward individual survival	Stage 1	Initial concentration is on what is practical and best for self.
<b>Conventional Level</b> Goodness as self-sacrifice	Stage 2	Self-sacrifice is goodness.
<b>Postconventional Level</b> Morality of nonviolence	Stage 3	Principle of nonviolence: do not hurt others or self.

Gilligan's stage theory is hierarchically arranged, but not invariantly sequential and reflects women's growth. The theory explains a morality of responsibility based on non-violence and harmony. Gilligan's theory is valuable in gaining an understanding of women's moral growth process. By incorporating gender differences suggested by Gilligan into their work, teachers can more effectively address adolescent development and strengthen women's voices in the world.

### Erik Erikson's Theory of Psychosocial Development

Erik Erikson's (1958) model of psychosocial development is a very significant, highly regarded and meaningful concept. Erikson developed eight specific stages of personality from birth to old age. At each stage there is a developmental crisis that must be resolved. The word 'crisis' in this context is a psychological task or a long-term issue that must be resolved in order for a person to take a significant step forward in his or her development. According to Erikson, the personality develops continuously throughout the life cycle. The individual's personality is in constant motion. It is always redeveloping itself. Erikson's stages of psychosocial development:

### **1. Trust vs. Mistrust**

It is essential for infants to establish a basic trust that their environment is secure and responsive to their needs. Erikson sees the child's main psychosocial learning as learning to trust the people around, or if the environment is not satisfactory, as learning to mistrust others. He says that at some time in the first year of a child's life the child develops a view of the world that is basically trusting or mistrusting. He sees this view as relatively stable throughout life, although it is possible to change this view at any stage.

### **2. Autonomy vs. Doubt**

During the second and third years the child moves on to develop an attitude of autonomy or doubt. If parents recognize young children's needs to do what they are capable of at their own pace in their own time, then they develop in him/her a sense that s/he is able to control his/her own muscles, impulses, selves and not insignificantly, his/her environments - the sense of autonomy. The child comes to see him/herself as a focus of self-generated motor action and cognitive skills. If parents insist on always doing things for children because they are slow or if they criticize and overprotect, children will doubt their own abilities.

### **3. Initiative vs. Guilt**

As children turn four and five, they come to understand the past and the future as well as the present. They can take more initiative and responsibility for their actions and begin to consider others' viewpoints. This is a time when children are ready to learn, to interact co-operatively with others and to emulate ideal models. Children increasingly want to take the initiative, but if they are laughed at and consistently told they are a nuisance, they are likely to start feeling guilty about their own actions.

### **4. Industry vs. Inferiority**

School age children (6-11 year-olds) enter a stage of mastering their cultures and skills, learning recognition by producing things, succeeding in their endeavours and achieving a sense of being worthy and worthwhile. At this time children acquire the fundamental tools for functioning in society. If children are discouraged from exploring their world, they can begin to feel inferior.

### **5. Identity vs. Role Confusion**

From 12-18 years, in the years around puberty, children begin to develop a sense of personal identity and role definition, setting the stage for the emergence of the ability to be intimate with others. It is also a time when children may become confused about their roles, and who they are. Adolescents search for a new continuity and sameness to replace old rules and concessions of childhood. They are searching for the social values they will believe in. Achieving identity often requires a young person to experience and identity a crisis involving much soul searching and experimentation. It is the crisis resolution that facilitates the achievement of a sense of personal identity. The successful completion of the task will provide the growing youth with a sense of who s/he is and provide a strong sense of self-esteem and personal values system.

## **6. Intimacy vs. Isolation**

As adulthood progresses, young adults become concerned about parenthood and the guiding of the next generation. It is a time when the person does or does not learn to share and care about others.

## **7. Generality vs. Self-Absorption**

Productivity and creativity are the hallmarks of this period, where the individual becomes more interested in community and world issues or becomes closed off from the world.

## **8. Integrity vs. Despair**

This is the time where the person looks back to the past and is satisfied, or despairs because s/he is unsatisfied and there is no more time left to improve the situation. Ideally the cycle draws to a close with a sense of fulfillment and expectation that the next generation will carry on.

Erik Erikson's psychosocial theory emphasized the emergence of the self, the search for identity and the individual's relationship with others and the role of culture throughout life (Woolfolk, 2005, p.62).

Educators can provide much assistance in this identity formation and acceptance process. They can support the adolescent to learn to cope with and manage all these concerns in their lives. By using their expertise, competence educators can support and facilitate adolescents' value and identity formation, develop their emotional and social skills, assist in personal development. The role of teacher and schooling plays a significant role in personal and moral development as well as in transmitting the basic human values to young people.

## **Conclusion**

In this article three major theories of moral development - of Lawrence Kohlberg, Carol Gilligan and Erik Erikson – were reviewed and some suggestions provided on how to apply theoretical principles of moral education in practice. This paper has presented and clarified several key points in the value-acquisition process.

Thus, educators and teachers are key figures in fostering and supporting young people's personal, social and moral development. Educators and teachers have a great responsibility of serving as transmitters of moral education as well as facilitators for the personal development of children and young people. Both transmission and developmental approaches to values/morals formation might promote young people's further exploration of self and motivation to enhance their personality. Effective teaching aims at creating strategies and learning environment that encourage learners' personal, moral and social development by using teaching and learning methods based on educational theories and derived principles. In conclusion, the application of these valuable moral development theories in practice will enhance moral education in school.

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## **Linguistic characteristics of newspaper articles**

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### **Abstract**

Media and press language play one of the pivotal roles in learning English for Specific purposes, especially in teaching press and media language. Teaching and learning English comprises the linguistic characteristics of newspaper articles. It is important to know the structure and specific characteristics of printed media articles, such as their style and design of headlines, linguistic and grammatical aspects of newspaper texts, in order to create or translate an informative, political newspaper articles in English. The existing experience of laconic and significant article texts and headlines enables us to discuss the problem of considering such articles. The main objective of this article is to survey and assemble the basic complex aspects typical for English printed media. As examples English current political articles and headlines are cited. The paper can be useful for teachers, journalists, students and people concerned with media and press field.

**Key words:** newspaper article, political article, headline design, article structure

### **Introduction**

In the permanently changing information age mass media and informational technologies take an important part in people's lives. Every sphere of society is influenced by media: television, radio, Internet, printed media, etc. People of all ages try to direct these technologies to develop and improve their social, educational, cultural and other aspects of their attitudes, beliefs and professional lives. Mass media is also known as the 'fourth estate', which highlights its great importance and influence on society.

In the age of technologies, when internet, television, and radio have embraced every sphere of society, printed media still retains the main information provider, entertainer and communicator for society. Like other informational media, newspaper also provides information at the right time.

Newspaper's main efforts are to attract and hold readers in a competitive market. Consequently, readers of all ages usually can find something interesting for them. According to Tiwari, newspapers cannot substitute the internet, TV or radio, because they provide information faster, but, on the other hand, newspapers offer a more balanced account of news along with „backgrounds, better interpretative, investigated and thorough reporting and coverage, wider variety of reading material and shades of opinions in their columns'' (Tiwari, 2013, p.199). Newspapers contain cartoons, illustrations, graphics, and the main ideas they highlight with the

help of headlines, columns, interviews, and editorials. All these provide a better comprehension of complicated events and affairs.

In educational field, especially for language learners for specific purposes, mass media and communication language is very important. Dr. S.Tiwari (2013) writes, that education technology has an immense potential for augmenting education facilities and improving the qualities of education, particularly at the higher stage. Mass media in teaching and learning language means to achieve and contribute to a higher quality and quantity of output from the education systems.

Formal language learning and teaching includes using printing media. Any newspaper, including a newspaper in English, contains many kinds of information and provides comprehensive written material about different spheres of society, such as politics, economics, business, military matters, bank affairs, sport, culture, even children's columns, undoubtedly, it has become a wide opening for learners, especially for language learners. Newspaper material, being authentic linguistically and educationally, is an irreplaceable resource in reading, translating, understanding and practicing a foreign language.

News are offered on a daily basis and the resources are constantly renewed. Current information from different fields of the world makes the educational process more active and interesting, as students can discuss every exciting piece of hot news.

It is important to know the structure and main characteristics of newspaper articles, such as their style, design of headlines, linguistic and grammatical aspects of newspaper texts, in order to create, translate, understand and discuss newspaper articles in English.

### **Structure of newspaper articles**

In journalism there exist a lot of ideas and rules about the structure and the format of a newspaper. Most of them are very similar internationally, and almost all newspaper articles are formatted according to the accepted standards in journalistic field.

People reading newspapers are influenced by articles in everyday life. The information that a newspaper article contains must provide current events and issues and must be interpreted and analyzed. Publishers and journalists use splashing headlines, pictures, and graphics to attract and hold readers' attention.

The order of the information in the text implicates the following: headline and lead always come first. Lead is the opening of the article history or the context. The headline is separated with bigger and bold letters in comparison with the whole text. Byline is also printed by different fonts and sometimes is formatted in Italics.

Before comments there are usually ordered verbal reactions toward the end of the article, but sometimes the article has no comment section in the end. Van Dijk (1985, p. 89) concludes about the ordering rules that „some rules are fairly strict and general, whereas others have a much more optional nature, being no more than

preferences, which may differ from culture to culture, newspaper to newspaper, journalist to journalist. In that case, the formal rules are no longer algorithmic, but become variable”.

As for the above-mentioned rules accepted in journalism dealing with the the newspaper article sections, five main parts can be named: headline, byline, the main section, explanation, and additional information.

**Headline:** It is the simple and short phrase or statement, which attracts the direct attention of the reader about the presented event.

**Byline** is the place for author personality of the article.

**Leading section** is the opening of the article, which includes the main information and answers all questions: who, what, where, when, how and why. The author must write the answers to these questions to provide the most important information.

**Explanation:** the writer must provide some important additional details about the fact, real statements, which can be persuasive for the reader: quotation of the eyewitnesses or any other information, which the readers have to know to ensure accuracy. It is important to place the most important detail first.

**Additional Information:** this last part of the article is less important, but the presented additional information must be connected to the main theme of the article and must include interesting information, similar to the mentioned news or simply good to know.

In the following article from The New York Times can be divided into the following elements.

Prison industry looks within - **[Headline]**

By ELIZABETH FRY -**[Byline]**

An experimental new program spearheaded by the Department of Justice and the Department of Corrections will place federal and state lawmakers, criminal court prosecutors and judges, wardens, and guards in five randomly-chosen prisons for a period of three days per year. **[Leading Section]**

The National Prison Rehabilitation Program aims to give those in the prison-industrial complex the experience of those they condemn, and the time and space to discuss ideas for reform. It leverages empathy to reduce the incarceration rate in the U.S., the highest in the world by far. **[Explanation]**

“It’s part sentence, part all-expenses-paid meditation retreat,” said Department of Corrections head Tom Hayden. The conference-like structure will feature keynote speakers and breakout discussions.

“Once we get some of these players together in these facilities, I think it’s pretty certain that great things will happen.” **[Additional Information]**

The author of the ‘Structures of the News in Press’ writes that “both rules and strategies have a cognitive nature and language users may use both fixed rules as they are shared in a community, more variable rules, and



context bound, goal-directed strategies in the production and understanding of discourse.” (Van Dijk, 1985, p. 89).

### Specific characteristics of headline design

A newspaper headline is a very short summary of a news report. It normally appears in large letters above the report, a headline amount, number, or rate is the most important one or the one that people notice most (Cambridge Dictionaries Online, 2015).

The newspaper headline's place is, on the one hand, directly on the head of the text of the article (or heading). On the other hand, the first or front page of the newspaper is the cover, and its design with photos or other visual appeals attract readers' attention first. As for the back page, in most cases it is full of visual advertising, which increases the commercial profit of the newspaper.

*A headline can be short or long. It depends on the article author. To save place, but attract large amount of interest, the headline should be direct, simple and powerful. The journalist must have the creativity to design the headline which will provide attraction for potential readers. Color of the headline is also one of the considerable aspects of the article. Contrasting colors are the most used, but red color is the most accepted, especially in the design of the breaking news and front page headlines.*

“Newspapers have the advantage of offering the full story, noting that front pages are an important part of that story. You want to be able to be informative, be creative and take a chance on design.”- says the copy editor Tamara Dunn (Tenore, 2011).

Kenneth Beare (2015), an ESL (English as a Second Language) expert, in his article *Understanding Newspaper Headlines* offers students a headline guide, where he underlines the most important details of a good headline:

- Noun phrase, with no verb;
- A string of three, four or more nouns together;
- Verb Changes (Simple tenses, infinitive form, passive voice without auxiliary verb);
- Dropped definite and indefinite articles.

The complete sentences in the headline are usually written in active voice, involve complete sentence structure in present tense for immediate past information, past simple tense for past perfect and future tense for the coming event. It must contain a verb, which describes the following text content most perfectly and directly. Usage of modal verbs, gerund and infinitive is also very common in the headlines.

Examples:

- ***Global Problem Turned Into Global Solution*** -past activity is expressed in past form. ***Congress Returns Civics to High School Curriculum***- immediate past information expressed in present tense.

- *Education Department Plans National Tax Base for Schools - future event expressed in present tense.*
- *Troops to Return Immediately/ Nationalized Oil to Fund Climate Change Efforts –infinite.*
- *Crumbling Infrastructure Brings Opportunities - gerund*
- *Progressive Movement Can Take Credit for New Direction By Leaders –Modality*

(All headlines from *The New York Times*, July 4, 2009)

Interrogative sentences are widely used to set the question rose according the statement mentioned in the article. Sometimes a question mark is omitted.

Examples:

- Do the Democrats and Israel Have a Future Together? (*The NYT, March 20,2015*)
- Africa's political event of the decade? Nigeria goes to the polls. (The Guardian, March 29, 2015)
- Can We Put Money to Better Use?
- Is Improving Schools All About Money? - Both headlines from The New York Times (March, 26, 2015)

Sometimes, direct speech is used as a headline. This form may be so expressive and significant, that it provides the importance of the phrase, which may obviously have an influence upon the readers. Its punctuation is also significant. For direct speech colons are used, but sometimes we meet only commas instead of colons. A paraphrase is also met in the headlines. The word, **'say'** in present simple and speech marks can be omitted. A semicolon is used when two parts of the phrase have an equal sense.

Examples:

- *Rice: Troops Never Faced Annihilation Risk* (New York Times. July 4. 2009)
- *Jeremy Clarkson to his critics: go and create a Top Gear rival* (The Guardian, March 26, 2015)
- *Ebola upsurge could undo progress in blink of an eye, warns expert* (The Guardian, March 26, 2015)
- *Iran Nuclear Deal May Be Done by Next Week, U.S. Official Says* (The NYT. March 26, 2015)
- *EU calls on Georgia to refrain from political revenge* (The Georgian Times, March 26, 2015)

Abbreviations are very common in the headlines. Their main point is to shorten the word or phrase. Their usage in the headline provides more information with fewer letters.

Examples:

- *Labor Dept. Launches Job Creation Program* - shortened word- *Department* (The NYT, July,4,2009)

- *C.I.A. Officers and F.B.I. Agents, Meet Your New Partner: The Analyst* -shortened phrases-Central Intelligence Agency and Federal Bureau of Investigation.(The NYT. March 26.2015)

The usage of numbers and years is very common in the headings. Sometimes, for splashing news, the headline starts with numbers. In most cases we do not meet written, spelled numbers. Examples:

- *Obama Praises Affordable Care Act on Its 5th Birthday.* (The NYT. March 26, 2015)
- *Three Drinks a Day Causes Liver Cancer*- numbers under 10 can be met spelled. (Daily Mail. March 25, 2015)
- *Dollar price hits 2.2287 GEL* (The Georgian Times. March, 26, 2015)

*The word 'Exclusive' itself contains something unexpected and interesting that entices readers and is very consumable in headings. Example: An Exclusive Interview with Former President Bush (The NYT. July 4, 2009).*

A good headline defines the number of the readers of the article and, eventually, of the newspaper. From informative and marketing point of view headlines create the guarantee of the newspaper success.

### Grammatical aspects of newspaper texts

They say that press / media language is brisk language. Language itself is social in its nature and is connected with the people, who develop their language with the development of society. Press / Media language should express its natural meaning effectively. It will be possible for journalists to write their article according to the rules.

In his book *The Language of news Media* Allan Bell (1991) writes that news consists OF two different basic forms: *hard news* and *features*. **Hard news** is news maker's staple product: reports of accidents, crimes, announcements and other recent events, which have occurred or come to light since the previous issue of their paper or program and it is the place where a distinctive news style will be found. **Features** are the most obvious case of soft news: longer articles covering immediate events. They provide a background, sometimes editorialize and are usually bylined with the writer's name. Bell also remarks, that in features journalists are allowed to use more liberty of style of writing. Maybe this aspect encourages non-journalists to write many features in the newspaper.

Morphology and syntax – these two parts of grammar, which treat forms of words, phrases and sentences are the main preconditions for journalist to write a perfect article (its contents, of course, are also important, e.g. validity of the information). As word building is a special sphere between lexicology and grammar, the right usage of lexical units and their diversity is also one of the basic aspects of a good article. The right information in the right form is nearly the basic challenge of the journalist.

From morphological viewpoint, the newspaper texts involve all parts of speech. In most cases the whole article is written in indicative mood to represent the action in real. The headline and the full text often are written in different tenses. For example, in spite of the headline, which can be formed in the present tense to introduce the past event, text is usually in the past tense. The headline which refers to a future event with its infinitive, present simple or gerund form of the verb, usually is accompanied by the text content written in the future tense. Perfect tenses are also very common for exact action to be provided for the readers. Examples:

***The greatest show on Earth: Millions across Britain stop to watch the first solar eclipse of the century as day slowly turns into night (but make sure you don't take any selfies!)***- (headline which is in present simple with infinitive verb) and quotation from this article:

***This morning at around 8.30 AM, the skies will start to go dark when the Moon moves between us and the Sun in the first solar eclipse of this century*** (text about the near future event expressed with future indefinite tense). (Daily Mail. March 20, 2015)

***Senator Mitch McConnell of Kentucky has begun an aggressive campaign to block President Obama's climate change agenda*** (Action expressed in present perfect tense)- (NYT, March 19, 2015).

Modality is very common in the articles because the journalist's aim is to prove the information. Modal words indicate whether the speaker is sure that the contents of his statement correspond to reality, or doubts it, or regards it as something possible, probable. According to Bonyadi (2011) the role of modality in the newspaper editorial is a special importance in that journalist tends to make use of this property to establish a favorable or unfavorable bias throughout the text to manipulate readers' opinion. In most cases in the newspaper we meet various degrees or shades of probability (maybe, perhaps, possibly, probably, etc.), certainty (certainly, surely, of course, no doubt, really, indeed, etc.) and desirability or undesirability (happily, luckily, fortunately, unhappily, etc.). Usually paragraph starts with these words. We also meet discourse makers - small words and phrases, whose job is to organize, comment on, and somehow frame the speech or the written text. Writing a formal text is very close to newspaper language, for words expressing order / cohesion are used in the text – Firstly, First, First of all, next, last, etc. For summing up the main points or finishing the text, are used the phrases 'in summary' and 'in conclusion'. Example:

*"You might consider closing your Facebook account, if you have one," Schima told attorney general Yves Bot in a hearing of the case at the European court of justice in Luxembourg. When asked directly, the commission could not confirm to the court that the Safe Harbour rules provide adequate protection of EU citizens' data as it currently stands* (Modal verbs in affirmative and interrogative form). **Leave Facebook if you don't want to be spied on, warns EU** (The Guardian, March 26, 2015).

Common case and genitive (possessive) case are both common in the newspaper language. Active and passive voices are also used equally.

Preposition's features, such as bilateral combinability with a noun and a word belonging to almost any part of speech and its function of a link word, are one of the leading elements of the text. Conjunction

(coordinating and subordinating) also has nearly the same functions as preposition; their usage significantly enriches the text's attractiveness. Phrasal verbs take an important part in not only written, but also in spoken modern English.

Syntax is the study of the sentence. The general idea of the sentence is a special syntactic combination of words, but there also exist one-word sentences. The newspaper text consists of sentences. Unlike the headline, the text can be composed of complex and compound sentences. The object, attribute, parenthetical elements, adverbial modifier and other syntax units make articles more informative, as one complex/compound sentence can combine information, connected with the main point. It saves the place in the formatting and provides the full context of the news. Example: *A 25-year-old British military healthcare worker who admitted she was too scared to tell her family that she had Ebola has been successfully treated for the disease* (The Guardian, March 27, 2015).

Another example: ***The European Commission has warned EU citizens that they should close their Facebook accounts if they want to keep information private from US security services, finding that current Safe Harbour legislation does not protect citizen's data.*** (The Guardian, March 26, 2015)

The usage of direct and indirect speech is one of the vital aspects in the newspaper article. Explanation and additional information sections are the parts of the article, where direct and indirect speech is to be set. Sometimes the whole article is dedicated to somebody's words, which is the heading of the information.

**Example:** *In a letter to Jonathan this week, the British PM, David Cameron, warned that the poll would send a "signal to the rest of Africa".*

### And

*Linda Thomas-Greenfield, the US assistant secretary of state for African affairs, said last month: "This election will be a bellwether for the entire continent. The world is watching, the continent is watching, Nigeria's neighbors are watching this election."* **Both quotations from the article *The super-rich don't vote in Nigeria: election in the land of rising inequality* (The Guardian, March 27, 2015).**

## Conclusion

Newspaper language style is framed in some rules, but, anyway, keeps its originality, liberality and freedom. Freedom of usage of lexical and grammatical forms, structures and units makes it more free and independent, compared to literature media language, which is more official – characterized by the existence of special experienced phrases and clichés which directly determine exact events or ideas, especially in articles for special themes - politics, economics, business ,etc. The grammatical aspect of the press / media language is not rigidly fixed.

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## **The applicability of intercultural approaches to the development of translation competence at university level**

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### **Abstract**

This paper explores the affordances that an intercultural approach to language teaching offers to translator educators who undertake to develop their students' translation competence. The author briefly outlines the components of intercultural communicative competence (Byram, 1997; 2008) with a view to demonstrating how they correspond to particular dimensions of the translator's cultural, textual, domain, search and transfer competences (Schäffner, 2000). Subsequently, it is demonstrated how selected intercultural approaches, e.g. the ethnographic, approach, the experiential approach, the dialogic approach and the comparative approach, lend themselves to enhancing translator education.

**Key words:** intercultural approach, translation competence, translator education, multilingual society, multicultural society

### **Introduction**

An intercultural approach to foreign language learning, as delineated by Byram (1997), is a well-established theme within documents which affect the education policies of European countries. Its aim is to prepare learners for successful communication across cultures and life in societies which undergo rapid changes due to the globalisation and internationalisation of life, which has been brought about by increased mobility and communication. At the same time, it may serve the purpose of increasing integration within the European Union (Aleksandrowicz-Pędich et al. 2003), with a view to developing learners into European citizens (Byram, 2008). Since intercultural teaching involves the development of knowledge, skills and attitudes, the three dimensions which are promoted within European education at large, including adult education (cf. Council of Europe, 2006; 2007), it seems tempting to review it as a potential approach to be used not only in general foreign language education, but also in professional training at university level. An area which appears to be particularly pertinent to the concept is translator education, which involves the development of competences that, similarly to intercultural teaching, relate to interaction between language and culture. Thus, it is interesting to examine to what extent the selected intercultural approaches lend themselves to the development of particular translation competences. This may be achieved by analysing the components of intercultural communicative competence (Byram, 1997; 2008) as well as the intercultural approaches utilised in order to educate intercultural mediators and relating them to particular sub-competences which fall into the over-arching concept of translation competence.

### **Intercultural communicative competence as a goal of intercultural teaching**

Byram's concept of intercultural communicative competence underlies the general goals of European education, as set out by the Council of Europe (Komorowska, 2006). At the same time, it furthers the affective, cognitive, and social development of those involved in learning. It must be highlighted that the competence is supposed to be developed so that learners who master it become intercultural mediators, who can negotiate meaning in the context of intercultural encounters (Bandura, 2007). A very similar task is faced by translators, who need to operate at the crossroads of languages and cultures in order to ensure successful communication.

Intercultural Communicative Competence (Byram, 1997) constitutes an amalgamation of two otherwise separate concepts: communicative competence and intercultural competence. Both constituent competences can be developed independently, however, in combination they add up to produce a complex competence which is supposed to help foreign language users achieve successful communication in encounters with representatives of other cultures.

Byram (1997) defines communicative competence as a set of three sub-competences: linguistic competence, sociolinguistic competence and discourse competence. In his view, linguistic competence enables an individual to use the target language correctly, both in an oral and written mode, with the use of the knowledge of its system of rules.

Sociolinguistic competence, in turn, empowers communicators to successfully negotiate meaning by interpreting the interlocutor's utterances in the correct manner as well as by expressing messages which the interlocutor is capable of decoding, given his/her socio-cultural background.

Discourse competence is necessary for establishing communication through a variety of text types, and comprises knowledge of text construction rules which would render an utterance both cohesive and coherent.

As far as intercultural competence is concerned, Byram (1997; 2008) perceives it as a set of affective, cognitive, action-oriented and educational components such as: attitudes, knowledge, skills and critical cultural awareness, respectively. Alternatively, he defines them as a number of *savoirs*: *savoir être* (attitudes), *savoirs* (knowledge), *savoir comprendre* (skills of relating and interpreting), *savoir apprendre/faire* (skills of discovering and interacting), and *savoir s'engager* (critical cultural awareness) (Byram, 2008).

Attitudes of curiosity, open-mindedness and readiness to cope with otherness are essential for intercultural understanding, as they underline the ability to discern one's native culture and the interlocutor's culture without the bias of ethnocentrism and without a tendency to draw the kind of superficial conclusions which are usually drawn by tourists. Thus they permit one to act in an objective and non-judgemental manner. Those attitudes manifest themselves in intercultural learners' readiness to come in contact with otherness and treat representatives of other cultures as people of an equal standing; to re-discover their own culture from a neutral vantage point; to undergo the process of adaptation to their cultures and interaction with them while residing abroad; and to experience and use various forms of both verbal and non-verbal interaction (Byram, 2008).



Knowledge of culture per se, its dimensions, cultural and social groups, the cultural artefacts and culture-bound practices enable one to explore one's own and other cultures as well as the processes involved in intercultural encounters at both group and individual level. This kind of knowledge is extensive and comprises: the history and present-day relationships between countries; the means of establishing contact with interlocutors from other countries; but also means of travel, institutions, aspects of geographical perceptions of countries' space as well as national memory. It also covers familiarity with the possible causes and mechanics of intercultural misunderstandings and helps one realise that culture is given, it is not natural, but it is acquired in the course of a lifetime. What is more, it is difficult to objectivise as its perception is always distorted by the filter of one's own cultural background (Byram, 2008).

Intercultural skills involve the ability to interpret broadly understood cultural products originating from a different culture, relate them to equivalent products from the learner's own culture, but also explore other cultures effectively, both in terms of artefacts and behaviour. In addition, they permit an intercultural mediator to make use of all the affective, cognitive and action-oriented components of his/her intercultural competence in genuine real time and intercultural communicative situations. Byram (2008) divided those skills into two groups: skills of interpreting and relating and skills of discovery and interaction. The former enable one to identify and explain ethnocentrism in cultural documents or events, identify and explain areas of intercultural misunderstanding and handle conflicting interpretations of culture (Byram, 2008). The latter skills at large refer to the ability to understand and interpret culture-bound documents and behaviour and are supposed to help one cope with the negative effects of ethnocentrism in real time. They entail the ability to: elicit the concepts and values which underpin cultural documents or events; identify areas of reference within and between cultures; identify similarities and disparities in processes of interaction; identify relationships between cultures over time; use institutions that facilitate contact with other cultures (Byram, 2008).

Last, but not least, cultural awareness/political education refers to the ability to objectively evaluate native and foreign cultural products, practices and perspectives with the implementation of overt criteria and the realisation of their impact on such evaluation (Byram, 2008). In practical terms, this component of intercultural competence permits the recognition of cultural differences and the avoidance or handling of conflicts which are likely to arise in intercultural encounters.

Critical cultural awareness enables one to discern overt and covert values in cultural documents and events, evaluate documents and events in the light of explicit perspective and with the use of selected criteria as well as mediate in situations of intercultural interaction. (Byram, 2008).

### **The concept of translation competence and its constituents**

The emergence of Translation Studies as an academic discipline, or rather interdiscipline – given its complex character and multidimensionality – brought to light the need to define prerequisites to be found in an expert translator who is capable of performing the translation task successfully, which is referred to as translation competence. Thus, it may be stated that translation competence is a concept which sets out the

goals of translator education in the same way in which intercultural communicative competence lays out the goals of intercultural language teaching.

In general, translation competence may be defined as a set of cognitive traits and skills necessary for the purpose. However, due to the complexity of translation per se and the requirements it makes towards the translator, more recently translation competence – similarly to intercultural communicative competence – has been described in terms of knowledge, abilities/skills and attitudes (PACTE, 2002).

Numerous attempts have been made at defining translation competence with a view to making it as comprehensive as possible (cf. Winkler & Dollerup, 1992; Sim, 2000; Pym, 2003; Kastberg 2007). In effect, particular definitions are biased towards cognitive and linguistic competences, while others place greater emphasis on the translator's practical skills. Yet, no agreement has been reached on a single common understanding of translation competence and, due to its interdisciplinary character, the concept is likely to be in constant flux as it needs to embrace numerous challenges faced by translators.

For the purpose of this paper, Schäffner's (2000, p.146) model of translation competence has been selected for a more in-depth analysis as it seems to be inclusive in what it entails. It consists of six major components which can be considered as sub-competencies, and they are as follows:

1. Linguistic competence
2. Cultural competence
3. Textual competence
4. Domain/subject specific competence
5. (Re)search competence
6. Transfer competence

The first four competences appear to be more knowledge-based and set, thus less likely to change dynamically, while the last two are more procedural.

Linguistic competence denotes the knowledge of both the source language and target language which the translator mediates when performing the translation task. It is the most obvious component of translation

Cultural competence refers to the knowledge of the historical, political, economic, cultural and other aspects of life in the source/target language countries, which the translator must take into account (Schäffner, 2000).

Textual competence relates to the knowledge of the conventions which govern the production of text genres and text types (ibid.).

Domain or subject-specific competence is the knowledge of the subject matter covered by the text being translated. It requires from the translator expertise that would assist him/her in coping with the text with a

sufficient understanding of the subject area, which is necessary for avoiding content-related errors in the translated text (ibid.).

(Re)search competence is the knowledge of strategies which would enable the translator to resolve problems which are likely to arise in the course of the cross-cultural transfer of texts (Schäffner, 2000).

Finally, transfer competence equips the translator with the ability to produce target texts which would meet the demands of a particular translation task (ibid.). This competence is defined so generally because it describes / signifies the actual translation process, to which all the remaining competences contribute.

Schäffner's model of translation competence is congruent with other pedagogical models, e.g. it is parallel to the one proposed by Neubert (2000), from which it differs only in the addition of (re)search competence, which is missing from the latter. It also bears similarity to Fox's (2000) model which comprises:

1. Communicative competence
2. Socio-cultural competence
3. Language and cultural awareness
4. Learning how to learn
5. Problem-solving goals

Fox's (2000) communicative competence could be described as a rough, albeit somewhat broader, equivalent of Schäffner's (2000) transfer competence.

Socio-cultural competence, which refers to the translator's awareness of the socio-cultural background of the source text as well as the ability to understand texts originating from the source/target language culture, corresponds to Schäffner's (2000) cultural competence.

Language and cultural awareness, i.e. awareness of language rules, the knowledge of how meaning is conveyed, and ability to produce target texts in agreement with the linguistic and cultural norms of the target language community, shares common ground with Schäffner's (2000) linguistic competence and domain competence.

The last two components, i.e. learning how to learn, which empowers the translator to constantly self-develop by (re)searching indispensable translatory resources and utilising them, and problem-solving goals, which refer to awareness of situational, linguistic, cultural or textual problems in translation and the ability to resolve them effectively, correspond to Schäffner's (2000) (re)search competence, although they more explicitly emphasise the idea of the translator's metacognitive development.

As it can be observed, all the three models share the emphasis on competences pertaining to four major elements: language, culture, text and problem-solving. Since the purpose of this paper is to consider to what degree intercultural approaches to language teaching lend themselves to the development of translation

competence at large, the approaches will be briefly introduced and related to the major constituents of translation competence which have been discussed above.

### **Selected intercultural approaches to language teaching**

There are four major intercultural approaches to language teaching: (i) the ethnographic approach, (ii) the experiential approach, (iii) the dialogic approach and (iv) the comparative approach. One must be cognisant of the fact that none of them is expected to take a dominant position in relation to the others. Moreover, they can be treated as complementary and help instructors enrich the repertoire of means through which learners' intercultural knowledge, skills and attitudes are developed.

#### **Ethnographic approach**

The teaching of culture through *ethnography*, which has been advocated, *inter alia*, by Barro et al. (1993); Sercu (1998) and Corbett (2003), consists in students recording, comparing, translating and explaining (inter)cultural experiences. In effect, learners are offered an opportunity to play the role of participant observers (Cooper, 1998), who collect cultural information and analyse it while participating, in a more or less direct manner, in other cultures.

Ethnographic techniques permit learners to follow the paradigm of experiential learning, whereby they build their own image of other cultures in order to arrive at their own, unimposed and personally derived, conclusions. Most ideally, this should happen in another country, location, where they can interact with strangers on a daily basis. However, even if that is impossible, vicarious experience can be substituted for interpretative activities. An illustration of that kind of work mode is *textual interpretation*, which, through the language involved in literary pieces learners, can explore otherness and perceive other people's perspectives. Yet, it is worth underlining that *textual interpretation* exceeds the boundaries of hermeneutic study. As Corbett (2003) elucidates, the notion of *text* here is extended to information carriers such as: cartoons or even images, e.g. photographs.

Another helpful tool to use in this case is a set of *empathy-building activities* (Sercu, 1998; Corbett, 2003), which make learners reflect on strangers' frame of mind with a view to exploring emotions which are likely to accompany particular cultural events. It is the kind of work that is very likely to enhance learners' preparation for effective intercultural mediation.

Interesting alternative ethnographic techniques have been proposed by Cevalco (2000), who suggests that intercultural learners may in addition analyse cultural products, use semiotics in order to culturally explore texts or attempt to consider the profile of the audience of a selected text on the basis of its content.

In Corbett's (2003) view, ethnographic activities help learners meet one of the requirements that Byram (1997) places on intercultural learners, which is the development of the ability to perceive other cultures from

the insider's perspective, while being able to view one's own culture from the perspective of an outsider. Difficult as both objectives may be, they are possible to achieve. The former may be attained through *observation with understanding* while the latter by decentring, i.e. the ability to look at one's native culture with a fresh pair of eyes, and without the ethnocentrism which characterises people's self-perception. One who masters the skills is capable of assuming what Kramsch (1996) refers to as *the third place*, which is a vantage point equidistant from both cultures concerned, and which in turn permits one to mediate successfully between them despite the challenge involved in the reconciliation of cultural differences.

For that purpose, as part of *home ethnography* (Barro et al. 1993; Roberts 1995), learners may even explore their native culture alone, as they can simultaneously develop ethnographic skills as well as distance themselves from their own culture (Barro et al., 1998), which they may naturally find hard to objectivise. Ultimately, learners are expected to acquire observational skills, learn how to handle culture clashes and develop the ability to distinguish between a range of communication patterns (Corbett, 2003).

### **Experiential approach**

The *experiential approach* has a two-fold aim; on the one hand it is supposed to develop learners' cultural awareness and attitudes necessary for effective intercultural mediation, while on the other, it is meant to help learners master the skills of actual intercultural communication in real time.

It is obvious that this kind of learning can be achieved within the naturalist framework (Fenner, 2000), where learners are stimulated to construct their knowledge actively through experience, not the transmission of declarative knowledge. What is worth emphasising here is that the naturalist framework gives learners an opportunity to actively build their own picture of the culture(s) under investigation while only being guided by the teacher towards that goal. As Kramsch (1993) puts it, in constructivist learning, learners who explore selected language systems constantly construct and reconstruct meanings, but this kind of construction goes way beyond language per se and also cover other components of culture, such as culture-bound behaviour and artefacts, and that in turn permits the exploration of thought patterns, beliefs and perspectives, which are the implicit strata of culture.

Within the experiential approach it is essential that learners experience cultural difference, reflect on it in the most objective manner and draw conclusions, so that in the process they can not only acquire new knowledge and skills but also attempt to test them in situations of intercultural interaction. This kind of learning requires time and systematic work, only then is it likely to result in tangible outcomes. It is best reflected by Kolb's Learning Cycle (Kolb, 1984), which comprises four stages through which learners advance while dealing with a new experience.

Intercultural experiences which are suitable for the constructivist learning model may ideally be gained through direct contact with otherness (Sercu, 1998), e.g. during a visit abroad. However, they may also be

simulated in the classroom, with the benefit of peer and teacher support, which learners may need if they find cultural phenomena overwhelming (Kohonen et al., 2001).

Raw (1998) demonstrates actual techniques that may be used for experiential learning, whereby learners can compare cultures, investigate and deconstruct prejudices and stereotypes. They may range from short warm-up activities through reading tasks to more elaborate individual research assignments or more complicated group projects. As Kohonen et al. (2001) posit, for recording experiences and reflecting on them learners can, *inter alia*: keep a diary, or portfolio, participate in or watch drama performances, through which intercultural scenes can be simulated, problem-solving tasks and case studies. These can also be supplemented by also add: the writing of fieldwork diaries, research based on surveys or interviews (Barro et al., 1993).

### **Dialogic approach**

*The dialogic approach* helps students investigate the process of text construction and deconstruction. In other words, it offers intercultural learners insight into the manner in which the content to be communicated in a reading passage is encoded by its author in accordance with the author's cultural perspective or perceptive schemata. At the same time, learners must be able to develop awareness that the encoded text needs to be successfully decoded by the reader so that the latter understands the content in the same way in which the former saw it at the stage of text construction.

An expected outcome is the realisation that if the text writer and readers happen to be representative of different cultural groups, both a national or sub-national level, the message decoded may differ significantly from the intended by the text author.

Caspari (Müller-Hartmann, 2000) recommends that dialogic activities involve: pre-reading, intensive reading and post-reading stages, where at first, learners are supposed to approach the text under examination with curiosity and awareness of cultural background, which will affect their interpretation of meaning. Afterwards, they will decode the text in order to interpret and evaluate the culture that it represents. Finally, they have to integrate the perspective of others with their own so that they can they can approach texts from a wider angle which would incorporate the perspectives of strangers, not only their own.

What stems from the above is the conclusion that the dialogic approach puts to the fore hermeneutic analysis through which intercultural knowledge, skills and awareness can be developed. What is more, another outcome is likely to be highlighting of the challenge that translators face while mediating between the source and target texts as they attempt to decode the source content and encode it again, this time in the target language, only in accordance with the perceptive schemata of the target audience.

### Comparative approach

*The comparative approach* (Byram (1989; 1997; Edgington, 2000), as its name indicates, involves a comparative study of the learners' native and target cultures. However, such a comparison cannot boil down to the mere listing of similarities and differences between the cultures in question, because that is very likely to result in shallow perceptions through which positive and negative stereotypes about both cultures may only be strengthened. The comparison must involve relation of information, interpretation of facts, and analysis of the relevance of the data collected (Kastendiek, 2000). After all, as Byram (1989) puts it, the comparison is supposed to result in the relativisation and contextualisation of one's native culture that are likely to result from the exploration of another culture.

Therefore, it is vital that learners relate their observations of the target culture to their own. It helps learners not only decentre from, or objectivise, their native culture, but also realise that one's perceptions of self and otherness are determined by one's own culture (Edgington, 2000). As Byram and Morgan (1994) posit, cultural contrastive analysis must enable learners to develop awareness of the various value systems and beliefs that underlie specific cultures.

What is of paramount importance is the focus of the comparative study, which may be either on similarities or differences. Irrespective of the choice, the focus must be balanced so that learners are capable of relating to the phenomena under observation, avoiding the conclusion that the cultures compared are congruent and at the same time avoiding the development of negative stereotypes (Edgington, 2000).

What is more, learners must avoid the fallacy of the impression that either of the cultures is central to the analysis. In other words, it is vital that they do not analyse another culture with an ethnocentric attitude, nor are they to develop the conviction that the target culture is superior to their own (Edgington 2000, *ibid.*). Thus, the outcome of intercultural analysis hinges upon the manner in which the approach is implemented and on the kind of discussion and reflection that the very comparison is followed by. Byram and Morgan (1994) state that the cultural comparative analysis ought to reach beyond national culture so that learners understand the complexity and multi-facetedness of what is commonly generalised as national.

All in all, it may be stated that the comparative approach is congruent with the idea of the bottom-up strategy (Bolt, 2001) of learning which intercultural teaching is meant to involve. No preconceived viewpoints are supposed to be transmitted to the learners by the teacher, who is only to create conditions in which learners will work independently and develop their own understanding of cultural issues, while trying to avoid stereotyping (Collie, 1998; Kołodziejczyk, 1998).

Examples of intercultural language teaching activities have been offered by Tomalin and Stempleski (1993) and Huber-Kriegler, Lázár and Strange (2003), and they include: deducting information from cultural products, e.g. advertising, reflecting on own culture, discovering other cultures by analysing behavioural patterns and language expressions, and interviewing foreigners.

### The applicability of intercultural teaching to translator education

Now that the characteristics of selected approaches which are utilised within intercultural language teaching have been demonstrated, it is desirable to analyse in what ways they correspond to the competences to be developed in future translators and answer the question of 'whether they can facilitate translator education at large'.

First and foremost, it must be underlined that intercultural learning can be most thoroughly realised in adult classrooms due to the fact that it requires not only the development of knowledge but also of skills and attitudes, which necessitates from learners the ability and readiness to: work independently from the teacher, reflect on self-perceptions and identity as well as shift perspectives. It is reasonable to propose that such goals will be most effectively developed at university level, where students by default display a relatively high degree of maturity and willingness to involve in learner-centred investigative learning.

On a more detailed level the usefulness of intercultural teaching for translator education is perceptible when specific intercultural approaches in this respect, and each of them seems to have to something to offer.

*The ethnographic approach* helps translation students collect cultural information and also analyse it critically, through which they build their own understanding of culture per se and particular cultures. In effect, they need to develop their *cultural competence* but also practise precisely what they will be expected to do when translating: analyse documents or the context of events, including implicit phenomena which underpin them. In this manner they will additionally increase their *(re)search competence*.

A particularly relevant kind of ethnographic learning will be based on textual interpretation, including semiotic analysis, which is likely to enhance students' *textual competence*, indispensable for the translation of written documents. An additional advantage here is the learning of hermeneutics on the basis of means of communication which frequently accompany textual documents, e.g. graphics as well as elements beyond the text itself, i.e. the audience.

What is more, if ethnographic learning involves a visit to a foreign country or a culturally strange setting, it gives students a chance to interact with in real time, which may be good preparation for situations where one is expected to perform oral interpreting. The skills which may be developed as a result help learners increase their knowledge of the target language (*linguistic competence*) but also explore communication patterns, without the familiarity of which the task of translation is impossible (*textual competence*).

The most general outcome of ethnographic learning will help translation students develop the ability to approach both source and target texts from the vantage point of the third place, whereby they may be able to negotiate meaning between the author of the source text and the recipient of the target text with far greater understanding of potential culture-bound problems (*transfer competence*).



*The experiential approach* helps students intercultural mediation in real time, which may be particularly useful for future interpreters, who have to be able to transfer information between members of different language and cultural groups. In the course of that they develop both *linguistic and transfer competence*.

Since the experiential approach places emphasis on bottom-up learning (Bolt, 2001), and involves students in intercultural experience as well as subsequent reflection and experimentation, e.g. through Kolb's Learning Cycle (Kolb, 1984), it is a tool with which to develop *(re)search competence*, which enable translators to develop systematically in agreement with the paradigm of life-long learning (Council of Europe, 2007) – or *learning how to learn*, in Fox's (2000) view – so that they can update themselves on changes occurring to language systems and cultures.

One more dimension of this approach permits students to carry out both individual and group project work, through which they can improve their knowledge of specific subject matter areas (*domain competence*) as well as learn how to collaborate with others. The latter work mode could also involve telecollaboration, i.e. the use of online tools, which is increasingly being practised by contemporary translators (Mrochen, 2014).

*The dialogic approach* is the one that most directly corresponds to translator's job in that it trains students in text construction/deconstruction. Therefore, through hermeneutic analysis, it makes them aware of how text types are constructed, given the cultural circle from which they originate. Expertise in that field may contribute to the development of students' *textual competence*, and in the long run also *transfer competence*. After all, successful transfer of information from the source text to the target text depends on the degree to which the translator is aware of how a message encoded and decoded by representatives of disparate cultures may differ for either of the two parties.

*The comparative approach* may foster the development of *cultural competence and (re)search competence*, as it requires students gather, relate and interpret cultural information as well as reflect on the relevance of the data obtained. In its more elaborate form, this approach helps students develop a relatively objective attitude towards otherness thanks to increased awareness of the thought patterns and values which motivate culture-bound behaviour, including language behaviour, as reflected by Agar's (1994) concept of *languaculture* or Fantini's (2002) *linguaculture*. Last, but not least, this approach is to stimulate translation students to explore cultural issues individually so that the images of culture which they construct are their own, not their teachers'. While performing the task, they depend on their own prior knowledge and resources, which helps them improve *(re)search competence (learning how to learn)* as well as equips them for the challenges of life-long learning. The added value of this work mode is the fact that forces the students to resolve problems independently, which frequently is an inextricable feature of the translator's job.

## Conclusions

In the light of the analysis which has been performed above, it is possible to conclude that intercultural approaches to language instruction appear to be applicable to translation education at university level. This idea

finds support in the fact the four intercultural approaches selected for a review, i.e. (i) the ethnographic approach, (ii) the experiential approach, (iii) the dialogic approach and (iv) the comparative approach, permit the development of major translation competences, as envisaged by Schäffner (2000).

Firstly, they foster the development of (re)search competence, as they put the student at the forefront of, learning and encourage independent exploration of language and culture as well as reflection. They also facilitate the development of textual competence, whereby students discover the culture-bound rules of text construction and transfer competence, which helps them study how to transfer meaning from one type of text to another. In effect, students can be prepared for negotiating meaning orally (interpreting) or textually (translation) in intercultural communicative situations.

Due to the fact that in intercultural teaching language and culture are viewed as inseparable elements, it additionally enables students to increase linguistic competence, i.e. the knowledge of the language rules of the native and target language, and cultural competence, through which students develop cultural self-awareness as well as knowledge about other cultures. Both are inherent elements of translation and without them no translator will be able to perform.

The translation competence which appears to result from intercultural teaching to the smallest degree is domain/subject specific competence, which is the knowledge of particular subject matter, connected with the type of text that the translator is supposed to deal with. However, there is room for improvement here, as the extent to which this competence is developed simply depends on the aspect(s) of culture which students are asked to explore.

To sum up, it is advisable to implement intercultural approaches into the programmes of university courses for translators as they do not only have a potential to enhance components of translation competence and render course content more challenging but also to prepare students for life in multilingual/multicultural society and the globalised, and dynamically changing, world of today.

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## **Integrating reading and speaking skills: A case study in language teaching**

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### **Abstract**

The integration of reading and speaking skills can promote communication performance. Reading involves the components required for spoken production. Communication skills require lexical and grammar knowledge, comprehension, motivation and self-confidence. This study has aimed to explore the benefits of reading abundantly on advancing the language knowledge learners' need to communicate effectively in the target language. This study has found that reading abundantly has a substantial role on the development of speaking skills.

**Key Words:** Reading, Fluency, Accuracy, Motivation, Communication

### **Introduction**

Recently there has been a shift in foreign language teaching towards integrated-skill approach, since communicative competence has been considered as the major goal in language education. When language skills are formed in conjunction with each other; it accelerates the accomplishment of learners' communicative goals. A segregated skill approach does not ensure adequate communication in the target language. That learners concentrate on one skill at a time hinders the use of everyday language, because sufficient interaction in the language is not provided. In the absence of some skills language learners cannot improve their real-life communication performance. Hence, in order to provide realistic language learning experiences, language skills should be instructed simultaneously.

### **Integrated versus Segregated Skill Approach**

The unquestionable primacy of speaking skills has led communicative teaching to be the major goal of foreign language teaching; therefore, current approaches to language teaching tend to integrate the four skills for the development of communicative competence. The enhancement of communication skills has been considered as the core of language education, because the prevalence of speaking is highlighted as "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important" (Ur, 1996, p.120). For an effective and accurate use of communication the four language skills should be integrated rather than one specific skill focused on separately (Jing, 2006). The widespread perspective on language education is teaching language skills in tandem.

Communicative competence involves four components: linguistic, sociolinguistic, discourse, and strategic (Canale & Swain, 1980). In order for learners to have a good command of communication skills, accurate use of grammar, syntax, and vocabulary is of paramount importance. Furthermore, responding to language appropriately, joining parts together so that they fit each other to create a meaningful conversation, and fixing communication breakdowns are essential elements of communicative competence. Lexical and grammatical knowledge, meaning, and usage that are effectively interwoven via the integrated skills approach can highly contribute to mastery of the target language, in particular, speaking skills.

Language instruction through integrating skills is significant, because in real life communication language skills are not applied separately (Mohan, 1986). Language skills are not used in isolation in authentic conversations. Thus, when real life language is introduced to learners through exposure to integrated-skills approach, learners stand a better chance of interacting in the target language naturally.

### **Integrating reading and speaking skills**

The connection between reading and vocabulary has been well recognized (Nation, 2001). Reading renders possible the achievement of learning new words through repeated encounters in context. Vocabulary is a crucial factor in production of sentences; thus “L2 learners need to acquire a substantial vocabulary to achieve competencies in practically all L2 skills” (Hinkel, 2006, p.122). Nation (1995) highlights the significant link between reading and vocabulary and arrives at the conclusion that “reading has long been seen as a major source of vocabulary growth” (p.7). Mastery of communicative skills relies very much on lexical knowledge. Moreover vocabulary knowledge will end up better comprehension in the target language. It should be borne in mind that comprehension performs a prominent role to attain communicative competence.

In addition to lexical patterns grammatical structures are essential components for communication as well. Hinkel (2006) puts forward that “speaking in an L2 requires fluency, accuracy, and a sufficient lexicogrammatical repertoire for meaningful communication to take place” (p.115). In a nutshell, reading provides a learning environment for learners where they are exposed to language in a natural way; hence, learners have an opportunity to develop better comprehension, vocabulary and grammar knowledge. Reading abundantly contributes to speaking skills because “coping with written language is also a communicative objective” (Widdowson, 2003, p.24). Reading for comprehension of written language and using words and grammatical patterns that have been learnt through reading of written materials encourage learners to communicate orally.

### **Research questions**

This study has tried to investigate the following questions:

1. Does reading abundantly enhance learners’ vocabulary and grammar knowledge which will help them communicate fluently and accurately?

2. Does reading abundantly increase self-confidence and motivation which are considered as important factors to develop communicative competence of foreign language learners?

## **Method**

### **Aim**

The study aims to investigate the correlation between reading and speaking skills. It has been widely recognized that extensive reading has a major role in the development of language skills. The study mainly focuses on the contributions of reading to communicative competence in general.

### **Participants**

English language teaching department learners of Ishik University in Iraq participated in the study. The number of participants in this study was 42 who are intermediate and above level learners of English. The learners are sophomores and juniors. The participants are well aware that reading is a major source for the development of second language proficiency.

### **Data Collection**

This study employed a quantitative descriptive research method to investigate the role of reading abundantly on developing speaking skills. Descriptive research methods have been found effective to interpret participants' opinions about a specific issue (Gall, Gall, & Borg, 2003). The data were collected from participants through a survey developed specifically for this study and analyzed through SPSS. It was seen that the reliability and the validity of the scale answered the purpose, and the Cronbach's Alpha reliability has been calculated as 89.6 (see appendix).

## **Findings and discussion**

Though Laufer (2003) opposes to the idea that reading is the major source of vocabulary acquisition; Krashen (1989) argues that reading has been one of the major sources of comprehensible input for vocabulary learning in the second language. He claims that "reading is not simply a way to develop vocabulary, spelling, and other important aspects of competence, it is the only way" (p.455). Hence reading abundantly has a key role in language acquisition. In the study it has been found that those learners who read abundantly (Q1) believe that reading improves lexical knowledge (Q2), and grammar knowledge (Q5). Furthermore the learners are of the opinion that reading abundantly leads to better comprehension of language materials (Q4). By the same token, strong mastery of everyday language which is another significant contribution of reading to language competence enables learners to speak more like a native speaker (Q7).

This study has shown that reading has a considerable impact on enhancement of vocabulary and grammar knowledge, comprehension and learning everyday language. In Table 1, R is a measure of how well

predictors predict the outcome. The correlation between the dependent variable and the predictors in this study is 67.9, but R square provides a more accurate measure. R square measures the proportion of variation in the dependent variable which can be explained by independent variables or predictors (Vijay, 2000). In this study it has been analyzed that 46 % of the variation has been explained.

**Table 1: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.679 <sup>a</sup>	.461	.402	.540	2.328

a. Predictors: (Constant), Q7, Q5, Q2, Q4

b. Dependent Variable: Q1

**Table 2: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Significance
Regression	Regression	9.212	4	2.303	7.899	.000 <sup>b</sup>
	Residual	10.788	37	.292		
	Total	20.000	41			

a. Dependent Variable: Q1

Table 2 allows us to specify multiple models in a single regression command. F test outcome measures the absolute fit of the model in the data. In this study significance level is .000 ( $P < 0.05$ ) so the model fits the data. In this study the significance level is  $< .01$ , then the model is significant at 99%.

Lexical and grammatical knowledge are significant components of communication skills. Without words and grammar knowledge messages cannot be conveyed accurately. Reading is a good determinant of learners' language development. As language learners interact in the target language naturally through reading, they stand a better chance of developing their linguistic growth. Learners who read widely will have competence in vocabulary, comprehension, and writing style (Krashen, 1985; Chall, Jacobs & Baldwin, 1990).

This study has shown that vocabulary and grammar knowledge, reading comprehension and learning everyday language through reading substantially influence speaking skills. R is 58.3 and 34 % of variation has been explained (Table 3). In Table 4 the significance level is 0.03 so the model is significant at 95 % (if  $P < 0.05$ ).



**Table 3: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.583 <sup>a</sup>	.340	.268	.825	1.493

a. Predictors: (Constant), Q7, Q5, Q2, Q4

b. Dependent Variable: Q9

**Table 4: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
Regression	Regress	12.952	4	3.238	4.760	.003 <sup>b</sup>
Residual	Resid	25.167	37	.680		
Total	Total	38.119	41			

a. Dependent Variable: Q9

b. Predictors: (Constant), Q7, Q5, Q2, Q4

Communication skills (Q9) require fluency (Q8) and accuracy (Q6). Learners develop communication skills through reading. Multiple exposures to unfamiliar words and grammatical structures allow learners to gain language knowledge they need for communication. Learners will become aware of accurate use of language through constant exposures to printed materials. As learners get involved in reading process, in addition to their knowledge of vocabulary and the ability to use it correctly in sentences which will result in better fluency, their knowledge of grammatical structures and how they work in sentences which will result in better accuracy will promote.

This study has found that learners with better accuracy and fluency are prone to have a better communicative competence. R is 62.5 and 39 % of variation has been explained (Table 5). In Table 6 the significance level is .000 so the model is significant at 99 % (if  $P < .01$ ).

**Table 5: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.625 <sup>a</sup>	.390	.342	.782	1.744

a. Predictors: (Constant), Q8, Q7, Q6

b. Dependent Variable: Q9

**Table 6: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Significance
Regression	14.876	3	4.959	8.107	.000 <sup>b</sup>
Residual	23.243	38	.612		
Total	38.119	41			

a. Dependent Variable: Q9

b. Predictors: (Constant), Q8, Q7, Q6

Stress and frustration are great obstacles that may arise during the second language learning. These affective factors may result in lack of motivation and self-confidence; above all, they may impede learning. Self-confidence (Q10) is an affective variable which influences oral performance of learners positively or negatively (Heyde, 1979). In the same vein, MacIntyre, Dornyei, Clement and Noels (1998) state that self-confidence determines learners' willingness to communicate in the foreign language. Feelings of self-doubt, anxiety, apprehension, fear and uneasiness hinder learners' language achievement. These feelings prevent learners from practice, while learners' lack of practice cannot develop their communicative competence. Motivation (Q11) "provides the primary impetus to initiate FL learning and later the driving force to sustain language and often tedious learning process" (Dörnyei, 2005, p. 65). In brief, both motivation and self-confidence have key roles on EFL achievement.

This study has shown that those learners who read abundantly (Q1) have motivation and self-confidence to communicate willingly in the foreign language. It has been found that affective factors, such as motivation and self-confidence, have a substantial impact on the development of speaking skills. R is 69.3 and 48.1 % of variation has been explained (Table 7). In Table 8 the significance level is ,000, so the model is significant at 99 % (if  $P < .01$ ).

**Table 7: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.693 <sup>a</sup>	.481	.454	.516	1.967

a. Predictors: (Constant), Q11, Q10

b. Dependent Variable: Q1

**Table 8: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Significance
Regression	9.17	2	4.809	18.062	.000 <sup>b</sup>
Residual	10.383	39	.266		
Total	20.000	41			

a. Dependent Variable: Q1

b. Predictors: (Constant), Q11, Q10

Harmer (2001) highlights two major elements for spoken production: accuracy and fluency. Similarly, Bygate (1991) stresses the importance of language knowledge and the skill in using this knowledge communicating effectively. Nunan (2003) and Harmer (2001) emphasize the role of vocabulary and grammar knowledge in enhancement of speaking skills. Reading abundantly provides learners with the language knowledge they need for better communication skills. This study has demonstrated that reading abundantly has been a useful source to gain language knowledge to foster communicative competence.

Furthermore, self-confidence and motivation are impetus to communicate in the foreign language. Reading enables learners to have a good command of the target language. Mastery of the target language brings about achievement of motivation and self-confidence, which are essential for spoken production.

This study has revealed that reading abundantly in the target language improves learners' lexical and grammatical knowledge; thus, learners gain fluency and accuracy. Learners stand a better chance of learning everyday language through reading. Moreover, reading facilitates overcoming the shortcomings of motivation and self-confidence.

It has been found that reading abundantly (Q1) has a substantial impact on lexical (Q2) and grammar (Q5) knowledge improvement, comprehension enhancement (Q4), mastery of everyday language (Q7), fluency (Q8), self-confidence (Q10) and motivation development (Q11). R is 85.5 and 73.2 % of variation has been explained (Table 9). In Table 10 the significance level is .000, so the model is significant at 99 % (if  $P < .01$ ).

**Table 9. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.855 <sup>a</sup>	.732	.676	.397	1.896

a. Predictors: (Constant), Q11, Q7, Q2, Q5, Q4, Q10, Q8

b. Dependent Variable: Q1

**Table 10. ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Significance
Regression	14.633	7	2.090	11.241	.000 <sup>b</sup>
Residual	5.367	34	.158		
Total	20.000	41			

a. Dependent Variable: Q1

b. Predictors: (Constant), Q11, Q7, Q2, Q5, Q4, Q10, Q8

### Conclusion

Reading can play a crucial role in foreign language achievement. If learners read constantly, they develop their language knowledge that involves components to develop speaking skills. Lexical and grammatical knowledge learners gain through reading increase learners' fluency and accuracy. Reading allows learners to see how language works in a text. Learners develop their communicative competence via demonstrating ability to use knowledge they have learnt by reading. Besides, self-confidence and motivation achievement facilitates through reading. Mastery of the target language by reading enables learners to become self-confident and motivated who are willing to communicate. This study has supported the idea that reading has a substantial role in the development of communication skills.

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## Appendix

### Questionnaire

1. How many pages do you read in a week?

☐ 0-10      ☐ 10-20      ☐ 20-30      ☐ 30-40      ☐ 50-more

2. Reading increases my vocabulary knowledge

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

3. Without vocabulary knowledge comprehension does not occur

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

4. Reading improves comprehension (I understand the language better when I read abundantly)

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

5. Reading develops grammar knowledge

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

6. Reading develops accuracy

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

7. Reading teaches me everyday language

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

8. Reading develops fluency (I speak English fluently when I read abundantly)

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

9. Reading influences my speaking skills positively because it involves all components to develop speaking skills (e.g vocabulary, grammar etc.)

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

10. Reading develops self-confidence that helps me improvement of speaking skills

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

11. Reading encourages motivation to improve speaking skills

☐ Strongly Disagree      ☐ Disagree      ☐ Neutral      ☐ Agree      ☐ Strongly Agree

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.839
Bartlett's Test of Sphericity	Approx. Chi-Square	242.400
	df	55
	Sig.	.000

Reliability Statistics	
Cronbach's Alpha	N of Items
.896	11

Descriptive Statistics				
	Mean	Std. Deviation	Anti-image Correlation	Extraction
Q1	4.00	.698	.866 <sup>a</sup>	.763
Q2	3.79	.951	.726 <sup>a</sup>	.794
Q3	3.74	.912	.706 <sup>a</sup>	.837
Q4	3.93	.808	.919 <sup>a</sup>	.617
Q5	3.83	.961	.864 <sup>a</sup>	.630
Q6	3.69	1.115	.864 <sup>a</sup>	.648
Q7	3.88	1.017	.793 <sup>a</sup>	.852
Q8	3.71	.970	.850 <sup>a</sup>	.759
Q9	3.60	.964	.919 <sup>a</sup>	.606
Q10	3.83	.824	.816 <sup>a</sup>	.648
Q11	3.52	1.087	.840 <sup>a</sup>	.777

## **The importance of autonomous learning and some tools promoting its implementation in higher education**

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### **Abstract**

The Bologna Process, ICT, and market forces have brought different innovations and great changes to the higher education system. The recent reforms in higher education have taken a new direction towards making higher education students autonomous. However, many countries have not really adopted this innovative way of learning and still maintain the old style which entails teachers to teach by pouring knowledge into the minds of the students. Promoting autonomous learning in higher education is very crucial both for the individuals and society as the idea of academic student comprises of critical reflective thinking and the importance of becoming an independent learner. The paper will discuss the importance of implementing autonomous learning in higher education throughout some tools like self-and peer-assessment.

**Key words:** autonomous learning, independent learner, peer-assessment, self-assessment

### **Introduction**

In recent years educational planners and authorities have become more concerned about increasing the efficiency of higher education. The emphasis has been shifted towards strategies which focus on autonomous learning in higher education.

According to Goodman and Lesnik (2001), student autonomy emerged during the ancient Greek period and its widespread popularity in our age is due to the globalization, the Bologna Process, the influence of democracy as a system and the philosophy of critical thinking. The western world has adopted student autonomy over the recent decades, but it is worth mentioning that there is lack of proper understanding and practice of student autonomy in Georgian higher education.

The paper aims to highlight once more the necessity of empowering higher education students to become autonomous in the sense of taking charge of their learning. In addition, socializing their learning and recognizing the benefits of working with others, observing and participating in new experiences, incorporating new knowledge into the existing one and modifying the latter where necessary (Council of Europe, 2001). Besides, the paper will discuss self and peer assessment as important elements in developing autonomous learning.



### **Autonomous learning**

Autonomous learning is understood in a variety of ways. Chrome et al. (2009, p.112) defines autonomous learning as follows:

the ability to think and act critically and independently, to self-manage study and learning, and realistically to appraise one's strengths and weaknesses as a learner. It is not simply one transferable skill among others; rather it is a disposition towards learning that is integral to the acquisition of all other skills and knowledge.

According to Little et al. (2003), learners become autonomous by assuming responsibility for their learning. This includes being involved in all aspects of the learning process: planning, implementation and assessment. Hoidn & Kärkkäinen (2014) also state that students need to be actively involved in their own learning in order to understand the world. But the fact that for most learners the growth of autonomy requires stimuli, insight and guidance of a good teacher is also acknowledged. Besides, fostering autonomy in the classroom is done by empowering learners with opportunities to make significant choices and decisions about their learning in an informed way.

For an efficient implementation of autonomy in the classroom, it is crucial to teach diverse learning strategies, and assist the learners to determine or recognize the methods that best suit them, based on their peculiarities. To become more self-sufficient and independent, learners have to be given necessary tools. One of the factors that is vital to learner autonomy is the implementation of self- and peer-assessment.

### **Self- and peer-assessment**

In the last decade scholars' concern has been drawn to the idea that assessment needs to contribute to students' future learning, their success in higher education programs and in their professional lives after the graduation.

In higher education settings, once students submit their work, they practically become disengaged with the assessment process and become passive beneficiaries of assessment outcomes. The contemporary approach to this dilemma is that students should be engaged in the assessment process to advance both short- and long-term outcomes by requiring from them to make sophisticated judgments about their own and their peers' learning.

In this case, teachers can improve the effectiveness of self- and peer-assessment by providing the students with a clear explanation how they will benefit from participation (Carless, Joughin & Liu, 2006).

Self-assessment refers to learners' involvement in making judgments about their own learning, their achievements and the outcomes of their learning (Boud & Falchikov, 1989). According to Boud (1995), this is the way of enhancing students' participation in their own learning process and is mostly used for formative assessment to reflect one's own learning processes and results (Sluijsmans & Dochy, 1998).

Turloiu et al (2011) claim that it is vital that learners build up their own personal assessment criteria to develop independence from the teacher and judge their weaknesses and strengths. However, helping students to learn to continuously monitor the quality of their work in order to make improvements in real time is also of great importance (Montgomery, 2000). For instance, lecturers can require students to use rubrics to assess their own work and become realistic judges of their own performance, rather than relying on their teachers for feedback (Crisp, 2007; Sambell et al., 2006). Besides, lecturers can set specific goals for students, like professional standards or key skills. Students can be encouraged to self-assess their performance at the start of a program. As the program progresses, students can be asked to re-asses themselves and update their self-assessment until they have reached the appropriate level. Lecturers can also be supportive in developing students' personal action plan to achieve their goals. It is also notable that instruments for self-assessment can vary from Likert scales, ability listings, and written tests to portfolios, audiotape assessments or electronic interactive systems.

### Peer-assessment

According to Falchikov (1995), peer-assessment is the process when groups of individuals assess their peers. Students use rating instruments or checklists, which have been designed by others, before the peer-assessment exercise, or by the user group to meet their particular needs.

The peer-assessment method should allow learners to practice making reasonable judgments about the level to which their peers have achieved predictable outcomes (Falchikov, 2007). Falchikov (2007) suggests three strategies to improve the quality of peer-assessment: *modelling, scaffolding, and fading*.

Before students are engaged in peer-assessment, in order to improve reliability and accuracy, lecturers can provide examples of how they personally use assessment tools and strategies. In terms of scaffolding, it is advisable that lecturers provide students with structured grading schemes (for example, rubrics), before moving to less structured systems where students negotiate the assessment criteria. As students achieve a greater independence in peer-assessment and are capable to develop their own criteria, the amount of lecturers' direction and level of support fades over time (Falchikov, 2007).

Apart from a grading procedure, peer-assessment is a part of a learning process where skills are developed. The contribution of other students can be a very useful input into the self-assessment process. Students have an opportunity to observe their peers throughout the learning process and, by comparing their assessments to their teachers', they can obtain a more detailed knowledge of the work of their peers.

According to Keaten et al. (1993), peer-assessment fosters high levels of responsibility among students, as they have to be fair and accurate with the judgments they make regarding their peers. Peer-assessment can be seen as a valuable instrument of the learning process, as students are more involved in the learning and assessment process and find it a fair and accurate form of assessment.

Though there are some disadvantages of self- and peer-assessment, such as reluctance to participate or friendship marking, these two assessments are often used in combination for more efficient results. The development of self- and peer-assessment skills is crucial for the development of autonomous individuals.

The main aims of self- and peer-assessment are to:

- Develop students' responsibility and autonomy
- Increase their motivation and self-esteem
- Struggle for advanced understanding of the subject, skills and processes
- Encourage students to become active learners and assessors and learn from each other
- Involve students in critical reflection
- Develop students' understanding of their own subjectivity and judgment

It is also notable that self- and peer-assessment require a classroom culture where errors are valued as learning opportunities and not as understanding that something is acceptable. It is important that students become critical friends and criticize their friends in a way that both supports and challenges them and facilitates their future success. In order to create such a culture, lecturers should be able to admit that they may also make mistakes. However, the creation of such a classroom culture requires time and effort.

### Conclusion

As long as autonomous learning is becoming the central point of concern for the higher education, the implementation of the above-mentioned tools – self- and peer-assessment - is of great importance, as students in contemporary world must be able to analyze information, to improve their problem-solving skills and communication, reflect on their own role in the learning process and develop their own subjectivity and judgment.

It is important to acknowledge the difficulties of incorporating self- and peer-assessment in the learning process, as it raises questions concerning objectivity and reliability in assessment, but overcoming these challenges and meeting the needs and the requirements of the contemporary world will require some deliberate and intentional consideration.

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## Territorial varieties of the English language

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### Abstract

The English language is spoken in a variety of ways. It is the official language of the UK, the USA, Canada, Australia, New Zealand and in a number of former British colonies, so it is essential to know about the main features of its varieties, to be able to communicate with these so different native speakers of English. The paper aims to describe the differences between the dialect and accent. Article will be focused on the National and Regional Standards, which shows a certain degree of deviation from the national standards.

**Key words:** national standards of English, dialect, variant, accent

“David Crystal estimates that about 400 million people have English as their first language and that in total as many 1500 million may be to a greater or lesser extent fluent speakers of English. The two largest countries where English is the inherited national language are Britain and USA. But I is also the majority language of Australia and New Zealand and a national language in both Canada and South Africa. Furthermore, in other countries it is a second language, in others an official language or the language of business” (Hogg & Denison, 2006, p. 1).

Nowadays, wherever people go, they find out that the best language for communication is the English Language – without dividing it into British and American variants.

English is spoken today on all five continents as a result of colonial expansion in the last four centuries or so. The colonial epoch is now certainly over, but its significance is only too clearly seen in the existence of English as an official and often native language in many of the former colonies, along with more or less strongly deviating varieties which arose in particular socio-political conditions, the so-called pidgins which in some cases later developed into creoles. Another inheritance of colonialism is where English accomplishes the function of a *lingua franca*. Many countries, like Nigeria, use English as a *lingua franca* (i.e., a general means of communication), since there are many different and communally incomprehensible languages and, correspondingly, there is a need for a supra-regional means of communication.

English has also come to play an essential role as an international language. There are a number of explanations for this, of which the economic status of the United States is definitely one of the most significant nowadays. Interior motives for the success of English on the international arena can also be given: a little bit of English goes a long way as the grammar is largely analytic in type, so that it is suitable for those groups who do not wish to make a great effort on learning a foreign language.

The two main variants of English Language are British and American English spoken in the corresponding countries. For each there are standard forms of English which are used as measures for comparing to other varieties of the particular areas.

In Britain the standard is called the Received Pronunciation (RP). The term stanches from Daniel Jones at the beginning of the present century and refers to the pronunciation of English which is recognized - that is, received - in English society. BBC English, Oxford English, Queen's English (formerly King's English) are different terms for it which are not preferred by linguists as they are vague or simply improper.

In America there is a standard which is stated to by any of a number of headings, General American and Network American English being the two most public. There is a geographical area where this English is spoken and it is defined undesirably as the rest of the United States outside of New England (the north east) and the South. General American is spoken by the majority of Americans, including many in the North-East and South and thus contrasts strongly with Received Pronunciation which is a prestige sociolect spoken by only a few percent of all the British.

The southern United States occupy a unique position, as the English characteristic of this area is found typically among the African American sections of the community. These are the descendants of the slaves originally imported into the Caribbean area, chiefly by the English from the 16th century onwards. Their English is quite different from that of the rest of the United States and has far more in common with that of the various Anglophone Caribbean islands.

Those variations of English which are spoken outside of Britain and America are variously mentioned to as overseas or extraterritorial varieties. A current practice is to use the term Englishes - the plural created by linguists (McArthur, 1998) which shelters a multitude of forms. The label *English World-Wide* (the name of an academic journal dedicated to this area) is used to refer to English in its global perspective and to research on it, most of which has been concerned with implicitly comparing it to mainland varieties of Britain and America and then with trying to determine its own linguistic profile.

Extraterritorial varieties are not just dissimilar from continental varieties because of their environmental distance from the original homeland but also because in many cases a type of interruption has happened vis à vis changes in point of origin, i.e. in many compliments the external varieties appear unusually unchanged to those from the European mainland. This phenomenon is known as *colonial lag*. It is a term which should not be overworked but a temperate use of the term is appropriate and it can be cited as one of the features accounting for the relative standardness of overseas varieties, such as Australian or New Zealand English with regards to British forms of English.

The term 'dialect' refers to any given variety of a language shared by a group of speakers; dialects are variations of a single language, exhibiting varying degrees of differences in the areas of pronunciation, grammar, vocabulary, and discourse patterns; dialects are a result of regional and social distinctions and can also reflect the influences of people's mother tongue; although dialects of English have been shown to be legitimate,

systematic, and rule-governed, they are not all accorded equal status. Toohey (1986) explains that a standard dialect is usually defined as that variety of a language that is considered appropriate for communication over a wide area; that is used in institutions, radio, television, and newspapers, and that is usually taught in schools; and is usually the mother tongue of the educated middle class. Speicher and Bielanski (2000) note that although linguists argue that no dialect is inherently superior to another (Baugh, 1983; Labov, 1970; Trudgill, 1994), from a social standpoint, studies demonstrate that even people who do not speak the standard judge the standard superior to other dialects (Dose & Gross, 1994; Speicher & McMahon, 1992). “There is no doubt that the ‘dialect’ of English which has the highest social status is the dialect which is widely known as Standard English” (Trudgill, 1994, p. 5). Other varieties of English, for example, Indigenous English, are referred to as non-standard dialects, varieties, or Englishes.

The varieties of English both in Europe and overseas tend to show variation in certain key features, for instance, special verbal structures to express aspectual distinctions are common to nearly all varieties in the developing world. Pronunciation and morphology features can equally be classified according to frequency of variation in non-standard forms of the language. To facilitate orientation in this sphere a table of those features is offered below which typically vary among both mainland and extraterritorial forms of English. Note that the variation in the area of lexis (vocabulary) tends to be restricted to two types. The first is the presence of archaic words no longer found in mainland Britain, e.g. the use of *bold* in the sense of misbehaved or *wench* as a non-derogative term for woman. The second type contains flora and fauna words. Obviously those speakers of English who moved to new environments were liable to borrow words from indigenous languages for phenomena in nature which they did not know from Europe, thus Australian English has *koala*, *kangaroo*, New Zealand English *kiwi*, etc.

In determining the varieties of the English Language, accent and dialect are very essential to take into the consideration. ‘Accent’ and ‘dialect’ are two different words that are generally heard in linguistics. These two words state to a certain way of speaking a language and are often tangled, resulting in being used interchangeably; however, both words have different meanings. Accent refers to pronunciation, while ‘dialect’ deals with pronunciation, vocabulary and grammar. ‘Accents’ are more often connected with non-native speakers. Due to the outsourcing, a lot of people look for people with an American accent to work at such places.

A ‘dialect’ is a deviation in the language itself and not only in the pronunciation. Dialect is a kind of language that is consequential from a primary language. For example, Sanskrit being a primary language, Hindi, Marathi and Gujarati are all considered as dialects of that specific language. It is used to refer to the language that diverges from the original language. The dialects differ with regards to grammar, pronunciation, vocabulary, etc. In certain cases, a mix of two languages is also considered as a dialect, such as ‘Spanglish’ spoken by Latin Americans residing in the USA is considered as a dialect of Spanish and English.

As a conclusion I would like to mention that English Language with its varieties is a real Global Language. Facts mentioned bellow will strengthen my statement. The richness and depth of English vocabulary sets it apart from other languages. The 1989 reviewed *Oxford English Dictionary* lists 615,000 words in 20

volumes, officially the world's largest dictionary. If technical and scientific words were to be included, the total would rise to well over a million. It is a very flexible language. New words can simply be generated by the addition of prefixes or suffixes (e.g. *brightness*, *fixation*, *unintelligible*, etc.), or by compounding or fusing existing words together (e.g. *airport*, *seashore*, *footwear*, etc.). Its grammar is mostly simpler than most languages. It bestows completely with noun genders (hence, no dithering between *le plume* or *la plume*, or between *el mano* or *la mano*), and often distributes with the article completely (e.g. *It is time to go to bed*). I would like to mention that it is also a relatively simple language in terms of spelling and pronunciation, although this claim is perhaps more contentious. On balance, though, the fundamental appeal of English as a world language is undoubtedly overblown and specious, and largely based on prejudice. It is unlikely that linguistic factors are of great importance the rise of the language to the status of world language, and the position of English today is almost entirely due to the aforementioned political and economic factors.

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## Truth in Harold Pinter's plays

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### Abstract

Truth as such is an illusionary phenomenon in dramatic art as one can hardly find such a thing as an absolute truth, rather one thing which can be true and false simultaneously. Nonetheless, the quest for truth is compulsive. This search is what makes an endeavor worth trying. The given article presents how difficult it is to draw a strict line of demarcation between what is real and what is unreal, what is right and what is false, what is truth and what is a lie, rather the co-existence of both of two. Search of truth is well presented in Harold Pinter's plays and reflected in the language of the characters.

**Key words:** truth, plays, search, reality

### Introduction

Dictionaries define the notion of truth as something which is 'being in accordance with the actual state or conditions; conforming to reality or fact; not false'. But the issue is not that one-sided and plain as the definition itself. Throughout the existence of humanity, there have been endless discussions and arguments of what reality is and what truth is. Where is one objective definition which could be acceptable for all?! - this food-for-thought question has challenged many writers and thinkers and could hardly ever come to one definite answer.

The given definition for truth could never be tolerable for Harold Pinter, as he was convinced that truth was not exactly one-sided, at least not in literature. He was one of the writers who refused to acknowledge that the above-given definition is complete. He was firmly assured that truth was more than a definition rather a process, a quest, a seek-and-hide game, a permanent effort to catch it, if possible. It must be faced, caught on the spot and felt. The existence of many truths was the belief that Harold Pinter was trying to portray in his plays. Absurdly, there could be many truths and even more, there could be antithesis when one thing could be both a truth and a lie, henceforth, the aim is not to look at issue from a limited perspective, but to approach it from different angles.

The real truth is that there never is any such thing as one truth to be found in dramatic art. There are many. These truths challenge each other, recoil from each other, reflect each other, ignore each other, tease each other, are blind to each other. Sometimes you feel you have the truth of a moment in your hands, then it slips through your fingers and is lost. (Pinter, 2005, p. 21)

In his play *Homecoming*, Pinter's truth is ambivalent. Characters in this play and the truth about them are varied. It is hard to identify what is on the surface and what lies beneath. What seems evident at one look and what seems to be true cover other implicit signs that need to be decoded. There is no one truth about this family, but a lot. The crises in relationships which is revealed in their behavior, dialogues, and manners illustrate background problems. On the one hand, Max and his two younger sons are truly men, but on the other hand, that truth holds some false in it, as those three men lack masculinity and 'manity'. They are a family and they are not struggling for one-upmanship - is not for family members. Their violence is an attack and simultaneously it is not an attack, but a defense, to show the superiority and a reassurance of the male status. Therefore, it is impossible to state, which one truth applies for this family, and finally *Homecoming* in itself is an enigma: whose homecoming is it? The true answer for this question could have some answers.

In the play *The Birthday Party* the truth about the relationship and communication between the main characters is confusing. There is communication and there is not communication, as the tension between Stanley and McCann reflects the conflict, which hinders their communication. "Why do you call me *sir*?" (Pinter, 1958, p. 51). On the surface, both of them do their best to adhere to social convention of conduct. Stanley is clearly anxious, and yet will not deliberately refer McCann to what he suspects. Instead, he talks round-way to indicate to threat, which further reveals the play's theme of quasi communication. McCann, in his turn, keeps civil, despite Stanley's bad attitude, at least until the latter touches the newspaper. Finally both men arrive at violence and finish their fake communication.

In the play *The Caretaker*, the setting in one room with two characters, Aston and Davies, shows the absurdity of their intentions. Davies is full of self-importance and self-regards along with ideas about all topics. The truth is about Davies is that he is not that naïve and easy character and he is not a man of action. "I was going down today, but I'm...I'm waiting for the weather to break." (Pinter, 1960, p. 37). Aston, on the other hand, remains reticent and enigmatic. However, his monologue about his past provokes suspicion about his character. Ambiguities that prevail in the play without any background information about characters whatsoever forces the reader to think it is almost impossible to draw a conclusion about the true faces of those characters. "I mean, we don't have any conversation, you see? You can't live in the same room with someone who...who don't have any conversation with you" (Pinter, 1960, p. 42).

### Conclusion

As it was shown above, the quest for truth in drama is diverse and never-ending. The mission of the writer (at least according to Pinter) is not to find one truth. The mission of the writer is to prove that there exist opportunities for several truths that can co-exist harmoniously without excluding each other. Characters in Harold Pinter's plays disclose how truth can be two-sided and still be acceptable. Sometimes the truth is even never there to behold, to feel, it is the purpose which drives the character to find it. It is an effort which makes a sense, the process itself. Harold Pinter supported the idea of eternal search for truth without the necessity to establish objective truths with answers. He considered it absurd to determine things according to the criterion of true-and-false approach.

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## **Educating leaders in flipped classrooms**

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### **Abstract**

This paper describes a flipped classroom is an innovative pedagogical approach in blended learning. Contrary to traditional lessons, where the class time is loaded with theoretical instruction and practice is usually completed after school, inverted learning saves the most precious resource in learning – time. In flipped classrooms theoretical instruction is delivered prior the class in video, online format (e.g., Moodle) and the class time is dedicated to enhancing understanding through various tools. This helps to create a truly student-centered environment, develop critical thinking, and highlight creativity. The purpose of this article is to present a flipped classroom as the answer to the shifted educational paradigm of the digital era.

**Key words:** flipped classroom, blended learning, inverted learning, leadership, online learning

### **Introduction**

The world is going through a continuous process of transformation from standardized to technology-based education. A flipped classroom (FC) is a new pedagogical model of delivering educational content. This model employs the most varied means to deliver a message to the most varied audience – students. In the flipped classroom the control of instruction is no longer solely in the hands of a teacher. The increased level of independence in the ways how and when to study new material attracts students, they are engaged in a highly interactive, logical constructive environment. According to Hawks (2014), a flipped classroom represents the unique combination of constructivist and behaviorist principles, which suggests the answer to the shifted educational paradigm of the era. Behavioral learning theory is based on traditional classroom instruction, while constructivism highlights individual's personal experience on constructing and understanding knowledge (Hawks, 2014). Therefore, the combination of these two approaches spiced up with modern technology gives us a universal tool to instruct students as individuals ready to interact with the world outside the classroom.

### **The flipped classroom – overview**

The flipped classroom model takes its roots in the problem of absenteeism. In 2007 two high school teachers developed a model as a way out to instruct athlete students who were constantly missing the classes due to competitions (Hawks, 2014). Little did they know that the model would be such a success. A flipped

classroom is now applicable to almost all fields of education (science, medicine, and humanities). It is applicable to students of all levels who possess basic computer skills.

In 2007, the Teaching and Learning Resource Center (TLRC) decided to develop self-learning materials on the topic of Orthopedics and Traumatology for medical education students. The results they shared included a high level of independence in theoretical studies and practice. The students, who were provided the materials beforehand, performed better and were more open to projects and other independent tasks. The method is no longer limited to medicine, as well as the results can be easily transferred to other disciplines (Leung, Kumta, Jin, & Yung, 2014).

The word “flipped” (or inverted) describes the pedagogical method that turns the traditional teaching approach upside down in order to allot more classroom time to problem-solving interactive activities. The flipped classroom provides students a great variety of educational resources, organized with the help of basic software. The classical flipped model is a mix of short video podcasts, interactive quizzes, slideshows, which are prepared by the teacher beforehand. The students, in their turn, are responsible for watching the videos and working on comprehension quizzes before the class. Later, instead of spending the class time lecturing about the topic, the teacher has time to involve students into detailed interactive discussion. As students are familiar with the general overview of the topic, they have time to dedicate to points of confusion, undergo controlled practice and transfer the topic into a real-life context. More than that, the flipped model helps to dedicate classroom time to each student taking into consideration his/her abilities and individual traits of character. One of the pioneers of the flipped instruction, Jonathan Bergman and Aaron Sams (2012), say that introducing the approach to his classes made it possible to work with struggling students, while advanced students got freedom to learn independently.

In his article, Tucker (2012) reviews the case-study by Andrea Smith, a 6th grade math teacher, who believes the flipped classroom is beneficial for teachers, too. It is an instructional challenge to explain a concept in “a clear, concise, bite-sized chunk” (Tucker, 2012, p. 82) of 10 minutes. The instructors need to pay even more attention to the details: the pace, visuals, examples used, etc.

The “flipped” model has been employed years before the model acquired this name (Steed, 2012). Settling pre-class reading or homework research prior to the delivery of the new material is what many instructors had used even before the digital era. The variety of the modern technology made “flipping” the classroom a more exciting experience. Anthony Steed developed the figure pointing out how the time distribution changes during the transition from the “traditional” to the “flipped” classroom models.

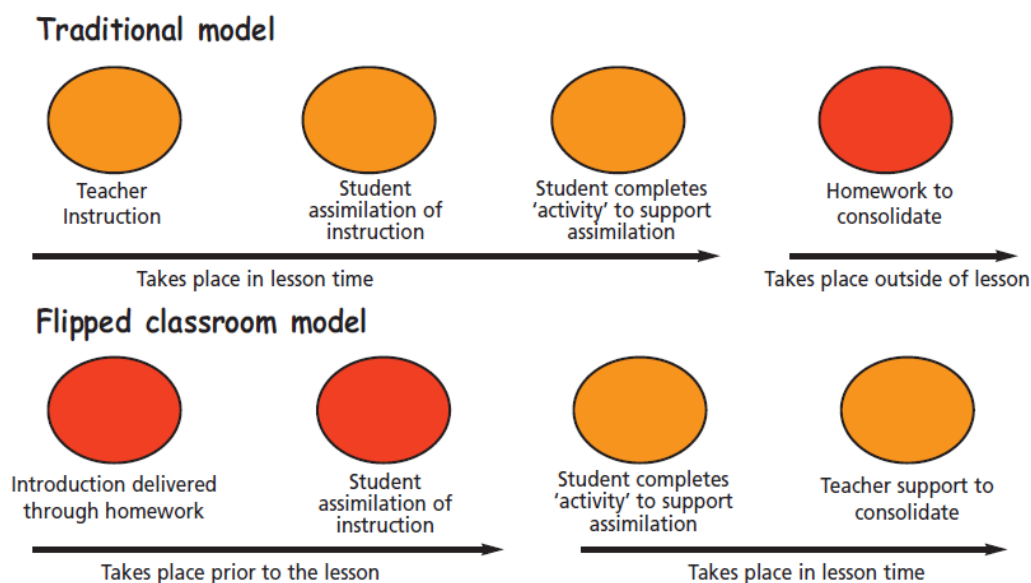


Figure 1. Traditional vs. flipped classroom models

Hawks (2014) suggests the following steps on how to prepare for a flipped classroom:

- The students must be provided with class topic, learning objectives and pre-class preparation activities at least a week before the lesson. The course content as well as pre- and during the class activities must be clear for both instructor and students.
- Pre-class activities include a video lecture and reading materials: supportive chapters in the course book, articles and any other resource applicable to the topic.
- The pre-class instruction must include three-four short lecture videos. The maximum length of each video is 15-20 minutes.
- Each video should be supported with open-book quizzes. With the help of other software (Socrative, Edmodo) or online resources (YouTube, TED-Ex) students are responsible for posting and viewing (peer-review) the answers to the quizzes. This exercise makes sure the students are concentrating on the specific content of the area.

Following the pre-class steps, in-class activities are organized around developing students' critical thinking. Steed (2012) suggests that the instructors start with as little as one lesson from the curriculum and try it out before delivering the entire topic. The methods of the delivery (e.g., video, blog, or voice recording) depend entirely on the availability of the resources and applicability for the particular class. It may seem that a flipped classroom requires a lot more preparation than the traditional one. But when we take into consideration the variety of student characteristics (learning speed, differentiation according to VARK model) and personal traits of character (extroverts / introverts), it is obvious that supporting the reading material with video podcast solves the problem. Introvert students can watch the video and read in the familiar suitable for their needs environment. Students, who need more time to comprehend the video, can pause, rewind, re-watch the necessary

parts. Kinesthetic learners benefit as they may watch the video standing or walking. In other words, the video podcast created for the course can be used within the curriculum as long as the content of the subject is constant. As with any other pedagogical approach, the supplement materials can still vary according to particular needs. Flipped classroom teachers agree that the podcasts are not the one and only universal tool, but the rewarding addition to the overall approach (Tucker, 2012).

### Conclusion

The flipped classroom model is still young and there is little research done to state it improves learning as a whole. However, due to many factors, it attracts student attention more than traditional classroom. Instructors, who are open to the flipped classroom method, as well as other emerging experimental pedagogical approaches, should not allow the online work to completely replace direct interaction. A flipped classroom is introduced to supplement and support the instruction. There is evidence that students are initially resistant to new initiatives. The main drawback of the approach is that, required to be exposed to the new material at home, students may come unprepared to class activities and lacking comprehension on the content delivered in videos or required readings (Hawks, 2014). Further study is needed that will include strategies for dealing with these issues.

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**Keyword method effects for vocabulary acquisition****Tamta Nadirashvili**

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**Abstract**

There are many different ways of practicing newly presented vocabulary in class, from repeating the words, controlled practice, or reacting to the content in some way, and many more. The purpose of the present paper is to shed light on the issue of vocabulary learning strategy. As vocabulary plays a pivotal role in the ESL classroom, we tried to discuss a keyword method as one of the main and useful strategies of teaching/learning vocabulary. The keyword method, a mnemonic device developed by Atkinson (1975), is an efficient method to be used and an aid to help students learn new vocabulary, especially in foreign language instruction.

**Key words:** vocabulary memorization strategies, keyword method, effectiveness

When it comes to English teaching and learning, almost everyone would think of four skills: reading, writing, listening, and speaking. Each of them is known to be important and cannot be ignored. Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner (Decarrico, 2001).

As Biemiller (2001) states in his study, explicit instruction of vocabulary learning enables students to learn words and expand their vocabulary knowledge. But what strategies or methods should teachers teach to help their students who are often frustrated because of the ineffectiveness of remembering new words? This problem should be taken seriously and solved urgently. The article presents some key principles that we can follow to help students learn vocabulary more effectively.

The teacher has to take the responsibility for facilitating their students' learning, present to students and help them develop different strategies. Teachers should not only provide learning materials, but also train learners to apply useful strategies to help them acquire and remember vocabulary effectively and efficiently. Brown and Perry (1991) state that mnemonic devices / strategies transfer the information to be learned to the long-term memory, and at the same time they make it meaningful during the transfer.

Among common mnemonic strategies, which are systematic strategies for strengthening long-term retention and retrieval of information, one that requires a considerable amount of manipulation and deep processing is the Keyword Method (Decarrico, 2001), which has been widely studied for its effectiveness and applicability in facilitating memory retention of new vocabulary and their meaning (Lawson & Hogben, 1998;



Wang & Thomas, 1995). This method has been regarded as an effective mnemonic technique for acquiring foreign language vocabulary (Atkinson, 1975; Pressley & Levin, 1980). It was originally developed to help students recall vocabulary in foreign language courses, but the technique can be applied to other areas as well. The keyword serves as a mediator connecting a foreign word to its mother language translation' (Atkinson & Raugh, 1975).

This method was first introduced by Richard Atkinson in 1975 to help English-speaking college students improve learning of Russian. 'There are two steps in applying the keyword method: one is verbal, and the other is visual. The first step requires the student to identify an L1 keyword from the foreign word. The keyword must sound like some part of the spoken foreign word. This step is called an 'acoustic link' (Atkinson, 1975). The second step requires one to mentally generate an 'interactive' image of the keyword and the word-meaning of the foreign word. This is called an 'imagery link'.

After the first description of this method, many studies have been conducted to investigate its effectiveness. If some studies indicated that there is no significant difference between the keyword group and the rote repetition group (Lin & Ching, 2008), according to Lawson & Hogben (1998) study concerning receptive/forward learning performance, the keyword method helps learners enhance their learning of word meaning and declared that this method is more effective than a rote repetition or no-strategy method (Pressley & Levin, 1981; Pressley, et al., 1982). Nation (2001) states that the keyword method has positive effects on both immediate retention and long-term retention (one week to ten years), while Takac (2008) mentions that this method does not guarantee a long-term retention.

Pressley et al. (1982) state that in addition to mnemonic concepts, the keyword method also has theoretical bases, including Elaboration Theory and Dual-Coding Theory. According to the first theory, instruction should be organized in increasing order of complexity for optimal learning and another one attempts to give equal weight to verbal and non-verbal processing. According to Aureli (2011), the keyword method is a versatile mnemonic memory technique used to help with vocabulary learning by helping the learner associate two things together to form a memorable definition of key vocabulary. Students may be able to use the keyword method for particularly difficult to remember words. When tested immediately after learning the key word, this new link will be fresh in their mind, and easily retrieved. However, as time goes on, and the advantage of recent retrieval is lost, what is left is to make the new link stronger than the existing links? The answer is nothing, unless you strengthen the learned strategy by drill and repetition followed by frequent practice.

As Solso (1991) states, the keyword method differs in that the keyword is a native language word that sounds like some part of a foreign word. A link is then formed between the foreign word and its English meaning creating a mental image.

According to Atkinson & Raugh (1975) in preparing a test vocabulary, a keyword is considered eligible if it satisfies the following criteria:

- (a) the keyword sounds as much as possible like a part (not necessarily all) of the foreign word

(b) it is easy to form a memorable image linking the keyword to the English translation;

(c) the keyword is different from the other keywords in the test vocabulary.

The keyword method is used before reading a particular text and unfamiliar words are introduced prior to reading. The teacher introduces the students a 'word clue' to help them understand it. This 'word clue' or keyword might be a part of the definition, an illustrative example or an image that the student as a reader connects to the word to make it easier to remember the meaning when reading it in context. This method may prove more useful for a beginner, and become less useful as the student progresses and becomes more familiar with the language.

Understanding vocabulary and how it relates to other ideas and concepts greatly impacts and influences reading comprehension. As the literature reviewed in this section reveals, the keyword method is an effective mnemonic technique to facilitate vocabulary learning. Studies investigating its effectiveness of receptive recall performance indicate that this method greatly enhances learners' vocabulary learning of word meaning with using their 'mental eye' (Koksal,2013). It increases concreteness and meaningfulness of newly obtained information, and the keyword method connects recently learned information to prior knowledge which has already been stored (Aureli,,2011).

It is described as a chain of two links: acoustic and imaginary. It is like an unreal bridge. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience. In short, the keyword method helps learners acquire an initial, surface familiarity with a word that can serve as a first step to enable them to recognize the word when they encounter it later. Further active processing can make the word a permanent, automatic part of the learner's repertoire. The keyword method would be most effective when used in conjunction with other learning techniques in many second language classroom but it cannot be used solely on its own if optimal results in all aspects of language acquisition are desired.

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## Vocabulary learning through context

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### Abstract

Development of language learning strategies has become essential in language teaching due to the importance of continuous learning. As vocabulary is one of the main components of language, lack of it is a key factor that underlies failure for many students. One of the common strategies to raise the awareness of vocabulary knowledge is a four-step strategy of guessing the meanings of unknown words from the context. Using the appropriate context clues described in present paper is based on the previous studies on the topic by different authors, as well as a research conducted by us, we suggest the ways of practicing the above-mentioned strategy among students.

**Key words:** learning strategy, context guessing, vocabulary, effectiveness

### Introduction

A lot of scientists and language methodologists have been interested in language teaching and learning strategies, especially in vocabulary learning strategies, for a long time. As vocabulary is one of the main aspects of language, they were studying different vocabulary presentation strategies, as, when a learner approaches a relatively challenging task, s/he tries to use a certain strategy to solve this problem (Gu, 2003).

Also students' learning attitudes largely depend on their beliefs about language learning. Ellis (1994) asserts that individuals learning a language have shown that they have certain perspectives about how they can acquire a language.

According to Gu (2003), the strategies a learner uses and the effectiveness of these strategies very much depend on the learner him/herself (e.g., attitudes, motivation, prior knowledge), the learning task at hand (e.g., type, complexity, difficulty, and generality), and the learning environment (e.g., the learning culture, the richness of input and output opportunities). However, various theorists and researchers, according to Gu (2003), have presented the same framework in slightly different ways. Learning contexts which refer to the learning environment constrain the ways learners approach learning tasks, and a learning strategy, that is valued in one learning context, may well be deemed inappropriate in another context

Students sometimes find it difficult to globally understand spoken or written discourse, most probably, because they lack the ability to guess word meaning from context. As DeCarrico (2001) mentions, new words should not be presented in isolation and should not be learned by simple rote memorization. It is important that

new vocabulary items be presented in contexts, rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn.

On the other hand,, Zaid says: “If grammatical knowledge is the skeleton of language, then vocabulary is the flesh that fills in the skeleton and gives it life. However, it seems quite far-fetched to expect learners to know every single words or vocabulary item which appears in the text” (Zaid, 2009, p. 65).

One of the most often discussed strategies in literature is guessing word meaning from context. Making the transition to independent learning can be easier and more efficient, if teachers help students learn to recognize clues to guessing word meaning from context. This strategy is a key vocabulary learning skill for dealing with low-frequency vocabulary, particularly in reading authentic texts.

More and more studies show that a key factor affecting L2 readers’ ability to make use of context is vocabulary knowledge. Laufer’s (1997) summary of L2 research on this topic provides some interesting conclusions regarding the importance of vocabulary in reading comprehension and strategy use:

- L2 learners tend to rely heavily on words as landmarks of meaning in text, less so on background knowledge, and to virtually ignore syntax.
- Vocabulary knowledge has been consistently shown to be more strongly related to reading comprehension than other components of reading.
- Even if a reader has and uses good metacognitive strategies in L1, they will not be of use in the L2 until the reader develops a solid language base.
- Usable context varies from rich to poor, and is affected by the proportion of known to unknown words.
- Readers with larger active vocabularies can use available context better than those with smaller vocabularies.

According to Zaid (2009), beginning readers and advanced readers have been shown to use guessing strategies more than middle level readers. Context may unfortunately be unhelpful in getting learners through the right meaning of new lexicon, especially, ambiguous contexts are not conducive to accurate inferencing of the meanings of new lexicon.

Seibert (1945) who carried out two studies to show the effectiveness of guessing word meaning from context declares that the checking the meaning of the words, etymology, without context, when faulty, may be a dangerous tool. According to his studies, five categories of clues, namely word association, sentence structure, association of ideas, use of deduction, and clues found in the general meaning of a paragraph could be used as the basis for teaching.

The vast majority of words in L1 come from extensive and multiple exposures through use rather than direct instruction, and, therefore, vocabulary learning in a second/foreign language should follow the same route (Coady, 1993). Huckin and Coady (1999, p. 189-190) also warn us that “guessing from context has serious limitations. It is still seen as an important part of vocabulary-building, especially among advanced learners, but

it requires a great deal of prior training in basic vocabulary, word recognition, metacognition, and subject matter”.

Clarke and Nation discuss the four steps of using the guessing vocabulary strategy which need not be taken in exactly the same order as is given here, but it is worth making sure that each step is taken (Clarke and Nation, 1980).

- 1 . The first step is to look at the word itself and its surroundings to decide on the part of speech. (e.g. noun, verb, adjective, adverb)
- 2 . The second step is to look at the immediate grammar context of the word, usually within a clause or sentence. Students try to guess 'Who does what to whom?' As they state, it is a useful technique to urge learners not to be over-concerned about exact meanings. Too often the search for a synonym in their own language or the language they are studying meets with no success and has a discouraging effect.
- 3 . The third step is to look at the wider context of the word usually beyond the level of the clause and often over several sentences. “Signals to look for might be a coordinating or subordinating conjunction such as *but, because, if, when* or an adverbial such as *however* or *as a result*” as Decarrico (2001, p. 290) considers in this context. “The predictable patterns which accompany such areas of language as cause and effect, condition, contrast, classification or exemplification, positive and negative value can be used as the basis for guessing meaning” (Clarke & Nation, 1980, p. 212). It is also useful to provide the learners with the basic list of the words which mark the cause and effect and other relationships.
- 4 . The last, fourth, step involves guessing the word and checking that the guess is correct.

We have different steps to check the meaning of the word.

1. Check that the part of speech of the meaning that you have guessed is the same part of speech as the word in the passage; if so, replace the unknown word with the guessed word.
2. See if the word has a prefix, root, or suffix that might give a clue to the meaning; , to see if the meanings of the prefix, root, and suffix correspond to the guessed word; if not, check the guessed word again but do not make changes if it still seems to be correct choice.
3. Substitute your guess for the word in the passage and see if it makes sense. If yes - the guessed word is probably a good paraphrase for the unknown word (Decarrico, 2001; Clarke & Nation, 1980).

The steps in this strategy focus mainly on context rather than looking at word parts. In the experience of Clarke and Nation, using affixes and roots alone is not a very reliable aid guessing, whereas using the context is more likely to lead to correct guesses.

### **Techniques for practicing this strategy**

As Long and Nation state, the different steps of the strategy can be practiced separately before being combined as a strategy with the help of a teacher who provides students with various exercises to define nouns, verbs, adjectives, prefixes and suffixes. They should ask questions like this: "Who does what? What does what? What does what how' and answer them by reference to the sentence-text (Long & Nation, 1980)

The guessing strategy can be used in co-operative class exercises or for individual work, such as homework. When the strategy is being introduced, the teacher can demonstrate the steps to the learners using a word from the reading passage. The steps are put up on the board. Then one word is chosen from the passage for the whole class to guess. The teacher then calls on different learners to do each step. So one learner has the task of saying what part of speech the word is, and then another looks at the immediate grammar of the word, and so on. After doing a few words like this, the learners are ready to work on their own.

To guide the learners through the steps, some type of answer sheet or set exercise format can be used.

Honeyfield (1977) also suggests the use of modified cloze as a way to practice guessing words from context.

Saragi et al. studied the amount of new vocabulary that could be learnt incidentally by meeting it in context, and found out that a large quantity of words could be learnt in this way without using a dictionary or glossary (Saragi et al.,1978).

As Nation (1980) states, most words need to be met in context several times for learners to appreciate the range of meaning. If the learners have the skill of interpreting the contextual meaning of a word, this will help increase their command of that word. When a word has been met several times, the class can spend time organizing their understanding of the word by discussing and classifying the concepts which lie behind the various uses.

### **Research**

We used the above-mentioned 'context guessing strategy', whilst conducting our research with Georgian students at American University for Humanities, in order to find out the reasonable effect of this strategy on vocabulary learning.

The participants' age differed from 17 to 20, most of them were females. Their initial level of English was Intermediate. We provided them with the vocabulary cloze, context clue exercises to help them to become proficient at using context clues. We used the narrative and informational text to introduce the new vocabulary on a meaningful context. We tried to provide them with the exercises where the blanks could be predictable and guessable. The textbooks, grammar, vocabulary and discussion topics were the same in both groups. The control

group (about 20 students) was taught according to their course (traditional) curriculum. And the experimental group (about 20 students) was provided with additional context clues and cloze exercises.

The results show that the experimental group achieved more inspiring results than the control group. On the average, 70% of the blanks were correctly filled by the students in the experimental group and 28% in the control group.

Our experiment showed us that a great amount of words are guessable and as Clarke & Nation mention, “if one learner can find enough clues in a passage to guess 80% of the previously unknown words, then every learner can achieve a similar score with training. Very few of the unknown words cannot be guessed from context in any passage (Clarke & Nation, 1980, p. 212).

According to this we can strongly recommend to present new vocabulary in context using example sentences, passages from readings which contain enough clues, and even context-free translation pairs could be used, but only as a supportive technique, not as the only vocabulary presentation technique.

### **Sample 1: Using Context Clues (Banks, 2005)**

“New Jersey is more than just its Landforms. It is also home to thousands of different kinds of plants and animals and over 8 million people. One of the best ways to describe our state is to talk about its /        / . Geography is the study of Earth and the way people, plants, and animals live on it and use it.

New Jersey is more than just its Landforms. It is also home to thousands of different kinds of plants and animals and over 8 million people. One of the best ways to describe our state is to talk about its / g        / . Geography is the study of Earth and the way people, plants, and animals live on it and use it.

New Jersey is more than just its Landforms. It is also home to thousands of different kinds of plants and animals and over 8 million people. One of the best ways to describe our state is to talk about its / **geography** / . Geography is the study of Earth and the way people, plants, and animals live on it and use it.

2. Within its small area, however, New Jersey packs a rich variety of \_\_\_\_\_. Landforms are the shapes that make up the Earth’s Surface. Mountains, hills, and \_\_\_\_ are all examples of landforms. New Jersey has plenty of each, ranging from the mountains of the northwest to the plains along the Atlantic Ocean in the southeast.

New Jersey is more than just its landforms. It is also home to thousands of different kinds of plants and animals and over 8 million people. One of the best ways to describe our state is to talk about its \_\_\_\_\_. Geography is the study of Earth and the way people, plants, and animals live on it and use it.

geography

landforms

plains    regions



**Vocabulary Self-Selection Strategy Sheet****Selected Words:**

1. geography

2. landforms

*Sentences I heard or read using the selected words:*

The geography of New Jersey makes it a special place.

A landform is the shape of the surface of the land.

*Definitions: What the words mean:*

is the study of Earth and the way people, plants, and animals live on it and use it.

A shape on the Earth's surface such as a mountain or hill

**Sample 2: Title**

"Jill was walking to her class slowly. She was worried \_\_\_1\_\_\_ the History test she would have to \_\_\_2\_\_\_ that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and \_\_\_3\_\_\_ near her feet. As Jill glanced down at the paper, her heart nearly \_\_\_4\_\_\_ a beat. It was the History test paper complete \_\_\_5\_\_\_ answers!

Jill's very first thought was not to \_\_\_6\_\_\_ anyone about what she had found. She would memorize \_\_\_7\_\_\_ the answers and do extremely \_\_\_8\_\_\_ in the test. After some hard thinking, however, she knew that it would be a very \_\_\_9\_\_\_ thing to do. Besides, it would not be \_\_\_10\_\_\_ to her classmates. In the \_\_\_11\_\_\_, Jill returned the paper to her History teacher, Miss James.

"Thanks, Jill. I have been searching high and \_\_\_12\_\_\_ for it," said the teacher.

"I...I've read all the questions \_\_\_13\_\_\_, Miss James," Jill confessed.

Miss James \_\_\_14\_\_\_ her not to worry as she would think of new questions for the test. Jill's \_\_\_15\_\_\_ sank. She was half hoping that the test \_\_\_16\_\_\_ be cancelled. Nevertheless, she did her best in the new test later that day.

A few days later, the test papers were \_\_\_17\_\_\_ to the class. Go her pleasant surprise, Jill discovered that she had \_\_\_18\_\_\_ eighty marks.

"You know something," she told her friends. "I could easily have scored \_\_\_19\_\_\_ marks if I had cheated on this test. But I wouldn't be as pleased as I am \_\_\_20\_\_\_ with the eighty marks I obtained"

### Conclusion

The strategy of guessing meanings from the context is a valuable one for several reasons, and is a useful prerequisite for other activities. The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. If the learner has some idea about the word, it is easier for him/her to get the right meaning from the dictionary, or the dictionary should be the last step to check the meaning of the word he/she guessed.

Teachers should provide learners with some exercises which pave the way for them to practice lexical inference, more drills with synonyms, antonyms, parts of speech and word games.

Studies and discussions lead us to the question of whether or not we should teach and encourage L2 readers to use the guessing strategy. The answer is "yes," but not at all times, not with all learners, not with all contexts, and certainly not as the main means of learning vocabulary.

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**Peer observation understanding of English teachers in Georgia****Eter Ozbetelashvili**

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**Abstract**

The paper examines the English teachers' in Georgia understanding of Peer-Observation, their feelings and perception toward this process. The paper introduces the challenges in the process of peer-observations and introduces the key factors of successful practice from the Georgian perspective. This method is often carried out for the purpose of appraisal or criticizing of the observed teachers. They often perceive it as the fear of oversharing the weak points or feeling of inferiority; for the majority of teachers it is a nerve-wracking process. This article attempts to introduce this approach not as the 'performance on the stage' but as the essential tool of teacher's professional-development. The paper is an effort to find the proper ways to implement the process successfully, to find out the Georgian English teachers' cultural or social peculiarities in terms of observation process.

**Key words:** peer observation, teacher assessment, attitudinal components of peer observation, cognitive component of peer observation, affective component of peer observation, conative component of peer observation

**Introduction: Who is the peer?**

Peer observation is typically linked to somebody's presence at another's performance. In education the term refers to colleagues sharing the same responsibility to attend each other's classes and observe the situation. Experts of education believe that peer observation is the tool of professional development.

Psychological studies of 20<sup>th</sup> century formally noted that a passive audience has an impact on a subject performing a task. The experiments conducted by experts of social psychology (Travis, 1925) revealed that people are influenced by the presence of others and sometimes they perform tasks better and in some cases - worse. There is also difference between performing the easy tasks and difficult ones. Some studies (Aiello, J.R. & Douthitt, E.A. (2014) showed that people handle with simple tasks better than with difficult ones in the presence of an audience. It is important to realize the factors of types of the audience – whether it is supportive or hostile. If an individual has a supportive audience, s/he feels comfortable and deals with tasks better. Besides, if s/he knows the tasks and is confident, they fulfill them more successfully with an audience than individually. Thus, the theory will be the guideline of the paper and will help to find the proper ways to conduct successful peer observation practice.

### **Understanding of peer**

According to American Heritage Dictionary of the English language (2011), a peer is a person who has an equal standing (rank, position, qualification, social class or age) with another or others. In education a peer is a colleague who shares a similar responsibility and does not have an administrative authority above you. Usually mentors are not your peers because they are expected to have a higher qualification. Colleagues with a similar position can share and offer handy observation. Your observer could be a colleague from the same department and also from other department. The option of observer depends on the content of observation. If you want general settings (teacher-student report, curriculum, and classroom management) to be observed, your peer could be a colleague with a different background. “If you are interested in a content-dependent assessment, you will probably want to choose a peer in your department to conduct an observation” (Roberson, 2008, p. 4).

### **The role of peer observation in assessment of teaching**

Teaching is a multilateral job which requires various ways of assessment. Teaching does not include only the act of imparting knowledge of or giving instructions. Teaching is the huge organism of managing, performing and delivering the material. There are various methods and approaches, as well as individual styles of teaching. Only one aspect of assessment cannot measure the whole process. Certainly, students’ development and academic achievements are one of the best determiners of the teachers’ performance, but not comprehensive. Student surveys also can be the indicator for teachers’ assessment. Another approach to teacher assessment is: ‘A problem shared is a problem halved’; peer observation could be an effective tool for this purpose.

People use the terms “assessment” and “evaluation” interchangeably and consider them the synonyms. The goal of assessment is to measure the effectiveness of the process. Formative assessment aims to find the solution for progress, while summative assessment tries to sum up the assessment. Assessment could be for sharing and recommendations, not the judgment of one’s performance.

Meanwhile the term ‘evaluation’ means finding out the “quality” of the process. Evaluation is part of the administrative and formal process and has its own standard to conclude on the teachers’ performance (decide on the adequacy – inadequacy of quality). Preferably, evaluation should have clear expectations and plans. “Such a plan would include not only student surveys, but also self-assessments, documentation of instructional planning and design, evidence of scholarly activity to improve teaching, and most importantly, evidence of student learning outcomes (Roberson, 2008, p. 4).” Ideally, peer observation should be included in comprehensive evaluation.

### **Observation and the essential components**

Teacher observation is an important part of teacher professional development part. It seems logical, if observation serves our professional development, so why should we have negative feelings and fear about it? However, even experienced teachers consider observation an uncomfortable procedure. Maybe, teachers consider the lesson or lecture as their intimate sphere and there is no will to share it with somebody. Trying to answer the question, I conducted a research survey dealing the understanding of peer-observation. It showed

that English teachers admit that the most challenging factors are the issues of subjectivity and respect and trusts between colleagues. Every teacher has the potential fear of misinterpretation of the reality, judgment and maybe even the fear of losing the job. All uncomfortable factors come from the top-down approach to school management. Teacher observation is a kind of tool to evaluate the teacher for the future perspective (to be employed or not for the next semester or year). The top-down approach is usually established by experts, teaching staff or administrative authorities. As it has been mentioned, the evaluative approach is stressful for the majority of teachers. In order to overcome the obstacles, we need the culture of observation and peer observation seems the most proper method. With the bottom-up approach, we should conduct the culture of observation and make observation the essential part of the professional development.

### **Recommendations for raising the understanding of peer observation of English teachers in Georgia**

To raise the understanding of peer observation, we need to analyze three attitudinal components: the cognitive, the affective, and the conative ones. "The cognitive component has to do with thoughts and beliefs. A favorable attitude may entail a stated belief in the importance of observation to improve language teaching and its value in teacher training" (Lasagabaster & Sierra, 2011, p. 451). The affective component addresses feelings toward the attitude object (in this case, observation). This is mental state and attitude toward the observation, feelings and emotions toward it. A teacher may support the observation and share the positive attitude toward the process. However, not everybody is ready for this process and feels anxiety and stress. "The conative (readiness for action) component is defined as an intention or plan of action in a particular context and under specific circumstances" (ibid, p. 451). Thus, the three components should be in harmony for the successful peer observation.

When we start the peer observation, we should think about the following issues:

- How do teachers perceive the observation (cognitive component)?
- Is observation linked to positive feelings (affective component)?
- Under what circumstances should observation be implemented (conative component)?

The following figure demonstrates the issues more clearly:

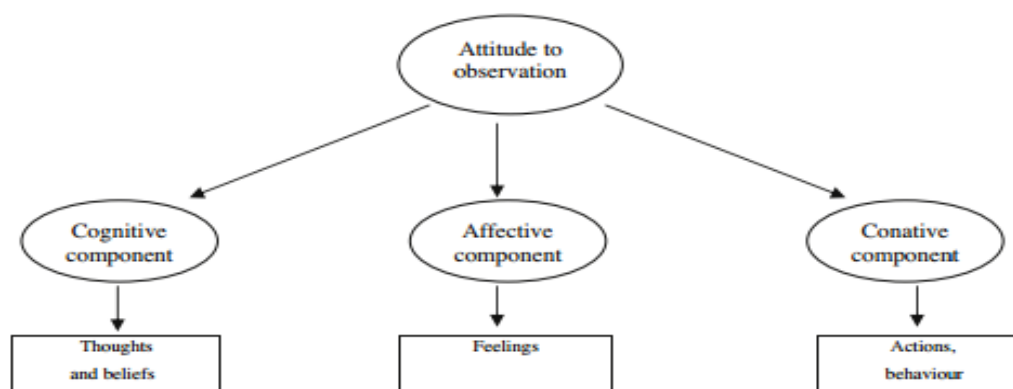


Figure 1. The three components of attitude to observation.

Secondary data shows that successful observation practice needs a corresponding culture in society. The essential factors in this process have been mentioned. Nevertheless, understanding and readiness for this process is questionable. Every teacher has an individual style of teaching and somehow also different countries may have different approaches to teaching.

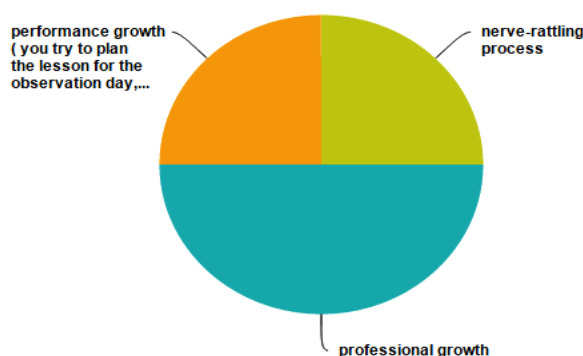
### Research

This paper introduces the research survey to find out how English teachers of Georgia perceive peer observation, what they think about the challenging issues of this process and on the whole, whether they are ready to be observed. The number of participants was twenty, which is not sufficient for the clear conclusions, but enough to get some idea of the existing trends. The research is still ongoing and the results are changing. However, we do have some interesting evidence already and it partly approves the hypothesis, which makes the results worthy to be published. The research involves the following questions:

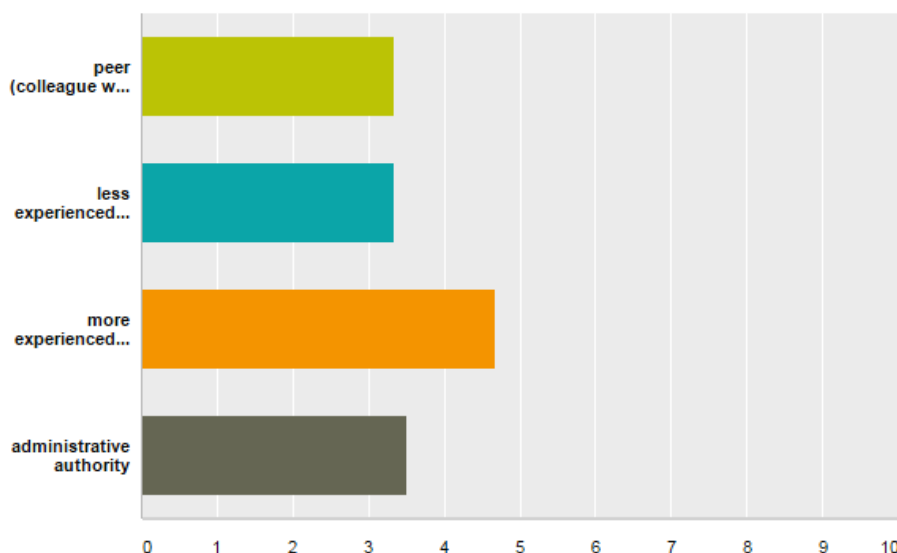
- What comes to the teachers' mind when they hear the term 'peer-observation'?
- Do the teachers want anybody to attend their lessons/lectures?
- Who is their favorable person to attend and observe their lessons / lectures?
- How will they rate the challenges of conducting peer observation?

20 English teachers took part in the research from universities and high schools of Georgia. The first part of the survey includes the personal data); the second part measures teachers' cognitive, effective and conative attitude toward the process.

- 1) **What comes to your mind when you hear the term 'peer observation'?** 50% of the participants answered that the first association is professional growth for them. 25% considers peer observation as a nerve-rattling process, 25 % sees associates the term to performance growth (you try to plan the lesson for the observation day, try your best to show your performance and wait for some appraisal or judgment).

**Figure 2. What comes to your mind when you hear the term ‘peer observation’?**

- 2) **Do you want anybody (peer, colleague, chair, etc.) to attend your lessons/lectures?** 75% of teachers gave the positive answer.
- 3) **Who is your favorable person to attend or observe your lessons / lectures?** In the third figure you can see a diagram. The participants had to range the answers from ‘least favorable’ to the ‘most favorable’. The answer choices were: peer (colleague who shares the same status, less experienced colleague, novice teacher), more experienced colleague, administrative authority. 65.0 % prefers a more experienced colleague for as an observer.

**Figure 3. Who is your favorable person to attend or observe your lessons / lectures?**

- 4) How will you rate the challenges of peer observation. The answer options were:
1. Fear of being in the public eye (fear of mistakes or judgment)
  2. Subjectivity (misinterpretation of the process)
  3. Lack of practice of peer observation
  4. Lack of time for managing and studying the process

5. Lack of the awareness of the necessity of peer observation
6. Fear of the stepping out of the comfort zone
7. The issue of the respect and trust between the observed and the observer

**Figure 4. How will you rate the challenges of peer observation?**

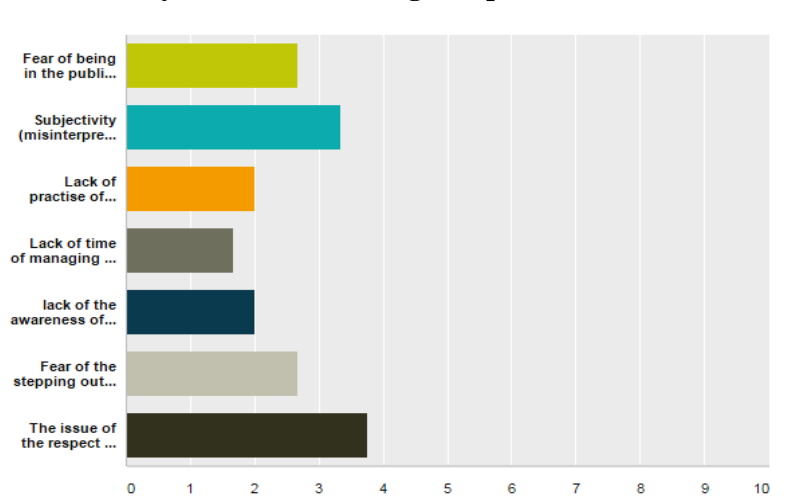


Figure 4 shows us that ‘the issue of the respect and trust’ is considered the most challenging factor. The next problem is ‘subjectivity’. The least important factors are ‘lack of practice of peer observation’ and ‘lack of time for managing the process’.

### Conclusion

As it has been mentioned, ‘shared problem is the problem halved’, so every educational institution should struggle for the professional development of its teaching / academic staff. The aim of this paper was to offer or remind about the existence of one of the most effective methods of professional development, particularly, peer observation. Based on the research results, the understanding of observation is not low in Georgian society, but a quarter of the respondents did not feel ready for it, so peer observation still needs being popularized as a non-threatening, non-evaluating way to improve the quality of one’s teaching.

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**Will we get a piece of cake? Georgia's perspective to become a regional educational hub****Nikoloz Parjanadze**

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**Abstract**

Trillions of dollars are circulating in education business the world over annually, and of course, world-class universities, accordingly, leading Western developed states, such as the UK, the USA, Canada, Australia, and Japan, grab the biggest portion of the global cake. What is left is shared by new fast-growing economies, e.g. China, India, South Korea, etc. through their attempts to build world-class universities and compete with Cambridge, Oxford, Harvard, and Yale. However, it does not mean that smaller nations, such as Georgia, should not try to develop the system of higher education so that it becomes a regional hub attracting students from the states in Caucasus region, former Soviet republics, Turkey, India, and Middle East. The paper will reflect on the status quo of Georgian universities and their future perspectives.

**Key words:** education business, world-class universities, Georgian universities, new public management

**Introduction**

The 21<sup>st</sup> century calls for re-interpretation of the concept of education in general, and the field of higher education is not an exception. New mode of governance, shaped through new education philosophy, which is often referred to as 'new public management', 'new managerialism', 'economic rationalism' or 'entrepreneurial governance', has led to complete re-thinking of education provision world-wide (Poole, 2008; Power, Halpin & Whitty, 1997). Business-like principles of education transaction have been present in both public and private higher educational institutions, which has led to viewing education as commodity – intellectual property which is traded to generate revenue not only for education service providers, but also the state. This is a general trend in higher education policy that has been employed by Western states to retain their dominance on the global education market and compete with fast-growing Eastern Economies (Green, 1999). The question here could be shaped as follows, what do the nation-states need to compete for? The answer is simple – money. Trillions of dollars are circulating in education business world annually, and of course, world-class universities, accordingly, the leading Western developed states, such as the UK, the USA, Canada, Australia, and Japan, grab the biggest portion of the 'global cake of revenue' (my emphasis). What is left is shared by new fast-growing economies, e.g. China, India, South Korea, etc. through their attempts to build world-class universities and compete with Cambridge, Oxford, Harvard, and Yale. The question that the paper is trying to deal with is - what is left to countries, such as Georgia, which do not have world-class universities, nor do they have strong economies to invest in education as much as new Eastern, and of course, highly developed Western economies can afford. What is clear, though sometimes looking like wishful thinking, Georgia should try to develop the system of higher education so that it becomes a regional hub, attracting

students from the states in the Caucasus region, neighbouring former Soviet republics, Turkey, India, and the Middle East. This paper reflects on the status quo of Georgian universities, their future perspectives and what should be done to support the higher education sector in Georgia.

### **Is there any chance to get a piece of cake?**

The field of higher education has become one of the biggest global businesses, and the competition among the world's leading states is fierce to be the major providers of education services. The reasons are manifold. Money that directly enters an individual university's budget is essential for the institution to cover the transaction expenses, on the one hand, and to ensure the resources for growth and development, on the other hand. However, the services that are attached to students, also provide essential sources for local budgets – accommodation, transportation, food, entertainment, etc. Thus, it is not surprising at all that countries are trying to build strong systems of higher education, which not only reflect local needs, but also are fit to attract international student population and the money following them. "Policy makers ... need to know more about the competitiveness of their home country in the market for international students" (Rudolph & Steffens, 2013, p. 193). To have a clearer understanding about the nature of competition among the developed Western states (to exclude misunderstanding, the term 'Western' does not refer to a geographical location, but denotes developed capitalist states), it would be helpful to look at the percentage of foreign students OECD countries manage to attract (see table 1). It is visible from the table that the biggest players on the market are the USA, the UK, Germany, France, Australia, Canada and Japan (OECD, 2013). The biggest players from non-OECD countries are the Russian Federation, South Africa and China.

Needless to say that many Western universities present a 'brand' that is easy to sell due to not only the quality of education they provide, but also because of higher chances of employability for their graduates, as diplomas from Western universities are easily recognized the world over. Thus, it is not surprising that they attract big clusters of international students. In case of relatively new institutions, especially in non-OECD countries, the quality of countries' education provision, quality of educational programmes, socio-economic context and ease of access to education will largely determine whether a country will successfully attract foreign students.

As English-speaking destinations are the most attractive in absolute numbers, an increasing number of non-English-speaking countries have started to offer courses in English in order to overcome their linguistic disadvantage. Immigration policies have also been recently modified in some OECD countries: Finland and Norway have amended their naturalization laws to take into account the years of residence as a student when assessing eligibility for citizenship, while Canada facilitates permanent residence for international students.

(OECD, 2013, p. 3)

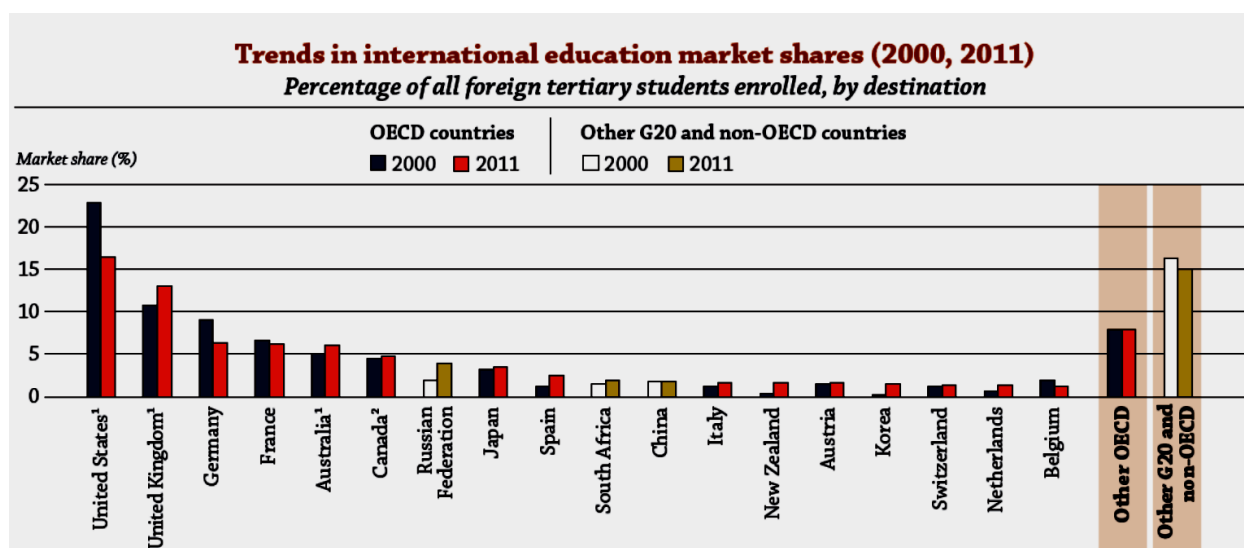


Table 1. Trends in International Education Market Shares (2000, 2011) (OECD, 2013, p. 3)

Being aware of all these mechanisms that different states employ to ensure a high efficiency of national education systems, it is interesting to view the Georgian system of higher education and the government's attempts to keep up with the global (or, at least, regional) pace.

After the fall of the Soviet Union, Georgia still followed the Soviet five-year programme; however, in the late 1990's the country moved to the European three-degree cycle model – two basic degrees at Bachelor and Master levels and PhD degree in the third cycle. This was the first step in the chain of reforms that the Georgian governments have been initiating to strengthen the system of higher education. However, the problems have been manifold.

The next step was an attempt to completely eliminate corruption which was pervasive in the system (World Education Encyclopedia, 2002, p. 477). Thus, university entrance exams were centralized, removing any access of individual institutions to tests or final results.

To ensure the quality of education, National Center for Education Quality Enhancement was established to provide programme accreditation to higher education institutions. These are the insights into the Georgian Government's attempts to strengthen the system. However, the biggest issue here is education funding. To have a clearer picture, it is advisable to observe how much funds the Georgian government allocates to the field of education.

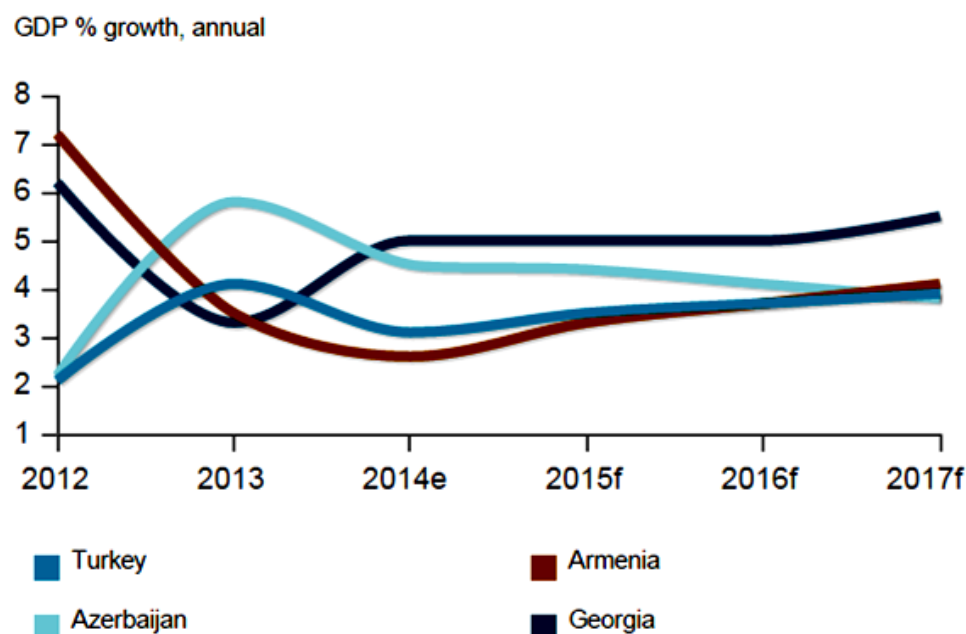


Table 2. GDP (Gross Domestic Product) per capita (The World Bank, 2015)

Table 2 clearly depicts that though after drastic downfall in GDP throughout 2012-2013 the indicators for Georgia evened out in 2014, and according to formal estimates the tendency will be kept and will even be increasing slightly, still the volume of funding of education is much lower than in even many developing states in Europe and Central Asia because, as Chakhaia (2013, p.5) states, Georgia is spending only 1.8% of its budget and 0.5% of GDP on education. Through official figures are slightly bigger, still education funding in Georgia leaves much to wish. According to the data provided by Ministry of Finance of Georgia and National Statistics Office of Georgia, 2.62% of GDP, approximately 765 million GEL was allocated from the budget to the system of education of Georgia in 2014 (National Statistics Office of Georgia, 2015). Education funding is a high priority for developed states which, in spite of world financial crisis, try to retain a high rate of public funding of education. Investing in the field of education, as it has been mentioned above, is within the scope of national interests, as a strong system of education supports economic growth and development. In case of Georgia, as we can see, the picture is not quite favourable. With the lack of funding spent on education, it is less likely to develop a highly competitive system, which could resist competition from neighbouring states in the region.

There is one essential issue while discussing the opportunities to attract international students to Georgia. It has been mentioned above that all states try to assist international students by creating flexible visa regulations, developing educational programmes matching international standards, and building infrastructure. In case of Georgia, the biggest concern in the process of international student recruitment was the introduction of new visa regulations which, instead of supporting the applicants, made student enrollment rather complicated. Many Georgian universities faced the complexities of the new law on visa. According to new regulations, international students studying in Georgia cannot obtain visas on the territory of Georgia, unless they travel to the country of their permanent residence, which definitely creates an extra burden (psychological, emotional,

financial, etc.) for international students. “According to students, even after acquiring the visa, they now face problems regarding residence permits” (Transparency International Georgia, 2014). There have been cases that international students have applied for visas several times, but were rejected the visa, so they had to leave the country. Thus, it is not clear what policy the Georgian state is pursuing to support public as well as private universities to attract foreign students.

### Final thoughts

Thinking about the perspectives that Georgia has, it is logical to conclude that it cannot possibly keep the profile of an industrial country it used to have (during the Soviet era), and it definitely needs to overcome the uncertainty that followed the declaration of independence back in the 1990s. Consecutive governments have stated different priorities for the Georgian state – agricultural, tourist, industrial, etc. country. Whichever strategy is chosen, education should be there at the core of policy initiatives. First, education supports economic growth and development, and Georgia has to show more aggressive strategies to overcome economic problems. Secondly, education itself can become the source of revenue, if Georgia is to offer quality education to international students who want to broaden their knowledge, get qualification and improve their employability chances. To achieve this, Georgia has to invest more in education, employ more relevant visa migration regulations and set relevant visions for the education system and the state in general.

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**Ophelia and Gertrude: Victimized women in *Hamlet*****Erdinc Parlak**

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**Abstract**

It is believed that *Hamlet*, the most significant play both in English and world literature, is a masterpiece of Shakespeare who is famous as the most well-known poet and dramatist. Shakespeare, a time-honoured and magnificent playwright, wrote great tragedies and comedies observing social relations, historical periods and humanity. It is a fact that Shakespeare is the most cited writer in literature, which causes his plays to be translated into different languages around the world. From the past to the present, Shakespeare's works have been performed everywhere and will be performed in the future. His masterpiece *Hamlet* was possibly written in the first period of the 17<sup>th</sup> century, but the source of *Hamlet* is *Amleth* (a revenge tale) which was published in the 16<sup>th</sup> century. However, because of Shakespeare's genius, *Hamlet*, instead of *Amleth*, has become the source or subject for many studies and works going on till the present since the 17<sup>th</sup> century.

Even though some people do not take place in academic life, and do not read Shakespeare, they have knowledge about *Hamlet* in one way or another. *Hamlet* has taken place in their daily language and has been used to speak out for specific worldviews. In this play, it is easily observed that most of critics and scholars give full attention to Hamlet himself, but Hamlet is not the only interesting character in this tragedy. We can focus on characters of *Hamlet* that are victimized/ marginalized by the other, 'important' characters. Two victimized/ marginalized woman characters are involved in this play. These woman characters are Gertrude and Ophelia. They should be regarded as important for their very detailed positions, and with the help of these woman characters; the play has raised in value. The purpose of this paper is to explain the power of males' effects over these characters, and analyse Gertrude's and Ophelia's characteristic features.

**Key words:** Shakespeare, Hamlet, Ophelia, Gertrude, victimized women and Feminism

It is believed that *Hamlet*, the most significant play both in English and world literature, is a masterpiece of Shakespeare who is famous as the most well-known poet and dramatist. Shakespeare, a time-honoured and magnificent playwright, wrote great tragedies and comedies observing social relations, historical periods and humanity. It is a fact that Shakespeare is the most cited writer in literature, which causes his plays to be translated into different languages around the world. From past to the present, Shakespeare's works have been performed everywhere and will be performed in the future. His masterpiece *Hamlet* was possibly written in the first period of the 17<sup>th</sup> century, but the source of *Hamlet* is *Amleth* (a revenge tale) which was published in the 16<sup>th</sup> century. However, because of Shakespeare's genius *Hamlet*, instead of *Amleth*, has become the source or subject for many studies and works going on the present since the 17<sup>th</sup> century.



Even though many people do not take place in academic life, and probably have not read Shakespeare, they have knowledge about *Hamlet* in one way or another. *Hamlet* has taken place in their daily language and has been used to speak out for specific worldviews. *Hamlet* represents contemporary Shakespeare. “An ideal Hamlet would be one most true to Shakespeare and most modern at the same time. Is this possible? I do not know. But we can only appraise any Shakespearean production by asking how much there is of Shakespeare in it, and how much of us” (Kott, 1964, p.57). To understand not only the past but also today’s modern society, it is very important to analyse critical and cultural reactions to Shakespeare and his plays.

Shakespeare’s most significant play, “*Hamlet* is at once the most expensive and the most reticent of Shakespeare's tragedies: full of digression and contradiction, amplification and ellipsis” (McAlindon, 1991, p. 102). This play mainly consists of tragedy, revenge and victimization of women. In general, Hamlet has tried to kill his uncle (Claudius), and tried to take revenge for his father’s death (King Hamlet). When we have analysed the plot, it seems that the play actually goes around Hamlet’s intention to murder Claudius because Hamlet believes that Claudius killed King Hamlet. After the death of King Hamlet, we come across a little change in the ceremony of enthronement. The change is that Gertrude (Hamlet’s mother and victimized woman) marries Claudius, which results in Claudius’ getting the throne instead of King Hamlet.

As the plot proceeds, we observe that Hamlet accidentally murders Polonius because Polonius is behind the curtains when Hamlet is talking to Gertrude. Actually, Hamlet acts without thinking while killing the person who is behind the curtains because Hamlet presumes that the person behind the curtain is Claudius whom he basically wants to murder vengefully, so he murders Polonius (person behind the curtain). Polonius is Ophelia’s father. Ophelia is the other victimized and silent woman character, and is the lover of Hamlet or we have presumed as their relationships as love in the play. At the end of the play, not only Gertrude, Hamlet’s mother, dies because she drinks the poisoned wine (prepared by male) by mistake, but also Polonius, Laertes, Claudius and Hamlet (‘powerful males’) become food for worms.

In this play, it is easily observed that most of critics and scholars give full attention to Hamlet himself, but Hamlet is not the only attractive character in this tragedy. We can focus on characters of *Hamlet* that are victimized/ marginalized by the other, ‘important’ characters. Two victimized/ marginalized woman characters are involved in Shakespeare’s play. These women are Gertrude and Ophelia. They should be regarded as important for their very detailed positions, and also as with the help of these woman characters the play has raised in value. The purpose of this paper is to explain the power of males’ effects over these characters, and analyse Gertrude’s and Ophelia’s characteristic features. We will also attempt to explain how they are shown as weak and how they are victimized in their society. Unfortunately; they have to show several types of weaknesses and obeisance in varied degrees in the play.

Ophelia, a charming young woman, is the daughter of Polonius, the Lord Chamberlain of Claudius’ court. Ophelia, an outstanding female character, is valuable to the royal family of Elsinore, but she cannot behave as she wants; the royal family restricted her actions, attitudes, emotions and thoughts because of women’s roles shaped by the patriarchal society in her time. At that time, women are held under suppression of

males' power and this suppression both affects their public rights and personal lives. And here, it is clear that Ophelia and all the women in Elsinore live in a patriarchal society.

The patriarchy is set up in order to place dominance over females by the males. Catherine Belsey (1985, p. ix) explains that woman is defined as only "vis-à-vis man". Linda Bamber (1982, p. 4) notes "the feminine as a principle of Otherness...unlike external to the Self, who is male". Annie Leclerc (1980, p. 79) writes that "woman is valuable in so far as she permits man to fulfil his being as man". Living in a patriarchy causes many problems for Ophelia, as the plot for Hamlet plays out. Magda Romanska (2005, p. 486) defines Ophelia's situation as "dead yet sexually available". That situation brings Ophelia in the most correctly embodying sense. In this patriarchal society Ophelia:

was either the fair Ophelia, chaste treasure, or ministering angel, having all the qualities appropriate for an ideal, innocent, young virgin or, because of her madness, she was described as a physically, psychologically, and morally weak young woman that again classified her as typically feminine. (Tekler, 2006, p. 113)

Hamlet refers to Ophelia's weakness as calling her "frail" in the play: "The fair Ophelia, Nymph, in thy orisons / Be all my sins remembered" (Shakespeare, 1908, III.i.88-89). It refers to a feminine description and shows a negative connotation. Ophelia represents a common view of femininity. "Ophelia, it would seem, wholly at the mercy of the male figures throughout her life, is certainly a victim figure" (Das, 2012, p.38). Ophelia does not deal with anything except men's rules; she does not have alternative thoughts. She does not have alternative voices. She does not know how to decide on her own. She echoes what is said to her. "She expresses acquiescence, uncertainty and obeisance; she utters half lines" (Fischer, 1990, p. 2). Because of Hamlet's voice and soliloquies, Ophelia has a less powerful voice, and we do not hear Ophelia. A feminist critic Lee R. Edwards (1979, p. 36) points out that "it is impossible to reconstruct Ophelia's biography from the text: we can imagine Hamlet's story without Ophelia, but Ophelia literally has no story without Hamlet".

Ophelia is not able to build her self-hood; her singularity and her language. Her self-hood and her speech are forbidden by males. To hear Ophelia, you must solve the suppression of Ophelia's voice when compared to Hamlet's strong voice and her father Polonius' speeches, so "hearing Ophelia requires a new set of critical ears" (Fischer, 1990, p. 3). Hearing Ophelia represents 'otherness' in the play, because her utterances are not free; she does not know how to think, what to think and how to use her language. Her expectations are determined by the males' rules in her society. The men around her are the main influences. Compared to Hamlet, Ophelia lacks a character. She or other women in Elizabethan period represent nothing:

I think nothing, my lord.

That's a fair thought to lie between maids' legs.

What's my lord?

Nothing (Shakespeare, 1908, III.ii.116-19).

In *Hamlet* "nothing" symbolizes Ophelia and women who have nothing for male visual system. It represents "the horror of having nothing to see" (Irigaray, p. 101). Her life has no meaning.

Ophelia (i.e., nothing) represents a weak, silent and passive woman. To Shakespeare, she needs men. Her life has no direction without a man. Ophelia's brother Laertes and her father Polonius treat her as a child who does not have self-awareness, understanding and nervousness about the ways of the world. "As Polonius speaks his truisms to Laertes, so Laertes gives his platitudinous wisdom to Ophelia, establishing a chain of cultural dissemination and control" (Fischer, 1990, p. 4). Ophelia accepts this platitudinous as accepting Laertes' advice:

Farewell, Ophelia; and remember well

What I have said to you (Shakespeare, 1908, I.iii.84-85).

Tis in my memory lock'd,

And you yourself shall keep the key of it (Shakespeare, 1908, I. iii.86-87).

Laertes plans Ophelia's actions. On the other hand, Ophelia explains to her father about the conversations related with Laertes and her dialogues. Dialogues with her father consist of more obeisance; "so please you...my lord...I do not know, my lord, what should I think...I shall obey, my lord" (Shakespeare, 1908, I.iii.89-135 passim).

She is also a passive object of Hamlet's actions. "Hamlet holds her wrist; stares at her face; shakes her arm; nods; sighs; leaves while staring at her still" (Fischer, 1990, p. 5). Also, in the line "he (Hamlet) lets me go" (Shakespeare, 1908, II.i.94) shows another male permission and obedience. This kind of Hamlet's treatment shows Ophelia's absence and weakness. She is like a silent observer, when she meets Hamlet, Polonius and Laertes. "With regard to her father and brother, the two direct ruling male forces in her life, Ophelia is also very much a victim" (Das, 2012, p. 38). She admits everything without questioning Polonius' and Laertes' cases against chasing a relationship to Hamlet. However, she goes on believing Hamlet in every condition, even about Hamlet's madness. Ophelia blames herself when Hamlet behaves as a madman. Her lines reflect her deep and open grief: "And I of ladies, most deject and wretched/ That sucked honey of his music vows/ O woe is me" (Shakespeare, 1908, III.i.155-60). Ophelia still believes men and feels guilty herself and male's hegemony keeps going with her father's persistence in his dialogues: "But Yet I do believe/ The origin and commencement of this grief/ Sprung from neglected love" (Shakespeare, 1908, III.i.176-78).

Ophelia is encircled by Polonius, Laertes and Hamlet. However, all these three men vanish because Laertes walks away, Hamlet kills Polonius, and both Polonius and Hamlet leave her, so she cannot make any decisions, she does not have any choices apart from behaving according to rules of the three men. We know well that even her love is directed by her father, brother and Hamlet. She cannot "understand that she is a play thing in the hands of" (Rahman, 2006, p. 33) these men. She is unaware of the nature of her own feelings; these feelings are developing without getting permission from Ophelia, so she does not have the strength to control them. "That Ophelia lets others construct her is obvious" (Finkelstein, 1997, p. 6). Without any protest, she allows herself to be used by these three men. She is silent and is deprived of her language, for that reason she must use body language to communicate with people in Elsinore. Ophelia forms different types of communication to break her silence, such as loading meanings to flowers and singing obscene songs. These are

types of modifying and abstracting form of speech. Elaine Showalter explains the image of singing Ophelia as “a potent and obsessive figure in our cultural mythology” (Showalter, 1994, p. 221).

Ophelia’s songs also represent female madness. Ophelia’s madness is more depressing and unexpected, compared to Hamlet’s. Her madness consists the loss of her father:

He is dead and gone, lady,  
He is dead and gone;  
At his head a grass-green thurf,  
At his heels a stone (Shakespeare, 1908, IV.v. 29-32).

Also it involves Hamlet’s betrayal:

How should I your true love know  
From another one?  
By this cockle hat and staff,  
And his sandal shoon (Shakespeare, 1908, IV.v. 24-27).

As well as Hamlet’s treatment:

Alack, and fie for shame!  
Young men will do’t, if they come to’t;  
By cock, they are to blame.  
Quoth she, before you tumbled me,  
You promised me to wed (Shakespeare, 1908, IV.v. 58-62).

Madness gives Ophelia a chance for breaking the rules of society, social restraints, and inner feelings, but at the same time it shows the loss of Ophelia’s life; it shows Ophelia’s victimization that her society connives at; “her madness has exactly the same effect that can be produced by the spectacle of real insanity, if brought before us; we feel inclined to turn away, and veil our eyes in reverential pity, and too painful sympathy” (Vanderlyn, 1903, 92). Her isolation is going on even after her death. Her death is only announced and commented. We cannot see or experience her death and her funeral. On the other hand, because of conflict emotions and illogical behaviours, we can come to the conclusion that she committed suicide. Because of conflicts, Ophelia’s actions in the play causing her death support suicide. However, there can be confusion that if Ophelia wants to kill herself, she can poison herself because it is a faster and easier way.

When we think drowning in the brook is a difficult way to commit suicide we can say that she may not be killed herself. Because women have no value and have no importance in a patriarchal society, women must die or go mad. Because of Ophelia’s madness, she is probably seen as dangerous, and there is a strong possibility that her patriarchal society gives her a death decree. This patriarchal society makes the decision instead of Ophelia and is determined to victimize.

In the play, we hear the best speeches about Ophelia when she is dead. She is viewed as an ideal woman after her death. Ophelia is a ruled woman, and she is totally subject to her society. Although her potential obstinacy dazzles “through at the beginning of the play, when we learn that Ophelia has entertained Hamlet without parental confirmation, this is muted very quickly by Polonius and Laertes, the double voice of the patriarchy, telling her that she is naive and that her behaviour is unsuitable” (Das, 2012, p. 39). Her father and brother think that it is necessary to warn her innocence, so they give her lessons about wisdom, morality and behaviour. We think that Polonius and Laertes try to protect Ophelia, but they actually try to protect the reputation of their family. We only know how her fate must be shaped by male society.

Polonius and Laertes have persuaded Ophelia that she has been wrong about Hamlet's love. She believes that Polonius and Laertes certainly decide best and shows her compliance saying “I shall obey, my lord” (Shakespeare, 1908, I.iii.136). Here, “Shakespeare shows, however, that it is this obedience of Ophelia that leads to her own destruction, and illustrates that when the guiding male is like the cynical Polonius or the unperceptive Laertes, the fate of the subordinate female is considerably threatened” (Das, 2012, p. 39). Ophelia has to learn to behave according to the customs of her society. She has followed her father's and brother's power unconsciously since her childhood. Also, Ophelia can never feel her love; her love, as her life, has been forbidden by the males. The power of patriarchy steals her pure love as well as her life from her, and victimizes her for the sake of canons of society.

Besides Ophelia, Gertrude is another female character to be noted in connection of victimization. “None of the critics of course has failed to see Gertrude as vital to the action of the play; she is the mother of the hero, the widow of the Ghost, and the wife of the current King of Denmark” (Heilbrun, 1957, p. 201). Gertrude is Hamlet's mother, and she is the previous wife of the early King Hamlet; she has acted a crucial role in the play. Although Gertrude has limited speech throughout the play, she has been studied by many critics and scholars. Many studies and researches related with Gertrude are mainly about her sexism and the relationship between Hamlet and his mother. Gertrude has always something to say, but she almost never speaks, and she almost never has an opportunity to protect herself against the indictments and descriptions of her. She is described in an unfavourable and inconvenient way. Like Ophelia, Gertrude is represented as the ‘other’ and unknown figure. The words of other characters both affect negatively and make awry our interpretations about her character and choices but “the essential Gertrude can be properly recognized from an analysis of the words she herself speaks -rather than the things said about her by the ghost and by Hamlet” (Sharon, 1996, p. 89). Though her lines are few, Gertrude is dealt with many times throughout the play, especially by her son, Hamlet, and by her former husband, King Hamlet (the Ghost).

Gertrude is usually described as a sensuous woman. She does not have any of the qualities of a well - behaved woman of her time or position. Although she does not take any place and does not have any responsibilities in any part in the death of King Hamlet (“The critics agreed that Gertrude was not a party to the late King's murder and indeed knew nothing of it”) (Heilbrun, 1957, p. 201), she is seen as the root of the

problems which come up in Denmark. This belief is so wide that it is often accepted without question, without further inquiry into why exactly Gertrude is understood in this way.

We cannot say that we find evidence of her sexuality or her betrayal of her husband in her words. Her own words should be taken into consideration, because she is shown as guilty in a patriarchal society. On the other hand, this society considers that Gertrude is guilty of not exactly not grieving Hamlet, but of getting married with Claudius. And in the play, she is viewed as guilty because of the two unreliable characters' (Hamlet and the Ghost) expressions and actions. These two unreliable characters try to form an image of Gertrude which is sensuous and unfaithful. We see Hamlet's and the Ghost's descriptions of Gertrude, saying "wanton widow and lustful woman". We see negative stereotypes of a woman.

However, these two characters are, as Richard Levin (2008) calls it in his article, *Gertrude's Elusive Libido and Shakespeare's Unreliable Narrators* "unreliable narrators". In his article, Levin tries to point out that most of Shakespeare's characters to show themselves as reliable, for that reason people can trust what they say and behave as they want. Levin writes " ... dramatic characters ... should be regarded as representations of real individuals who possess personalities and what we now call inferiority, which involves agendas, emotions, and even internal conflicts that can affect the reliability of the statements they make" (ibid, p. 312). Levin indicates that the expressions of both Hamlet and Ghost should not be taken into consideration because they are unreliable. Gertrude's guilt in the play has been shaped by both her second husband and her depressed son's utterances.

In the play, we can see that the Ghost (King Hamlet) concentrates much more on the deprivation of Gertrude rather than concentrating on the deprivation of the throne of Denmark. "The Ghost's grievance obviously is Gertrude's adultery, and his agenda is ... to explain it in a way that will completely condemn her role and Claudius's and valorize his own ..." (Levin, 2008, p. 309). In the play, the Ghost tries to depict Gertrude as bad as possible. Though the Ghost tells Hamlet:

Taint not thy mind, nor let thy soul contrive  
Against thy mother aught: leave her to heaven  
And to those thorns that in her bosom lodge  
To prick and sting her. (Shakespeare, 1908, I.v.85-88)

it can be deduced that the Ghost appears much more concerned with Gertrude herself. Although the Ghost does not want Hamlet to try to change Gertrude, the Ghost has expressed his feelings about Gertrude in his lines and sees this marriage as a betrayal and even he has claimed that marriage of Gertrude and Claudius is incest and unfaithfulness. The Ghost directly blames Gertrude instead of Claudius. Hamlet accuses Gertrude, too. Hamlet says that she cannot claim that her relationship with Claudius is love because she is too old to fall in love with a man. Hamlet cannot accept and cannot feel his mother's feelings because his mother should not have these strong emotions to fall in love with a man.

Although Hamlet detests Claudius because of the murder of his father, he has assumed the responsibility to his mother because of her faults against the Ghost (King Hamlet). Hamlet appears to blame Gertrude instead of Claudius. The lines in the play “A bloody deed-almost as bad, good mother, / as kill a king and marry with his brother” (Shakespeare, 1908, III.iv.27-28) reflect Hamlet’s implied accusation, but Gertrude immediately replies “As kill a king!” (III.iv.28). Here, looking at her lines, we can easily notice that Gertrude has no knowledge about Claudius’ responsibility for her late husband’s death, so there is no guilt on her. For this concept, Janet Adelman (1992) mentions in *Suffocating Mothers* “... For Claudius's crime is nearly absent here: in Hamlet's accusation, Claudius becomes the passive victim of Gertrude's sexual will; she becomes the active murderer” (p. 25). When Gertrude has been condemned for a crime which Hamlet cannot even be certain that she has been personally involved in, we can understand that Hamlet has lost his reliability as a reliable narrator. We see Hamlet’s emotions and personal opinions have come in all extents into play for that reason, we can no longer accept his word as real in full.

Both the Ghost and Hamlet propose prejudiced perceptions for Gertrude’s guilty. Apart from the Ghost and Hamlet, Gertrude has also been confirmed as guilty because of general canons in her time. According to these canons, the lament period (lament for the death of King Hamlet) should continue half a year. And also; these canons accept that a widow has to wear lament clothes two years after death, and she cannot take place in society for at least one year for that reason Gertrude is seen as guilty in the play in this period. However woman has still been seen as guilty in the contemporary world. Gertrude is guilty of not appropriately lamenting her dead husband, King Hamlet, but at the same time, she is also guilty of theoretically taking away Hamlet’s heirship: the command of Denmark. Because Gertrude has married Claudius, who is the king of Denmark, Hamlet cannot get the kingdom directly. Instead of this; the kingdom will pass the heir of Claudius and Gertrude’s unification. “Gertrude is dowager queen during Hamlet's minority; in tail male the kingdom passes to Hamlet. But if Hamlet remains unmarried and childless ... , then Claudius (his father’s brother) and his offspring are next in line of succession to the throne of Denmark” (Jardine, 1989, p. 92). We can say that the law of inheritance directs Gertrude’s guilt.

According to patriarchal canons, Gertrude’s role to Hamlet is to be a passive defender to his heirship, to guard the family line until Hamlet can gain the kingdom. However, Gertrude makes her active choice to marry Claudius, and because she believes the love, she takes on her responsibility to her husband and their possible new line of heirship together. This explains Hamlet’s anger and his obsession with Gertrude’s sexuality. In here Ruth Stevenson (2002) points out that “Hamlet’s disgust of his mother’s sexuality may not be the consequence of his mother’s lewdness, but the result of his apprehensions concerning his mother’s giving birth to a new heir; this implies that it is the possibility of loss of kingship which has enraged Hamlet” (p. 448). Hamlet thinks that Gertrude betrays him because his mother can breed a new inheritor for kingship. To Hamlet, Gertrude is, in other words, guilty of neglecting her son completely on the side of her new husband.

Considering the ideas of patriarchy, we can understand that Hamlet is not only disappointed about being disregarded and theoretically dislocated on the throne, but he is also annoyed that his mother can have power

over his future/male future. Because it is accepted that women generally should be passive and guilty. “Whether she has knowingly or unwittingly been draw [sic] into Claudius's plot, she is guilty by virtue of her power to disrupt the patriarchal power structure in spite of her actual passivity” (Jardine, 1989, p. 93). Gertrude’s situation gives her possibility to change the inheritance of the authority of Denmark, and this situation gives her an amazing power. With the help of this power she can be a danger to males in her society, however, the society does not allow Gertrude to use her power.

On the other hand, it is important to view Gertrude’s marriage which is called incest in her time. “Notoriously, Henry VIII's marriage to his dead brother Arthur's widow, Catherine of Aragon, was incestuous under the Levitical tables of affinity” (Jardine, 1989, p. 40). Like this marriage, Gertrude’s marriage with Claudius is accepted incestuous according to canons. “In marrying Claudius, Gertrude was marrying her brother-in-law; and, according to [canon law], such a marriage was indeed incestuous and prohibited” (ibid, p. 39).

However, Gertrude’s marriage may not be thought as an incestuous marriage because only the unreliable narrators - the Ghost and Hamlet - call this marriage as incest.

Because Gertrude does not have many lines, many believe that her description actually comes from the characters around her. These stronger male characters are especially Hamlet, Claudius, and the Ghost. As Richard Levin (2008) expresses in his article: “... while many (male) critics have accepted without question Hamlet's and the Ghost's statements about Gertrude's lustful nature, she herself never gives us any sign of it” (p. 322). Gertrude is often misjudged because of the actions and words of other characters.

We always criticize Gertrude through the interpretations of other characters. Linda Charnes (2006), for instance, contends; “Gertrude is not an utterly lecherous character, yet Hamlet magnifies the evilness of his mother’s lechery, for he can only attain the status of a classical hero if moral turpitude and vice spread throughout the play from Claudius to Gertrude and then to Ophelia” (p. 63). Thoughts about Gertrude, according to Kinney (2002), “inferred from the other characters’ impressions of her, for her lines in the play do not yield an aura of immorality” (p. 41). She does not have any opportunity to identify herself. “Unfortunately for her, Gertrude is the victim of a bad press ... since she and her libido are constructed for us by the two men who have grievances against her ... while she herself is given no opportunity to testify on her own behalf ” (Levin, 2008, p. 323).

We must trust Gertrude and her actions. We must describe Gertrude with her own lines, in place of the lines of others. “If we evaluate her based on only what the male characters say about her, we will have only an inaccurate picture of her” (Rahman, 2006, p. 6). Gertrude should only be analysed under her own circumstances. To do this, Gertrude should be gotten rid of shadow of principle characters. Abigail L. Montgomery (2009) explains: “Gertrude's death, life and overall importance to the play have been minimized dramatically and critically, perhaps more so than those of any other principal character in *Hamlet*” (p. 99). Gertrude should be analysed briefly and freely, because, contrary to many beliefs, she has the ability to direct play, to introduce



characters in the tragedy. At this point, we should totally agree with Montgomery who points out “Gertrude is thoroughly developed, autonomous, morally responsible and accountable self, a true participant in Hamlet's tragedy; she is also an accomplished analyst, interpreter, and shaper of the play's dramatic reality” (p. 101).

This responsible and autonomous character must not be only scrutinized grounded on her communications with the male characters around her only, because their expressions and judgements affect our view of Gertrude in a negative way. Adelman (1992) explains the different aspect about Gertrude: “the Gertrude we see is not quite the Gertrude [the men] see. And when we see her in herself, apart from their characterizations of her, we tend to see a woman more muddled than actively wicked; even her famous sensuality is less apparent than her conflicted solicitude both for her new husband and for her son” (p. 15). For we cannot trust the unreliable narrators, who are the Ghost and Hamlet or Hamlet's uncle because of parallel reasons like the other males, we must trust Gertrude, we must believe her. We must not think that Gertrude is a sexual villain who marries quickly again because she is gravitated to Claudius.

We can observe Gertrude's developed responsibility to her son because she is a mother who is trying to protect her son, who is trying to talk to her son. We witness Gertrude's independence in the backroom scene (Gertrude and Hamlet), while she is trying to talk to Hamlet, because she makes her own choices in point of her following actions of the play. About this private scene Jardine (1989) explains:

... Gertrude embarks on her audience with her son in the full knowledge that they are deliberately overheard. . .by summoning her son to her most private quarters she formally signals to him that their meeting will be in the strictest confidence. Here, then, are grounds for accusations of betrayal: from the outset Gertrude connives in misleading Hamlet... (p. 150).

In this explanation, Gertrude invites her son to her personal place, to her autonomous place. Gertrude tries to demonstrate the place which is visited only by her and hardly by Claudius, her husband. This place also has a different importance that Gertrude promises Hamlet to tell lies to her husband Claudius: “Be thou assured, if words be made of breath/ And breath of life, I have no life to breathe/ What thou hast said to me” (Shakespeare, 1908, III.iv.190-192). Here; we see Gertrude's own decision and this decision represents her ability to make choices and carry out promises, a feature of a character that is free and honest. Because of Gertrude's lines, one can mention that Gertrude is able to take her decisions by herself, and therefore, it can be claimed that she is an independent moral being, but the men around her do not want to accept this independence. Gertrude has to be subject to the men around her.

Apart from Gertrude's morality and freedom, Gertrude is a reliable narrator, because the duty of explanation of Ophelia's death is given to Gertrude by Shakespeare in the play:

And, mermaid-like, a while they bore her up:  
Which time she chanted snatches of old tunes;  
As one in capable of her own distress,  
Or like a creature native and indued  
Unto that element: but long it could not be

Till that her garments, heavy with their drink,  
Pull'd the poor wretch from her melodious lay,  
To muddy death (Shakespeare, 1908, IV.vii. 174-81).

With these lines, Shakespeare gives Gertrude an important responsibility. About this point, Montgomery (2009) gives an explanation: "Given both her active and interpretive contributions to several of the play's key moments, Shakespeare plainly trusts Gertrude with the responsibility of shaping and analysing the plot--so should we" (p. 106). Contrary to many critics' thoughts, we can say that Shakespeare trusts his woman character. On the other hand, Gertrude is a queen like Elizabeth and Shakespeare respects and trusts Elizabeth so much, so Shakespeare respects Gertrude, too. We can say that Gertrude tries to reflect her status in her society, also she is a responsible and reliable narrator. Contrary to what is believed (lustful, wanton), contrary to males' struggle to victimize Gertrude, she tries to demonstrate to us that she is a strong and confidential woman.

When we come to the final scene, in which Gertrude has kept her promise to Hamlet and is on the side of her son, we witness that Gertrude takes the poisoned drink instead of Hamlet; "Here, Hamlet, take my napkin; rub thy brows./ The Queen carouses to thy fortune" (Shakespeare, 1908, V.ii.274-275). And Gertrude drinks in spite of Claudius' warning "Gertrude, do not drink," (ibid, V.ii.277), because she wants to protect her son as a mother and it is very crucial to see that Gertrude has made her own choice without listening to a man. Unfortunately, Gertrude's death occurs quickly in the scene, and her death is quickly overshadowed by the men enclosing her. Here, we can look at Montgomery's (2009) explanation: "Gertrude is literally surrounded (and perhaps drowned out, depending on staging) by men and male death; Laertes comments on the justice of his own death wound before Hamlet has the chance to ask after his own mother" (p. 111).

Unfortunately, Gertrude is silenced by the men and the actions enclosing her. She is ignored and astonished. She is often the victim of oppression and surveillance. She cannot be interpreted related to her own utterances. She has been the victim of males' words in the play. Gertrude should not be thought only as a sensual woman without taking into consideration of her husband's death or her son's grief and madness. Her society is not aware of her sufferings, her own actions and her own words. Her society makes many interpretations about Gertrude without needing to ask Gertrude herself.

In *Hamlet*, Ophelia and Gertrude (to a greater or lesser degree) are directed by the males' powers. These powers are created by Hamlet, Polonius, Laertes, the Ghost and Claudius. We can see that all of them are male, and they can share a common feature named patriarchy. As the play progresses, both Gertrude and Ophelia are weakened by the outer forces that enclose and 'protect' them. These outer forces at the same time corrupt Ophelia and Gertrude's moral senses.

The ultimate sources of exploitation related with Ophelia are Hamlet, Polonius and Laertes. Ophelia passionately loves Hamlet. To give an example of exploitation of Ophelia's love with Shakespeare's most beautiful female characters with Hamlet:

The gentle Desdemona would never have dispatched her household cares in haste, to listen to philosophical speculations, his dark conflicts with his own spirit. Such a woman Portia would have studied him; Juliet would have pitied him; Rosalind would have turned him over with a smile to the melancholy Jaques; Beatrice would have laughed at him outright; Isabel would have reasoned with him; Miranda could but have wondered at him (Vanderlyn, 1903, p. 93).

However, Ophelia loves Hamlet; with her all purity and innocence she does love Hamlet; she expresses her real feelings, while Hamlet uses Ophelia's feeling in spite of importuning Ophelia with love in the beginning of the play; he could not see Ophelia's innocence and simplicity; he could never see Ophelia as a woman. When Ophelia speaks to Hamlet for expressing herself, he thinks that her utterances poison him, so he throws Ophelia to the wolves. These wolves are Polonius and Laertes. They are afraid of Ophelia's innocence, heart, mind, loveliness, purity, simplicity and even her silence.

The ultimate sources of exploitation related with Gertrude are Hamlet, the Ghost and Claudius. The concept of misogyny and hatred of women can be seen in Hamlet and the Ghost against Gertrude. Hamlet and the Ghost become cynical about Gertrude because of her decision to marry Claudius. They try to show a special effort to make a connection between female sexuality and moral exploitation. Claudius exploits Gertrude to be more powerful to get the throne. We observe that a man uses a woman's feelings to achieve his aims, to reach his target.

The descriptions of Ophelia and Gertrude in *Hamlet* illuminated our minds about which situations women had to face in Elizabethan period and how cruel and merciless men can be and how they sacrifice their mothers, daughters, sisters and wives. Through these analyses, one can understand that women are shown as dependent on men. These men use their forces, customs and even religion. These men force Ophelia and Gertrude to do everything whatever they want. Elizabethan society thinks that women are weak, so they should follow what men tell them and obey the men's rules. This characteristic feature (weakness) is significantly represented in the play by woman characters in *Hamlet*; Ophelia and Gertrude. The women's behaviours in the play obviously consist of distrust, prejudice, disdain and negative stereotypes. The major negative stereotypes are Hamlet's, Polonius' and the Ghost's perceptions towards Ophelia and Gertrude.

Finally, both Ophelia and Gertrude find themselves in a patriarchal society that is the main reason why they are often torn apart by orders and suggestions proposed by Polonius, Laertes, the Ghost, Claudius and Hamlet. Their personalities are torn to pieces by some commands as the need to obey men's rules and the voice of the heart that belongs to men. It is very sorrowful that when these orders do not succeed or when these orders disappear they do not know what to do, and they are lost in the society. Ophelia goes mad and dies; Gertrude dies because of poison given by a male.

Going mad and death are the only way for them to rescue themselves from patriarchy. They have been supposed to be invisible although they have a unique place in their societies. They are the victim of their society and male power politics unfortunately; this victimization still goes on in contemporary society. It is an egregious

fact that many wives, daughters and sisters are silenced or murdered even today. We witness contemporary Shakespeare passions and we observe victimization of contemporary Ophelias and Gertrudes.

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## The effectiveness of wearing six hats in ESL classroom

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### Abstract

The paper outlines the importance of developing ESL students' higher order thinking skills through group work, which makes them competitive for the global market. The suggested model is based on the Six Thinking Hats Framework designed by Edward de Bono to prove the effectiveness of group work implemented in an ESL classroom. The fact of wearing six hats in an ESL classroom will enable learners to sharpen traditional, critical, creative, lateral and parallel thinking skills as combined. It is note-worthy to mention that any type of thinking cannot stand alone to achieve the academic excellence; therefore the six-hat theory can be very successfully implemented in group work to promote ESL students' active participation in the learning process.

**Key words:** Six Thinking Hats, group work, higher order thinking skills, academic excellence

### Different thinking skills and six hats




Nowadays, employers no longer seek people who only have theoretical knowledge, but lack thinking skills. This tendency provokes a growing need to teach students how to think and make them competitive for the global market. The role of the curriculum developers is of a great importance while designing the instruction that could sharpen the higher order thinking skills.




It is notable that there are a number of thinking skills: traditional thinking, critical thinking, creative thinking, lateral thinking, parallel thinking, problem solving, etc. Traditional thinking is adversarial and seeks just the truth, without building any ideas around the concept and boundaries. In this thinking phase, each side takes the position to prove that the other side is always wrong. Critical thinking enables the students to comprehend and evaluate the topic under study using the domain knowledge, available evidence and logical arguments. It is notable that critical thinking encompasses the decision-making and problem-solving skills. Therefore, it is judgment-oriented, analytic and objective (Lipman, 2003). Creative thinking focuses on generating a number of ideas, examining the possibilities to tackle the problem and evaluating the final product. This kind of thinking is therefore lateral, divergent and subjective. Lateral thinking focuses on random stimulation and brainstorming to improve the ideas (de Bono, 1990). Lateral thinking leads the students to examine a problem from many different perspectives, which results in implementing the preferred solution through the critical evaluation. It is note-worthy to mention that lateral thinking is provocative in nature, as it seeks to change the concepts and boundaries in the real life situations. The main discrepancy between creative thinking and lateral thinking is visible at the problem-solving phase: creative thinking provides with a variety

of ideas to solve the problem, while lateral thinking works out an applicable solution. Parallel thinking is a way of cooperative and coordinated thinking. People think in parallel, which means that they may not have common ideas and argue, but the overall direction could keep changing with time. The direction itself can be changed in order to give a full scan of the situation. The main point here is that everyone thinks in parallel with the rest of the group members until all the ideas including contradictions are laid out in parallel to tackle the problem.

The above-described different thinking skills give the idea to design the mixed model of these thinking phases in order to enhance the level of higher order thinking skills among the students. I would suggest a mixed model to be based on Six Thinking Hats Framework designed by Edward de Bono. The framework encompasses traditional thinking, critical thinking, creative thinking, and lateral thinking, but mostly encourages parallel thinking. The method tends to unbundle thinking and separate the different aspects of thinking process. There are six colors of the thinking hats: white, green, yellow, black, red and blue. The main characteristic traits are given below in the table.

**Table 1. Characteristics of six hats**

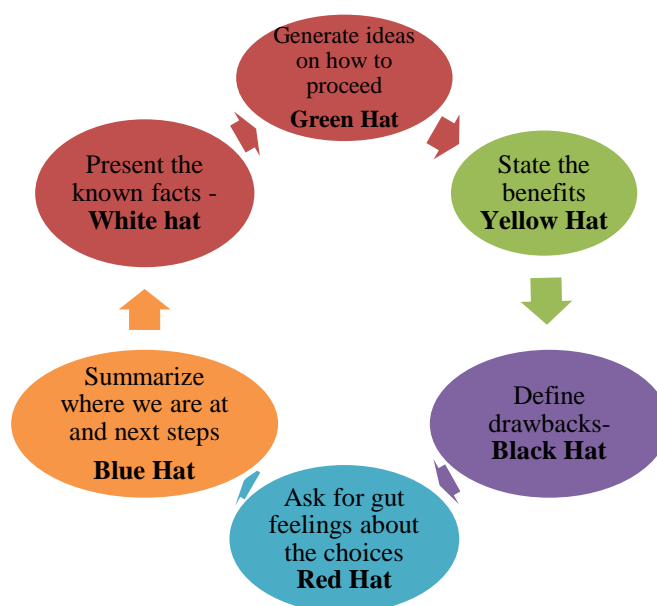
HATS	NATURE
 White Hat	Seeks the information we know and need for problem solving; the hat also seeks the sources to obtain the available data and determines the accuracy and relevance of them. It also looks at Other People's Views and relies on the professional
 Red Hat <b>FEELINGS, INTUITION, GUT INSTINCT</b>	It is a key ingredient in decision making, as it states the perspectives without explanations or justifications. This hat represents feelings about the topic under discussion.
 Black Hat <b>RISKS, DIFFICULTIES AND PROBLEMS</b>	Points out thinking that does not fit the facts, experience, regulations, strategy, values and may predict some potential problems. The provided skeptical view requires the reasons to be explained by the thinker.

 Yellow Hat <b>BENEFITS AND FEASIBILITY</b>	It needs more effort than the black hat, as it considers both short- and long-term perspectives. It is optimistic in nature and seeks for the benefits and values.
 Green Hat <b>NEW IDEAS, POSSIBILITIES</b>	It tends to develop creative thinking skills through seeking alternatives and possibilities. It generates new concepts and removes faults.
 Blue Hat <b>MANAGING THE THINKING</b>	The hat has leadership abilities, as it organizes (ensures that the rules are observed) and controls the thinking process. Sets the focus/ agenda and summarizes the final remarks.

These six hats give a clear-cut picture of the point that a single hat or any type of thinking cannot stand alone to achieve the academic excellence in ESL classroom. The six-hat theory can be very successfully implemented in group work designed for ESL learners.

For many ESL teachers, it is quite a daunting task to convince reluctant students that group work is worth doing. Some students may have mixed feelings about their abilities to work in a group or about not having the teacher as the key player in the activities. It should be stressed here that some lazy students strive to avoid taking any responsibilities of group work and do not contribute equally to the thinking process. It may be of a great importance to allocate some time for discussion of learning outcomes (Harmer, 2010). If we provide them with clearly defined goals and outcomes of the activity, they will find it more interesting and will get actively involved in it. Using six hats in group work is very useful to be implemented in teaching productive skills. The group of six students can have different assigned roles with different colors of the hat to contribute to team-building.





**Figure 1. Assigned roles of students with six hats**

It is notable to mention here the fact that students may swap their places for different colors of hats to improve different thinking skills.

The white hat always follows the traditional thinking, which is adversarial and seeks just the facts. It can enhance the students' ability to sort out and filter the needed data for solving a particular problem provided by the teacher. The red and black hats promote creative thinking skills, as they tend to generate a number of creative ideas, examining the possibilities and risks to tackle the problem. The yellow and green hats contribute to develop lateral thinking skills through producing innovative ideas and concepts and providing feasibilities to perform a task. The blue hat together with the other colors of the hat shape the framework of parallel thinking, which is cooperative and coordinated in nature. The main point of integrating these colors of the hats together is that at every moment each thinker is thinking in parallel with all the other thinkers. The contradictory ideas are not argued out but laid down in parallel.

## Conclusion

The integration of six hats in the process of grouping students in the thinking phases will enhance the level of higher order thinking skills, which will make them competitive in the global market. This process gives equal opportunities and responsibilities to the group members and makes them actively and equally involved in the thinking process. Assigning six colors of the hat will facilitate the process of monitoring the students' participation in group discussions, as they all have their own tasks to finalize the product. With the help of the six different colors teachers will not have lazy students avoiding the responsibilities of group work. This will help ESL teachers (and teachers of other languages, teachers of other humanities and social subjects) to use group work in the most efficient way.

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## Songs enhance students' involvement

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### Abstract

This paper deals with the discussion of the value of songs in motivating students to learn English and enhancing learner involvement. Teachers and students alike find singing songs entertaining and relaxing. Songs offer a change from routine classroom activities. They are invaluable tools to develop students' abilities in listening, speaking, reading and writing and can be used to learn / improve a variety of language items such as: sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs. Learning English through songs also provides a nonthreatening atmosphere for students who usually are tense when speaking English in a formal classroom setting. This article presents a number of classroom activities, which combine the use of songs and materials development by learners to show how learner involvement can be maximized by engaging learners in meaningful task design.

**Key Words:** motivation, learner involvement, learning style, task design, song dictation, song reading, split song, word portraits

### Introduction

Using songs in motivating students to learn English and enhancing learner involvement is very valuable (Reeve & Williamson, 1987). They are very important tools to develop students' abilities in listening, speaking, reading and writing and can be used to teach a variety of language items such as: vocabulary, pronunciation, rhythm, adjectives and adverbs. Although the communicative approach has become the mainstream in language teaching, learners are still very passive recipients of knowledge and play only a minimal role in the selection of learning materials and teaching methodology. Such lack of involvement constitutes a hindrance to successful language learning. To enhance learner commitment, teachers should allow learners to take part in developing materials for themselves. This not only increases learner commitment, but also helps learners become experts in the tasks they designed (Clarke, 1989).

Materials and classroom activities through songs must be chosen very accurately. Combining the use of songs and materials development by learners shows how learner involvement can be maximized by engaging learners in meaningful task design.

Here are four classroom activities using songs as the chief materials for teaching. They are: song dictation, song reading, split song and word portraits (Suk Mei Lo & Chi Fai Li, 1998). The design consists of teachers going through the language tasks with students using the lyrics of the songs. On completion of the teacher session, students are asked to construct similar tasks in groups, using songs of their own choice and to

do a mini-presentation of their work to the class in another session. They are required to indicate clearly, which language skills their tasks are designed to practice. The tasks in the teacher session can take more varied forms to suit the students' learning style.

Song dictation is one of the classroom activities the purpose of which is to sharpen students' listening abilities in learning the pronunciation of shortened verb forms such as I'm, I've, It's, I'll, I'd and also it helps students to make the distinction between long and short vowels. Students are first handed out the lyrics with the definite words missing. They are asked to go through the lyrics and try to guess the words in the blanks. The teacher then explains difficult words and lets students read the lyrics. This is followed by the teacher asking simple questions to check the students' overall comprehension of the song. Students can listen to the song three times; the first time purely listening trying to work out what the missing words are, the second time filling in gaps, and the third time checking to confirm whether the answers are correct or not.

The second classroom activity - song reading - aims at developing students' ability to comprehend the literal meaning of the song and at the same time analyze the hidden message. It may be more suitable for advanced students and can be done in groups. The teacher first hands out the entire lyrics to the students with a set of comprehension questions. The teacher then plays the song to the students and gives them some time to do the silent reading, focusing their attention on questions, gearing the surface understanding of their song. Students may work out the answers in groups in order to generate more conversation in English.

The activity 'split song' provides an opportunity for the students to improve their comprehension ability by approaching a song in an interesting way. It may be done in groups to promote interaction among students. Teachers first identify several charts which are suitable for this exercise. This is indeed a matching exercise in which teachers divide each sentence of the chart into two parts, creating two lists. The teacher then jumbles the order of the list containing the second half of the sentences. Students are required to restore the charts to their original forms. Before doing the exercise, the teacher may go through the difficult vocabulary with the students first. After students have completed the exercise in groups, the teacher may let them look at the entire lyrics to check their answers. They may also listen to the song. The exercise may also lead to more creative writing tasks. For example, students may be asked to imagine themselves to be the main character in the song and write a composition to tell the reader something about a situation in the song. They may also work in groups to write a conversation between the characters in the song, each telling one another about their interests, background, plans for the future and so on.

The fourth classroom activity – 'word portraits' attempts to stimulate students' imagination through construction of a story based on the words given to them. The words are taken from the song chosen by the teacher. The teacher first presents isolated words from various charts in the song and puts them accordingly into boxes. Each box consists of words taken from one chart. Before asking students to write, the teacher explains difficult vocabulary and demonstrates to them, how a story can be made up. Students then work in groups to develop their own stories. After they have finished, they present their work to other groups. The teacher lets students compare what they have written with the story described in the song by handing out the lyrics and

playing the song to them. Through such a comparison, students can broaden their vocabulary use in a wider context.

### **Conclusion**

The series of activities described above offer a great deal of advantages in promoting English learning. The greatest advantage is stimulating students' interest and enhancing their involvement. Students show a tremendous interest in learning English through songs, particularly those chosen by themselves. These activities help teachers create plenty of teaching materials through teacher-student collaboration. Through designing tasks, students become experts in their own areas and hence are more familiar with the language items they are learning.

The song activities mentioned previously integrate the teaching of the four skills nicely. In each activity, students are required to listen very carefully to the songs in order to complete the tasks set for them, whether it is to fill in gaps or answer comprehension questions. The combination of materials development with the use of songs can definitely enhance learner involvement. The activities are able to transform passive learners to active participants in the process of learning.

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## Motivational factors in teaching and learning a language

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### Abstract

Motivation is an essential factor while teaching a language and that is instrumental in carrying out activities. Its importance is widely emphasized by many motivational studies conducted in the field of teaching and learning a foreign language. Before receiving language education, students mainly learn English by traditional methods, although some suggestions on language teaching approaches generally have made a significant progress. Students still make grammatical mistakes which become fossilized and innovative teaching approaches and some motivational strategies are required in order to break the barrier in teaching English language. There are many motivational factors towards learning the English language. While teaching English, using modern teaching facilities can maximize the involvement of learners in classroom for better learning.

**Key words:** motivational factors, learning the English language, resources, extrinsic and intrinsic motivation

### Introduction

Motivation has been accepted by instructors and researchers as one of the key factors which influence the rate and success of language teaching and learning. Motivation provides the primary impetus to initiate learning a language and later forces to sustain the long-term learning process. Without sufficient motivation, even individuals cannot achieve long-term goals, and neither are suitable curricula and good teaching enough on their own to guarantee student accomplishment.

Significant deficiencies can be made up with high motivation, both in one's language aptitude and learning conditions. Language teaching and learning program designers and administrators are interested in motivation and want to attract language learners and motivate them to learn by being congruent with their interests and needs. Instructors need to use different methods and pedagogical techniques inside and outside of the class that develop learners' motivation and learners themselves who have to maintain their internal motivation to reach their goal and persist in the difficult task of learning language.

### Motivating language learners

In the 21<sup>st</sup> century students from different age groups are prone to technological instruments like TV, computer and internet, but the problem is that the suggested materials are often irrelevant, time-consuming and hazardous in terms of students' motivation to study. Students in today's world are in need of motivational guidance much more compared with those in previous centuries.

Motivation has an important place in the process of language teaching and learning and provides suggestions to keep learners motivated in the classroom while they are learning a language. Language cannot be effectively taught, if the language instructor does not understand the relationship between the motivation and its effect on language teaching. Language learners' motivation can be increased using different motivational strategies and, without sufficient motivation, learner cannot achieve his/her long-term goals. Instructor is a key element in the language acquisition process to motivate the learner and is the most important factor in influencing the language learner's motivation.

It has been found out by many theorists and researchers that recognizing the construct of motivation is not a single entity but as a multifactorial one. According to Oxford and Shearin (1994) there are 12 motivational models or theories and six factors that impact motivation in language learning: *attitudes, beliefs about self-efficacy, goals, involvement, environmental support and personal attributes*.

Hussin, Maarof, and D'Cruz (2001), mentioned that "positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning".

According to Hussin et al. (2001), teachers are able to drive the students to learn the language and to sustain students' interest in language learning if they can provide activities that are:

- language activities interrelated between in and out of class
- communicative integrative activities
- pleasant, safe and non-threatening activities
- enthusiastic activities
- group-based activities
- meaningful or relevant activities
- challenging

These elements are very important to build motivation in the language teaching and learning process and they have correlation between each other in the development of the motivational process.

Instructors have to take into consideration that each learner's interests and expectations are to keep language learners' motivation at a high level.

Using modern teaching facilities can maximize the involvement of learners in classroom for better learning. The technology-integrated language teaching method is popular to motivate the learner, and has a great impact on language teaching process. Learners are expected to be more motivated on using the learning resources, and improve their comprehensive language ability.

The efficacy of using computer for enhancing language learning constituted an issue of major importance (Garrett, 2009). Nowadays, the combination of online resource through multiple hyperlinks, computers and many other online internet-based utilities increase the motivation of learners to learn a language.

Computer-Assisted Language Learning (CALL) and web-based environments are also can be used as appropriate methodologies of modern language teaching. CALL helps students to improve language skills, makes them study at their own pace, and gets immediate feedback, corrections and even error analysis (Hanson-Smith, 1997).

Oxford (1994) and Oxford et al. (1998) mentioned that technology can be effective:

- if it deals with students' interests and finding ways to improve their motivation;
- if the instructor use appropriate technology for each aspect of language learning;
- if it provides a meaning-focused learning environment and uses relevant themes and meaningful tasks;
- if the technology is effectively exploited in the particular instructional situation;
- if it deals effectively with the difficulties that students may encounter.

Issues of teaching and learning style, motivation, personality and some other factors have come to the fore with the use of computers and online materials for learning language.

### **Intrinsic and extrinsic motivation**

In literature different sorts of motivation are mentioned. However, it can be said that there are mainly two types of motivation: intrinsic and extrinsic.

It is the motivation type that is triggered by personal desire, interest, or pleasure. Based on some scientists' observations, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions which are inborn in effective volitional actions. This kind of motivation is visible in behaviors such as games, exploration and challenge seeking that people often do for exterior rewards" (Deci et al., 1999, p. 658).

Intrinsic motivation is essential for the learners. External praise or rewards can encourage learners along the way, but the internal desire to master concepts will push learners move them from one course to another to complete the program successfully.

According to Shroff et al. (2007), technology-delivered language education makes intrinsic motivation more important, and students need to gradually rely upon their intrinsic motivation. It is difficult to know, however, which learners are intrinsically motivated, or how a learner is impacted by intrinsic motivation. Martens et al. (2004, p.369) mentioned that, It is "unclear what correlates with intrinsic motivation and what



causes intrinsic motivation or results from intrinsic motivation”.

According to Stipek (1996), in extrinsic type of motivation all behaviors, including success, are considered to be ruled by reinforcement contingencies. Three different types of reinforcers were identified. First of all, positive reinforcers, in other words, rewards are consequences which increase the probability of a given behavior, because the moment a target behavior is performed, a reward is given. Secondly, negative reinforcers are consequences which increase the probability of a given behavior, as some negative external stimuli are removed or reduced. Thirdly, as the last type of reinforcer, punishment is defined unpleasant consequences that lessen the probability of a given behavior.

Furthermore, extrinsic motivation is also as important as intrinsic motivation. “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, 2000, p. 60). Some extrinsic motivations were defined by Ryan & Deci (2000, p. 62) that give in detail the validity of the extrinsic motivation:

- **External Regulation:** Learner’s behavior is to meet an outside expectation is contingent on completing a task.
- **Interjection regulation:** Learners are pressured or feel to complete the task and may be attempting to gain pride.
- **Identification regulation:** Reflects the importance of the task and how it relates personally and motivates the learner to accept it specific to the learner.
- **Integrated regulation:** Learner should know his/her own identification regulation. This would require “self-examination and bringing new regulation into congruence with one’s other values and needs. In this type of motivation, the more the learner internalize the reason for an action, the more one’s motivated action become self-determined.”

A present or an award can make the motivation temporary or permanent because of its relevance. For example, a learner who receives an acceptable reward for writing performance, such as a book of his/her choice, may be permanently or internally motivated. If the reward has no relevance, like extra free time, the learner’s motivation can be temporary rather than permanent (Crow & Small, 2011).

Small (2009) mentioned that, offering non-relevant reward to a learner for temporary motivation can demotivate that learner who has been intrinsically motivated for doing task himself/herself.

The lists which were defined by Lei (2010) show that there are lots of motivational techniques to motivate learners which have negative aspects and benefits. Lei lists: *a) receiving external rewards or reinforcements, b) learning for recognition, c) learning for high grades, d) competition in learning, e) competition for tangible rewards, f) learning compliance, g) social reasons for learning, and h) high performance goals as positive benefits to extrinsic motivation.*

Lei (2010) also follows with a list: *a) exert minimal effort needed to complete tasks, b) may stop an*

*activity when reinforcement ceases, c) may slow down an activity when reinforcement is delayed, d) students are motivated for the wrong reasons, e) low self-esteem, f) poor relationship quality with peers and instructors, g) high anxiety and depression, and h) do not guarantee personal growth, enrichment, and fulfillment* has possible disadvantages to extrinsic motivation. It depends on the instructor to offer intrinsic or extrinsic motivation techniques when it is appropriate. The learners may require different degrees or levels, because of the learning environment.

Both extrinsic motivation and intrinsic motivation have been compared and contrasted by researchers for ages. According to common traditional view, educators think that intrinsic motivation is more desirable and it leads to better learning outcomes compared with extrinsic motivation (Deci et al., 1999). Due to the fact that extrinsic reinforcement is limited and may not motivate every individual, new approaches were developed to motivate people. One of them is cognitive behavior modification (CBM). According to this approach cognitive variables facilitate the effects of reward contingencies. That is why, CBM aims at changing obvious behavior by means of manipulating cognitive processes in students' minds. Consequently, students start to be more responsible for their own education by observing their behaviors, setting individual goals, using metacognitive tactics, and managing their own rewards. In this approach it is argued that, provided that students are given such mechanism of control to be able to manage their own learning, this mechanism will eventually result in maintenance of learning behaviors all their lives, the transfer of learning behaviors to new circumstances, and more freedom in the application of such behaviors. Actually based on some scientific research results, it is obvious that students should be supported and guided by their educators and parents in order to learn to manage their own learning properly. Otherwise, students may misuse this self-control and develop misbehaviors (Speidel & Tharp, 1980; Wall, 1983, as cited in Stipek, 1996). This approach seems to be more applicable for adult learners. It is obvious that children and teenagers need to be guided by their teachers and parents a lot more compared with adult learners, who usually study at universities. Needless to say, teenagers are supposed to be supervised in a concealed way without interfering in their individual independence. Since they are sensitive about freedom, they tend to be irritated by external interference.

Deci and Ryan (2000, p. 55) defined intrinsic motivation as “doing something which is interesting or enjoyable”. Intrinsic motivation is exist in human being, but level of intrinsic motivation depends on the task at hand.

Some learners can be highly motivated for doing an activity which they enjoy, but they may have a very low intrinsic motivation to do another activity because they do not like it. This contrast with extrinsic motivation focuses on external praise.

Intrinsic motivation comes from within a person, but extrinsic motivation comes from the outside influences. In teaching and learning a language, intrinsic motivation requires from students to complete their work, and can be reduced by external motivators.

### **The relationship between goal setting and motivation**

According to a report which was written by Ronald Taylor (1964) it was found that underachievers had no specific goals or they had set goals beyond their academic levels whereas achievers set realistic, attainable goals which were related to their academic level. So, it can be inferred from the finding that there is a positive correlation between setting realistic, attainable goals and achievements.

Furthermore, according to Siegle (2000), more challenging goals among students trigger higher achievement. In addition to this, Zimmerman et al. (1992) argue that goals increase people's cognitive and affective reactions to performance outcomes, because goals specify the requirements for individual success. It can be concluded from the research that, when students are taught to use goals and to divide large and distant goals into smaller sub-goals, they tend to make faster progress in learning skills or content. In essence, they become more academically successful.

If students have a role in the formation of the goals, they will internalize the goals and become accountable toward the goals. Moreover, students will become even more autonomous when developing personal goals, which are specific only to themselves. The moment the goals are set, they will enable the students to be focused on what is most relevant and what can be strived to achieve the target goals.

It is obvious that to tell students "do your best" is not sufficient. Specific goals are far more effective as a clear performance standard is set. Goals should be specific and incremental.

A specific goal is meaningful, measurable to the student and well-defined, which means that the students know if the goal is attainable, how far away completion is, and when it has been achieved.

Locke and Latham (2002) found that goals that use specific standards, such as completing twenty problems in one hour, are more likely to enhance motivation and learning than general goals such as "do your best." They also noted that, in general, difficult goals, such as reading a thirty-page chapter in one night boosted motivation better than easier goals, such as reading five pages in one night.

They attributed this to the students' persistence and greater effort to pursue a more difficult goal. Taking all these scientific facts into consideration, it is obviously vital that challenging goals may provoke students to make much more effort.

It is instructor's responsibility to help students set smaller, feasible goals which can be accomplished quickly as they move toward a larger goal. So goal setting should be in obtainable and incremental steps. It is a fact that one success tends to lead to another, as the student gains a little more confidence. This process supports internal motivation. Siegle (2000) as well as Zimmerman et al. (1992) propose from their studies that, when students are taught to obtain distant goals in a process of achieving smaller sub-goals, they can make faster progress in learning skills or content.

The tasks are subdivided into proximal, or close at hand, specific steps with teacher feedback to let the students know how they are doing in relation to both the sub-goals and the distant goal. During this time, they

also learn the skill of self-regulation and improve their self-efficacy and interest in the task.

There is a strong relationship between motivation and academic performance. Instructors should struggle with students who are disinterested or unmotivated to learn and participate in the class activities. One of the reasons for this may be related to student's motivation or lack of it. Intrinsic motivation is motivation that is characterized by personal enjoyment, interest, or pleasure. Boggiano and Barrett (1985) mentioned that intrinsic motivation and autonomous internalization leads to outcomes that are beneficial both to the individual and the society. Personal goal setting is one form of intrinsic motivation. It can facilitate higher levels of academic participation in students.

According to Lai (2011), one method for affecting students' motivation is through the classroom environment and, in particular, with goal-oriented classroom structures. It was revealed in some experimental studies that teaching low-achieving students to set goals for themselves improves their academic achievement and their intrinsic interest in subject matter (Bandura & Schunk, 1981). When students set and achieve their own goals, they are more likely to attain a sense of self-efficacy and become more academically engaged.

### **Instructor's role in the stages of the motivational process**

Instructor is recognized one of the main factors and has a significant role in all the stages of the motivational process. Motivation is not only integrative or instrumental, but also considered a key while learning a language in many cases, and maintained by a well-prepared teacher. Many researches were held to find out the interaction between the learners and the instructor and the influence of the instructor in the process of language learning.

A language instructor should have some important qualities to be a good teacher such as enthusiasm, acknowledgment and stimulation of learners' ideas, enjoyable atmosphere in the classroom, and the ability to make the students relax while teaching. Clear presentation of activities, encouragement of learners with difficulties, helping them to increase their expectation, and finding an interesting and motivating way are other factors to be a good teacher in language teaching and learning.

It is a dream for every language instructor to have in his/her class motivated learners, who are driven by the interest for learning and achieving their goals. It is also a language instructor's job to generate learners' motivation and help them to build a positive attitude. A teacher can achieve this aim, generating students' motivation by implementing different strategies. A language instructor should enhance students' values and attitudes towards the language and should consider learners' intrinsic, intercultural and instrumental values. A language teacher has to know learners' interest and benefits to attract their attention to learn language (Dörnyei & Ushioda, 2011).

The instructor has responsibilities for motivating students to attend class activities and to learn, it is very important for instructors to understand how to motivate their students. According to Brewer et al. (2001), there

are three categories for teachers in training to evaluate themselves: instruction, relationship and management.

**Instruction** concerns the teacher skills and competencies and refers to the teachings methods. McGonigal (1994) reported that cooperative groups and varied teaching approaches, aimed at maintaining learner interest, helped increase learner motivation and performance in a language class. Offering a variety of creative activities, including group work, can motivate language learners. 12 teaching methods offered by Brewer (1997), such as small-group discussions, role play, case studies, demonstrations, panels, inquiry methods, buzz groups, programmed instruction, directed study, experiments, brainstorming, and questioning are used to motivate learners. In addition, allowing learners to share experiences with each other, using modern educational technology and visual aids, and using a variety of teaching activities can be used as a motivational factor for teaching and learning language.

**Relationship** involves the attitudes teachers have towards their students which refers to personal qualities. Personal qualities can impact learners' motivation to learn a language. It was reported by Teven and McCrosky (1996) that instructor's personal qualities positively influence the level of learning. Teacher's behavior also appears as a factor that strongly influences learners' evaluation of instruction.

**Management** deals with classroom organization and planning, it refers to the classroom management. Effective classroom management also can affect learner's motivation to learn a language. A well-organized and outcome-oriented instructor can maintain learners' motivation (Brewer et al., 2001; Karsenti and Thilbert, 1994). To motivate students to learn a language, it is important to be punctual while delivering lecture, setting classroom control, providing an organized lecture, maintaining a balanced classroom environment with flexibility, planning course goals and providing acceptable direction to the students.

Language instructors need to find creative ways to teach the language and increase the learners' motivation to learn the language (Hussin et al., 2001).

There are a number of methods that a language instructor can use in language teaching and s/he needs to choose an appropriate method to motivate the learners. Also an instructor should develop good relationship with his/her students. A language instructor has to understand learners' backgrounds, their interest, goals, personalities, and learners' aims for language learning to have a good interaction with the students and choose the appropriate factor to motivate the learners. If the instructor understands learners better, applies suitable teaching strategies to the learners, the classroom environment is comfortable and enjoyable for the learners to learn language and learners are motivated positively and ready to learn the language from the instructor without hesitation.

## Conclusion

Motivation is vital in language learning. It makes language learners positive and helps them enjoy the learning process, encourages them to learn the language and experience real communication. Motivational strategies that are suitable to the learners can positively impact language learners.

Furthermore, satisfaction and success have a strong correlation with motivation. Language learners always gain the feeling of success, if they realize their improvement and achievement. In order to become satisfied with a lesson, it is required from the language teacher to create a stress-free classroom environment and develop integrated tasks for language learners. There should be good relationship between instructor and learners to develop much communication in target language.

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## Overview of modern theories of motivation

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### Abstract

This study reviews the recent research on motivation, expectations, beliefs, values, goals and attributions focusing on developmental and educational psychology. Although there are many different models and theories of motivation, this study will be based on modern theories of motivation which is focused more specifically on the relation of beliefs, values, attributions and goals with action. The study involves three major sections: theories focused on expectancies for success (self-efficacy theory), theories focused reasons for engagement (goal theory), theories that integrate expectancies and values (attribution theory, and expectancy-value models).

**Key words:** motivation, beliefs, values, expectations, goals, attributions.

### Introduction

It has been known for a long time (Rotgans, Schmidt, 2012) that motivation is a key element of education and it affects student achievement. Students with motivation are able to optimize any failure situation of lesson, consistently work toward their goals, and they have extremely high standards for the quality of their work. It is also an important factor to evoke energy and persistence among students.

According to educational psychologists (Reeve, 1996) there are two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation occurs when people are internally motivated to do something. For example, students who love to read are intrinsically motivated to read - there is something about reading that they enjoy and that makes them want to do it even if there is no "reward" for it. Intrinsic motivation involves actions which either bring pleasure, or students feel that what they are learning is significant.

Even though extrinsic motivation does not promote life-long learning, sometimes we need to use it, as well. For instance, when the task is uninteresting to students, extrinsic motivators can help to stimulate students to take action. Motives comes from such external sources as environmental factors, rewards, social pressure, punishment, and do on. For example, if students are not interested in the activity for its own sake, they care only about what they will gain at the end of the activity. The essential difference between these two types of motivation is the student's reason for acting (goal orientation). Students engage in an activity because they free to chose the activity based on personal interests (intrinsic motivation), or because someone or something else outside is influencing them (extrinsic motivation).

According to Ormond (2003), motivation in education can have several effects on how students learn and how they behave towards the subject matter. It can:



- Direct behavior toward particular goals
- Lead to increased effort and energy
- Increase initiation of and persistence in activities
- Enhance cognitive processing
- Determine what consequences are reinforcing
- Lead to improved performance.

According to Steers and Porter (1991, p. 6) “motivation can be characterized as follows: needs or expectations, behavior, goals and some form of feedback”. Let us look at in detail and try to get a better understanding about all characteristics of motivation.

### **Self-Efficacy Theory that focuses on expectancy**

Bandura’s self-efficacy theory focuses on expectancies for success. Perceived self-efficacy is defined as people’s beliefs about their capabilities to produce designated levels of performance that exercise an influence over events that affect their lives. Bandura (1994) indicates that there are two kinds of expectancy beliefs: efficacy beliefs and outcome expectations.

- Efficacy expectations: Beliefs about whether one can effectively perform the behaviors necessary to produce the outcome (e.g., “I can practice sufficiently hard to get a higher mark in the exam”). The two kinds of expectancy beliefs are different because individuals can believe that a certain behavior will produce a certain outcome (outcome expectation), but may not believe they can perform that behavior (efficacy expectation). “Unless people believe they can produce desired outcomes by their actions, they have little incentive to act or to persevere in the face of difficulties” (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001, p. 187). Bandura proposed that individuals’ efficacy expectations are the major determinants of goal setting, activity choice, willingness to expend effort, and persistence.
- Outcome expectations: Beliefs that certain behaviors will lead to certain outcomes (e.g., the belief that studying sufficiently hard will provide to increase one’s success).

Self-efficacy beliefs is a learner’s self-constructed judgment about his/her ability and it determines how people feel, think, and motivate themselves to execute certain behaviours or reach certain goals. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes (Bandura, 1994). To engage voluntarily in activities, learners want their chances of success to be reasonably good and this is also one of the components of **an ideal goal**.

Learners are more likely to initiate and persist in tasks and activities for which they have high self-efficacy. Besides, social factors play, too, a role in the development of self-efficacy. Seeing other people,

especially peers, be successful at an activity enhances learner's own self-efficacy for the activity (if he can, why can't I?).

### **The Expectancy-Value, and attribution theories that integrate expectancies and values**

According to expectancy-value theory, there are two key components for understanding students' achievement behaviors and academic outcomes. The first one is students' beliefs concerning the degree to which they are confident in accomplishing an academic task (self-efficacy) and the second one is the degree to which they believe that the academic task is worth pursuing (task value). Learners are more likely to study and learn things that have a value for them. Learners tend not to value activities that require more effort than they are worth. Learners' social and cultural environments influence the things they value as well. As children grow older, they tend to adopt many of the priorities and values of the people around them. Such internalized motivation typically develops gradually over the course of childhood and adolescence. For instance, students may do schoolwork to gain the approval of adults or to avoid being punished for poor grades. Gradually, however, they may internalize the "pressure" to perform the activities and begin to see the activities as important for their learning.

Attribution models also include beliefs about ability and expectancies for success, along with motives for engaging in different activities, including valuing of achievement (Eccles & Wigfield, 2002). According to advocates of attribution theory, individuals' interpretations of their achievement outcomes, rather than motivational dispositions or actual outcomes, determine subsequent achievement strivings (Eccles & Wigfield, 2002). Individuals explained achievement related events by one of four "attributions": ability, effort, task difficulty, and luck. All those attributions have an impact on the way they cognitively, affectively, and behaviorally respond to future occasions. For example, failure on an exam may be attributed to bad luck, difficult questions, low ability, or insufficient effort. Weiner (1985) argued that the individual's causal attributions (or explanations) for achievement outcomes determine subsequent achievement strivings and, thus, are key motivational beliefs.

### **Goal Theory that focuses on reasons for engagement**

Developers of goal theory assert that all human actions and behaviors are motivated by a goal. It is a social-cognitive theory of achievement motivation. Learners' achievement goals influence their cognitive processes and behavior. In achievement situations, students generally adopt one of three different goals, for example, developing and improving ability (mastery goals), demonstrating ability (performance-approach goals), and hiding lack of ability (performance-avoidance goals). Mastery goals deal with the desire to acquire additional knowledge or master new skills, while performance goals deal with the desire to demonstrate a high ability and make a good impression. More exactly, performance goals include a performance-approach and performance-avoidance goals. A performance-approach goal involves the desire to look good and receive

favourable judgments from others when you perform well. Performance-avoidance goal stimulates a student to do or not to do something in order not to look bad or receive unfavourable judgments from others. If the first is generally beneficial, the second may be harmful for learners' development. In this study I will try to indicate that in most cases the applications of mastery goals are the optimal ones in students' success. Researchers (Hsieh, Sullivan, & Guerra, 2007) have consistently concluded that mastery goals are associated with positive patterns of learning, and student academic achievement, but inconsistencies have been found with regard to how performance-approach goal orientations relate to patterns of learning. When students pursue either performance achievement or performance avoidance approach, they experience relatively high anxiety. When students pursue the first type of mastery-learning goal, however, they experience relatively low anxiety and relatively high test performance. Hence, adopting performance-avoidance goals and performance goal are one cause of high test anxiety. The single best way to change one's thinking during a testing situation (and hence reduce or eliminate one's anxiety) is to intentionally change one's these two types of goal into only mastery-learning goal.

Specifically, motivation researchers in education have become very interested in children's achievement goals and their relation to achievement behavior. Several different approaches have emerged based on this theory.

### **Bandura and Schunk**

For instance, Bandura (1997) and Schunk (1990) have shown that specific, proximal, and somewhat challenging goals promote both self-efficacy and improved performance. However, in order to provide self-efficacy and improved performance, an efficient goal must have four components: proximity, difficulty, specificity and feedback. Teachers who provide these components adequately have more chances to be successful in their students' academic achievement. As students might produce more ideal and realistic goals in this way, so they can manage it without frustration, anxiety and feeling hopeless.

**Proximity:** An ideal goal is a goal where the time between the reaching out and the end state is close, because this theory proposes that human beings are more motivated to act when there is a reward at the end of the performance of a task or a behavior. Yet the reward should be clearly stated.

**Difficulty:** An ideal goal is moderate in difficulty: neither too easy, to present some challenge, nor too difficult, so that success should seem possible.

**Specificity:** An ideal goal should be specific. The individual must understand what is expected from him, to start out for the goal. A specific goal gives direction of focus to that specific goal and away from distractions.

**Feedback:** Measuring progress towards the goal is the integral part of setting an efficient goal. Feedback makes it possible to know whether the level of efforts is adequate and in the proper direction or needs corrections.

### **Nicholls and his colleagues**

Nicholls and his colleagues (Nicholls, Cobb, Yackel, Wood, & Wheatley, 1990) defined two major kinds of motivationally relevant goal patterns or orientations: ego-involved goals; seek to maximize favorable evaluations of their competence and minimize negative evaluations of competence (- will I look smart? and -can I outperform others? reflect ego-involved goals) and task-involved goals; with task-involved goals, individuals focus on mastering tasks and increasing their competence ( - how can I do this task? and - what will I learn? reflect task-involved goals).

### **Dweck and her colleagues**

Dweck (1999) and her colleagues provided a complementary analysis (Ames, 1992) distinguishing between performance goals (like ego-involved goals) and learning goals (like task-involved goals).

Ames (1992) distinguished between the associations of performance goals (like ego-involved goals) and mastery goals (like task-focused goals) with both performance and task choice. With ego-involved (or performance) goals, children try to outperform others, and are more likely to perform tasks they know they can do. Task-involved (or mastery-oriented) children choose challenging tasks and more concerned with their own progress than with outperforming others.

### **Others**

Elliot and Church (1997), Midgley et al (1998) and Skaalvik (1997) focused on an important advance in this area which is the distinction between performance-approach and performance-avoidance goals. As the name implies, performance-approach goals imply engagement in achievement tasks for performance reasons, whereas performance-avoidance goals concern disengagement in order not to appear in an unpleasant situation. Although performance-approach goals appear to have more positive consequences on motivation and achievement than do performance-avoidance goals (see Anderman et al., 2001 for review) students who are ego-involved will be seeking to perform the task to boost their own ego, for the praise that completing the task might cause a relatively high anxiety, because completing the task confirms their own self-concept (includes one's characteristics, strengths and weaknesses. e.g. clever, strong, funny, etc.)

According to Hsieh and his colleagues (Hsieh, Sullivan, & Guerra, 2007), there are two factors that influences students' underachievement and subsequent dropping-out of college: self-efficacy and goal orientation. As we mentioned before, self-efficacy refers to people' judgments about their abilities to complete a task. As for the goal orientation, it refers to the motives that students have for completing tasks and students' reasons why they engage in their academic work. It is very important to know which goal a student adopts in order to understand his or her felt anxiety during a testing/achievement situation.

Individuals with task-involved (mastery-learning) goals, focus on mastering tasks and are rooted in the desire to increase their competence during a learning activity. This is associated with higher intrinsic motivation.

We also know that this is more desirable one for a long-term and persistent engagement. Intrinsic motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous (Zimmerman, 2004). When students establish their own learning goals and find motivation from within to make progress toward those goals, they are more likely to persist through difficult learning tasks and often find the learning process more gratifying (Wolters, 2003). Therefore, establishing one's own learning goals is the crucial factor in order to become an autonomous learner and regulate learning activities (SRL= Self-Regulated Learning).

Learning goals generally cultivate a self-based (or task-based) evaluation of one's competence, and these goals focus the students' attention on developing competence and mastering the task. Individuals with a strong mastery goal orientation see effort as the means to success. It is important to indicate that students with strong learning orientations are more likely to be persistent in the face of difficulties and obstacles on their way to achievement. They tend to attribute failure situations and negative feedback as valuable information on how to improve and they treat these failures as a learning experience, not as a sign of insufficient ability (Dweck & Leggett, 1988). "Task-involved students are less threatened by failure because their own ego is not tied up in the success of the task (Nicholls, 1990)". Besides, Saxena and Singh (2014) find in their research that task goal orientation produces higher intrinsic motivation among participants as compared to the ego goal condition, also girls scored higher than boys on task orientation and anticipated a more positive affect.

Not all goals are directed towards **approaching** a desirable outcome (e.g., demonstrating competence). Goals can also be directed towards **avoiding** an undesirable outcome (e.g., avoiding the demonstration of incompetence to others).

With a performance-approach goal, the student seeks to demonstrate or prove competence, especially in the presence of an audience. Performance-approach goals generally cultivate a norm-based evaluation of one's competence, and these goals focus the student's attention to the demonstration of ability relative to that of others. Achievement in the context of a performance-approach goal means doing better than others. Ego-involved students can become very anxious or discouraged in the face of failure, because such failure challenges their self-concept.

As for the performance-avoidance goal, the student seeks to demonstrate or to prove that he or she is not incompetent, especially in the presence of an audience. Performance-avoidance goals cultivate a norm-based evaluation of one's competence, and these goals focus the student's attention on the avoidance or a demonstration of low ability relative to that of others. The performance-avoidance goal is focused on avoiding revealing the incompetence, where individuals see the achievement-setting as a threat and seek to escape it (Elliot & Harackiewicz, 1996). Achievement in the context of a performance-avoidance goal means not doing worse than others. When students pursue the performance avoidance goal, however, they experience a relatively high anxiety and a relatively poor test performance.

## Conclusion

Children, before entering school atmosphere, seem primarily concentrated on mastery goals, but at school they are surrounded by peers' different ability and competence, so they start comparing themselves with others and viewing their success as doing as well as or better than others. From this time they start to compare their abilities which is no very desirable in terms of students' self-efficacy.

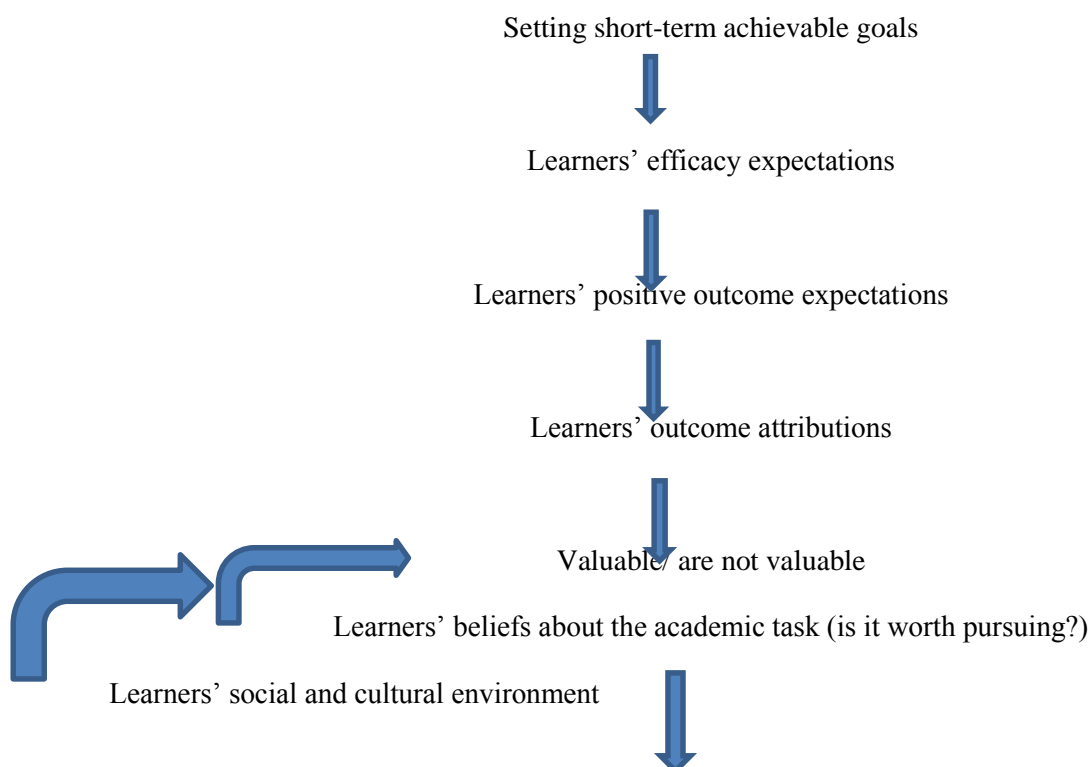
Therefore I do not agree with idea that possessing performance-approach goals inspires competition and this is a kind of motivation. Learners with performance approach can easily give up when they face difficulties, because they accept their limits and competencies and believe it is not possible to change it.

On the other hand, while ego-involved learners try to outperform others, and are more likely to perform tasks they know they can do, task-involved learners choose challenging tasks and are more concerned with their own progress than with outperforming others.

This study also indicates that encouraging students to establish short-term goals for their learning can be an effective way to see their improvement easily and increase motivation. Progressively they will start to produce positive outcome expectancy beliefs. Even if students set their goals to gain approval of adults or to avoid being punished for poor grades, they gradually may internalize the "external pressure" to perform the activities in order to see the activities as important on their own.

In the light of findings of this paper the hierarchy of motivational expectations, values, goals, beliefs and attributions which is based on modern motivational theories can be showed as follows:

### Hierarchy of motivational expectations, values, goals, beliefs and attributions



Individuals' attributions of their achievement (subsequent achievement motives)

- |                   |   |                             |
|-------------------|---|-----------------------------|
| - Ability         | } | Key Motivational<br>Beliefs |
| - Effort          |   |                             |
| - Task difficulty |   |                             |
| - Luck            |   |                             |

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## **The effects of Interactive Whiteboards on teaching geometry**

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### **Abstract**

The wide use of interactive whiteboard in the classroom has been a significant source of motivation in teaching and learning process, and consequently led to better achievement. Likewise, interactive whiteboard has enormously contributed to geometry teaching in that it has created a relaxing learning environment for learners where learners can study geometry in a stress-free atmosphere. This paper aims to investigate the facilitating role of interactive whiteboard in geometry teaching. Furthermore, the study explores how interactive whiteboard motivates learners to achieve better in geometry.

**Key words:** interactive whiteboard, motivation, learning environment, achievement

### **Introduction**

The use of technology has changed the way we teach in the classroom. Compared with traditional methods, Interactive Whiteboard (IWB) is an effective tool in teaching process. As Zevenbergen & Lerman suggest, IWB is “an innovation that is gaining considerable presence in many contemporary classrooms” (2008, p. 107). IWBs have been recently gaining popularity in the classrooms, because they enable teachers to teach in an enjoyable and motivating way. The use of IWB provides a lot of functions in the classrooms: “drag and drop (objects on the board can be moved around); hide and reveal; highlighting; animation; indefinite storage and quick retrieval of material and immediate feedback (When a particular object is touched, a visual or aural response is generated)” (Kennewell, 2006, p. 2). All these functions create a useful learning environment and learners pay more attention to materials that are being learnt.

### **The benefits of Interactive Whiteboard in the classroom**

IWBs are useful tools to be employed in the classrooms, as they allow learners to achieve better. Learners stand a better chance of accomplishing, if teachers conduct teaching through IWBs. Schut (2007, p.33) commented on the benefits of IWB as:

- IWB facilitated learning
- IWB initiated learning
- IWB multimedia capabilities

The use of IWBs facilitates the learning process, and learners are encouraged to learn more. By the same token, Akbas and Pektas (2011) emphasize the facilitating and encouraging role of IWBs in the classroom and conclude that “easier comprehension, higher concentration, improved student participation, more effective presentation of information, use of games, aiding memory, and facilitating and provoking thought” (p.4). Teaching is not an easy process. Teachers need to apply different methods at times, so that learners understand with ease. Yet it is not always easy to attract learners’ attention. Teachers can create various activities with IWBs. With the use of whiteboards, teachers can develop many creative ways to capture students’ attention and imagination. When IWBs are employed in the classroom, students get involved in the learning process more; therefore “IWB has a positive effect on student engagement and can have constructive effects on teacher attitudes” (Aytac, 2013, p.1908).

Motivation has a key role in the classroom. Smith et al (2006) write: “the most widely claimed advantage of the IWB is that it motivates pupils because of its capacity for quality presentation incorporating large visual images, which satisfy the expectations of pupils already immersed in a world of media images” (p. 445). Richardson (2002) asserts that children are always enthusiastic and show heightened motivation when interactive whiteboard is used in the classroom, and it causes greater attention and enthusiasm to participate and respond.

Some useful IWB instructional strategies that have a positive effect upon learning include (Türel & Johnson, 2012, p.382):

- Highlighting, coloring, or annotating important content
- Flipping back and forth to review previous content providing reviewing techniques better understanding
- Using pictures for discussion and brainstorming, collaborative writing, shared reading, peer-teaching, and collaborative problem solving
- Hiding and reveal, drag and drop, and matching items activities
- Observing different media—essential for visual learners
- Touching and feeling the material—good for tactile learners
- Accommodating lower ability and special needs—zoom feature for visually impaired students
- Presenting ideas and reflections about the course content
- Finding hidden parts of a picture with spotlight or screen-shade
- Capturing screenshots from web pages synchronously and manipulating them
- Correcting mistakes in the materials
- Playing games

In a nutshell we can list the benefits of IWB as a teaching tool as follows (Povjakalová, 2012, p.18).

- is well adapted to whole class teaching
- encourages an interactive approach in that setting
- enables to use a variety of multimedia resources
- enables faster pace through the use of prepared materials
- encourages sharing materials among other teachers
- teacher can control and lead all activities on the touch board
- gives teachers possibility to use a wide range of resources in preparing the materials
- through the new technology encourages teachers in trying out new ways of teaching, using more ICT
- supports demonstrating and modeling
- gives great opportunity to integrate ICT in lessons while teaching from the front of the class
- enables to increase spontaneity and flexibility if teachers can draw on a variety of internet resources
- enables teachers to save and print whatever on the board, notes written in the lesson

And the benefits of IWB as a learning tool as follows (Povjakalová, 2012, p.18):

- support pupils of a variety of learning styles
- increases pupils' motivation and engagement in learning
- increases pupils' interest with visual stimuli
- keeps pupils focused on the board for a longer time
- makes pupil's attention and concentration better
- develops pupils' personal and social skills
- pupils do not have to use a keyboard to engage with the technology, increasing access for younger children and pupils with disabilities

### **The use of Interactive Whiteboard in geometry teaching**

Interactive whiteboard is an effective tool to increase student subject-matter knowledge because motivation and concentration that is created by the use of interactive whiteboard in the classroom lead learners to achieve better.

Geometry has always been a source of frustration for learners because most learners find it hard to learn. But recent developments in teaching have brought a new perspective to geometry teaching. Technology has become an essential tool for doing geometry in today's world. It can be used in many ways to develop the learning of geometry. Technology can facilitate geometry-related problem solving, communication, reasoning, and proof; moreover, technology can provide students with opportunities to explore different representations of geometry-related ideas and support them in making connections both within and outside of geometry.

Visualized lectures are of great help in developing abstract thinking in geometry. The use of technology has enabled students to visualize geometry, engage in active learning strategies, have positive attitudes, and build confidence in their ability to do geometry. Comprehension of presented definitions and theorems and solving the given tasks and problems visualization is essential. Visualization enables learners to solve problems in a much easier and more interesting way. Learners are more motivated in geometry learning, if geometry is presented to them through well-organized presentations.

### Conclusion

Motivation holds an important place during the learning process. Lack of motivation has a negative impact on accomplishment. IWB is a useful device to employ in the classroom because it can increase learners' motivation and draw their attention to the material under study. The enjoyable learning environment created by IWB allows learners to visualize the materials, be not only mentally, but also physically involved in the classroom. Teaching of geometry which has been daunting for teachers is facilitated by the use of IWB.

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## **Reflective teaching training programs for English language intern/student- teachers: Dream or reality**

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### **Abstract**

The objective of the study is to discuss the idea of conducting reflective teaching training programs for the student teachers. Given data shows the advantages of using the special courses for development of self-awareness, critical thinking, respect, the perspectives of colleagues among future language teachers. This paper fosters the importance of professional development that has to be promoted from the very beginning of teacher education. The teachers, administrators, education researchers and the policy makers will be able to form the perspective whether it is useful and possible to undertake this training program or it is just a dream. The audience of this study will gain the information about the theory of reflective teaching practice and effectiveness of different reflective methods used for advancement of teaching and learning process.

**Key words:** reflection, training programs, student teachers, reflective thinking, education, internship, cooperation, school experience course

### **Introduction**

The intention of this qualitative study is to show the importance of teaching reflection to candidates of language teachers' positions. The information from this research can be used as a contribution to education reforms. Generally, society assumes that educational institutions, such as schools, universities and other institutes providing various training programs play the major role in the positive or negative changes of social and economic conditions in country. Therefore, we cannot see these organizations as secluded from the real world. The knowledge is kind of a product that has to be offered to the learners, who can be considered as customers. In order to sell the product it has to be desirable for the people. That means it has to be up-to-date. The educational institution can be estimated as an organization where the major interest is focused on the workforce. Moreover, the self-refreshing, self-stimulating institutions are more favorable and fruitful. Nowadays society needs teachers who can act sufficiently in the competitive conditions of work and satisfy the enduring social transformations.

Not all the people who know the target language can teach it, since just having language skills is not enough for the teaching profession. A teacher is a person who combines the role of an educator, a parent and a psychologist. In order to perform well and have successful achievements instructors should have specific

knowledge, which in turn will help them socialize with colleagues and learners. Being critical and reflective about their behavior and teaching style will assist them to deal with problems occurring in their careers.

In the past individual work was a more preferable and favored style of work. Today group work and tolerance towards the variety of ideas are required from teachers. From this point of view older generation of educators has difficulties in acceptance of different types of reflective methods, such as peer observation, co-operative group work with colleagues, etc. The school administrations try tardily to foster the reflection among their staff members; however, they do not get desirable outcomes. This situation can be changed, but without rapid actions. Changes can be done not directly in the institutions that have already employed old-fashion-minded instructors, but from the institutions that prepare the new generation for teaching careers. To survive in the speedy world people have to keep up with novelties, developments and take risks. The new generation of student-teachers has a chance to transform the less effective traditions into more compatible ones. Probation teachers should be acquainted with reflective teaching training programs that will assist them in high-quality performance in the future. Moreover, before hiring an instructor, administration should be able to check his/her knowledge background in terms of reflective teaching practice. The school policy should demand flexibility, openness towards sharing and cooperation.

### **Theory analysis**

According to Minott (2009), reflection is an accurate review or understanding; it is an action of analytical, rational judgment linking with research; awareness of context, and fair evaluation (critical analysis) about past, recent, and forthcoming processes, circumstances or resolutions. Reflection stimulates educators to have a look at themselves and their practice from different sides, as Bengtsson (1995) mentions it. It engages them in examining, debating, assessing, altering and maturing their teaching methods, by using an investigative technique in their job (Martin, Wood & Stevens, 1988). Henderson (1992) suggests that teachers who practice reflection are professional teachers who are aware of their subject theme and can teach it adequately. They have to be professionals while controlling the time, behavior management, psychology, instructional approaches, social relationship, and learning ideology.

A generally known element of the reflective practice is the 'self-interrogation' of that is individual's assumptions, principles, ideas, background, and aims, that are connected with actions, facts, or outcomes, as shown by Cruickshank (1987). Zeichner and Liston (1996) believe that reflective teaching draws teachers' attention to inspecting, enclosing and dealing with problems of classroom and schools, and questioning about believes and preferences that are involved in the process of teaching. It also includes paying attention to the institutional and cultural situation in which they practice teaching, participating in advancement of curriculum, engaging in school development and being accountable for their qualification improvement.

According to Dewey (1933), reflection is a kind of lived experience that stimulates educators to switch from one experience to another. With help of reflection, teachers may develop a deeper understanding of

relations and links between the prior and present experiences. He characterizes reflective teachers as open-minded individuals. Open-mindedness is kind of showing friendliness to fresh ways of perception and understanding. However, Dewey tells us that there is difference between open-mindedness and empty-mindedness with the help of metaphoric phrase, 'Come right in, there is nobody at home' (1938:30). If we paraphrase the author, it can be said that open-mindedness does not represent the unconscious acceptance of all concepts without rational analysis. There are several methods of reflective teaching which are used in order to maintain the answers to questions "what" and "why". These questions provide teachers with a specific power over teaching strategies. With the help of questioning, teachers start to regulate and stimulate improvement of regular classroom life.

The reflective thinking process is the process of making cognizant and reasonable conclusions on educational issues, then analyzing and evaluating the results of those conclusions. Taggart and Wilson (2005) suggest that researchers have different ideas about the ranking order of reflective thinking process, but commonly most of them agree on three types or levels of the reflective thinking process. These levels are Technical, Contextual and Dialectical. Van Manen (1977) identifies the three types of reflectivity such as technical logic, practical reflection, and critical reflection.

### **Suggestion for practical usage of theory**

If the general value of education is advanced, then teachers must be qualified and attentive towards their subjective assumptions about instruction and its framework. There is a trend of routinizing and a kind of "recipe" following in old-fashioned education. Yet, the current methods of teacher education do not form teachers who are capable to develop themselves and the institution where they will work. The student-teachers' education programs should promote the objective attitude towards the analysis of teaching, learning and reflection. It will allow teachers to grow professionally.

Van Manen (1977) determined, as it has been mentioned, three stages of reflection. The first stage is technical logic. At this stage, the major focus is on the valuable and practical use of education in order to achieve the goal. If a teacher acts at this stage, it means that the intention is to examine the usefulness of different methods used in the classroom, not to analyze the purpose. The second stage, practical reflection, includes the explanation of the beliefs that are the foundation for the factual action. At this stage, the importance is given to the moral and ethical issues in education. Acting at this stage means setting the value of challenging education goals and the practice, not just exploiting energy for their realization. The third stage, critical reflection, is where the educators use reflection to concentrate on the approaches in which teaching objectives and practices regularly deform by fundamental forces and restraints at work in many different elements of society incorporating the educational environment.



Van Manen's (1977) three stages of reflection can be advocated in teacher training and educational programs. They can be used in different circumstances. Such circumstances are pre-practice instructions and post-teaching discussions where inquiring, halting and recommending take place.

With appreciation of reflection at the stage one, the main effort is to shift the probation teachers away from any assumption that there is just one "true" way of instructing and to ensure them to take into consideration the usefulness of many different approaches. Definitely, it does not tell us that we have to disregard the significance of the mentor who communicates with probation teachers verbally or through cases and gives information linked with their needs. In addition, it does not intend to neglect the significance of the mentor who is rigid and accurate in leading the probation student-teachers where the well-being of the learners might be under threat or where there is an inclination to break the school principles. Considering these things, the mentor teacher can assist the student-teachers to evaluate the lesson plans and process of teaching, in this way the interns will be cheered and inspired to be independent in lesson planning, selection of material and teaching methods, moreover, independent in taking obligations for their choices and responsibilities. In addition, classroom management, examination and student encouragement can be regarded in this stage.

The stage of practical reflection can be elevated in lectures and on training program meetings. The examination of beliefs is done through this stage of reflection. In training programs, many diverse approaches and post-practice discussions can be used while students interact in job experience. Such discussion meetings should focus on making students maintain their teaching choices and evaluate their ethical indications. When students are on the stage of planning, they are inspired to inquire themselves about chosen material. While considering the management and regulations, intern student-teachers are inspired to inquire whether the used method is in agreement with the wanted social ends.

Critical reflection happens at the third stage. This stage can be involved in pre-teaching seminars and post-teaching discussion meetings. Intern student-teachers are inspired to evaluate the effects that school and culture has on them and on their performance, especially, to examine the problematic issues they encounter because of disagreement between individual principles and institutional demands. It is also convenient for the intention of encouraging the concept of educational problem solving as being not only a personal issue, but also as a public matter. Moreover, supervisors would stimulate students, who are the possible members of a professional society, to reflect on how they might undertake the proper action.

Generally, the course of school experience (school practice / internship) is introduced to undergraduate senior students. Policy makers and university administration can develop a more advanced and fruitful course combining the school experience and reflection practice. Usually the accent is done on the practices and the theoretical part is hushed up. The theoretical part should be conducted in a style of a training program. More action, more discussion and reflection should be compulsory for students. Sometimes the course of school experience is not granted a high value, and the theoretical part is boring. However, if students discuss their own experience, if they defend or explain their assumptions and methods used during the internship, they will be more interested in this course. When students get involved, they become more enthusiastic. When the ministry

of education seeks for the professional development of its employees, it should actively promote reflective practice from the very beginning of a teacher's career that begins exactly from the school experience course. For successful reflective teaching practitioners need the collaboration with the staff of partner schools. It can be achieved by providing a helpful school atmosphere and material resources. Withal, intern teachers are recommended to keep recording their practice as learners and teachers.

### Method

Working under the directorate of preparatory school, I had a chance to take interviews from four female student-teachers who were taking English Language courses for the enhancement of their speaking and writing skills. I have to make a remark that two students were language teachers, one- a math teacher, and one more- a science teacher. For me it was important to identify that not only language teachers need the reflective teaching training courses, but also teachers of other subjects, since all of them are the part of the organization that serves students, the so-called "customers" who "purchase" the knowledge (in public schools it is the government who pays the money, but it is the parents who decide whether their children enroll in this or that school). Generally, teachers of different subjects are connected to each other and serve the same goal - to meet the needs of the students.

The interview was brief and simple enough, because students generally refuse to spend extra personal time for taking part in a survey or an interview. The interview contained two open-ended questions:

1. What type of learning/working do you prefer, group work or individual one? Why?
2. What do you expect from the school experience course? Would you need any assistance?

Qualitative information about student-teachers' preferences and expectancies was gathered.

### Results

#### **Question 1: What type of learning/working do you prefer, group work or individual one? Why?**

The question was asked in order to determine whether the (future) teachers are open to collegial work and will perceive sharing and criticism positively, since these things are remarkable for reflective teaching process. The response showed that just one of the teachers (the language teacher) favors group work. In addition, she confirmed her preference by simple personal example:

*The lecturer gave a project assignment with several remarks and advice. While making notes, I missed a very important point, and, if not my group-mates, I would have got the lowest mark in the class. What's more, at the end the assigned project we needed to share our opinions and find the best idea for presenting it. Working together was enjoyable and beneficial for my friends and me. I always try to promote group work; sometimes I have to insist on it, because others are not so willing to work together.*

Other three participants confirmed that they prefer to work individually, since, when they work with a group, they do not concentrate attention enough and their ideas are often left out without analysis. They noted that punctuality is far from students' understanding and due to it they lose too much time. In addition, they mentioned that it is difficult to set the time for meetings outside the classroom.

From these responses we can infer that group work is significant, but not *per se*, only if it is performed in an effective way. As it has already been mentioned in this study, reflection is not just a self-observation tool, it is more than that. Cooperation is one of the most important features of reflective practice. Thus, if cooperation is not achieved through the preparatory years, in the future student-teachers will encounter significant difficulties with staff members and administration at school. This problem can be solved with the help of integration of reflective teaching training programs in the curriculum. The program would help the students to have a desire of exploration, investigation, and growth. It would teach future teachers that working completely on one's own and without criticism or sharing, they will not find the best solutions to their problems. Reflection would teach student-teachers that educators are permanent learners and they need objective peers with whom they develop their career.

**Question 2: *What do you expect from the School Experience course? Would you need any assistance?***

All four respondents answered that the course of School Experience was important for them, since it would be the first step of communication with learners. Moreover, in case of any problem they could contact both school administration and their university lecturers. According to them, what is needed is to go to assigned schools, conduct lessons and bring the reports signed by school administration.

If we look through the second question's results, we concede that respondents do not fully realize the difficulty of the teaching profession. That is why there is a great probability that after starting the real teaching career, they will be in need of at least the moral assistance. In order to avoid such negative impacts and results, it is better to plan everything accurately from the very beginning. The starting point can be taken from the School Experience course in which reflective training programs will be included, where student-teachers will be able to plan, check, evaluate, and reorganize their assumptions and actual instruction practice. In such a program, students will get the feedback from experienced lecturers and peers. The School Experience course, of course, would be nothing without theoretical sessions. However, generally theoretical sessions are oriented towards the basic materials and do normally not discuss the real-life problems which students encounter during their internships.

### **Conclusion**

The theoretical background and qualitative data obtained from the interview give us a vivid idea that today what has to be promoted is reflective teaching practice. Kind of advertisement of reflection has to be started from the early stages of teaching careers. Internship is valuable for the student-teachers, since this is a

period when they discover their teaching abilities and skills. What the intern student-teachers need is the understanding of their personal assumptions and their effects on teaching and classroom management style.

The training programs would develop the sense of punctuality and patience in trainee teachers. Student-teachers will realize that scientific skills are not the only things to be regarded, but also the ethical, political, and social issues have to be considered. Reflection requires cooperative work. Personally I oppose the mind-controlling practice, but novice teacher support is absolutely necessary. Internship is the tie when student-teachers realize whether teaching is really their profession. Training programs promoting reflective practice will help students to solve the practical questions that arise during the realization of these programs. The School Experience course helps students get acquainted with real world and real school atmosphere. The older generation of teachers frequently forgets that knowledge about teaching is not a constant or complete condition. However, the students who will be taking the training program will become familiar with the idea that their teaching strategies and knowledge will be under constant modification and improvement.

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## **Emotional learning experience for exchange program participants at higher education institutions**

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### **Abstract**

The paper aims at raising discussion on the issues such as: main challenges in the processes of the exchange program participation for MA and PhD students and joint discussion on how University Administrations can enhance the support to the participant students. Current developments in the world represent significant political, social and economic changes. Higher education sector is not an exception – the scope and importance of the changes taking place cannot be underestimated. Moreover, on the one hand, the education sector in general is impacted by the ongoing processes and, on the other hand, it itself generates and ensures the continuity of these changes. The surveys carried out within the framework of the given paper aimed at studying the redistribution of the roles and functions between the academics, management and postgraduate students within the competitive environment in the higher education institutions.

**Key words:** learning experience, exchange students, higher education, autonomy of higher education institutions, mission, emotions, postgraduate studies

### **Urgency**

Integration of the education systems of the former soviet countries in the European Union has undergone the transition from an extremely centralized to a more democratic system, where the degree of autonomy of the educational institutions is considerably higher.

Notwithstanding the positive changes in the higher education system a number of significant problems has occurred to be addressed and mostly at the postgraduate level. The situation is aggravated by the fact that the paramount importance in higher education is attached to the labor market and its demands, but the main mission of the higher educational system is often unclear and conflicting.

Ultimately, the most important thing in higher education institutions is to provide the education quality and train highly qualified professionals regardless of who assumes the responsibility – academics, management or students. The desired outcomes will be achieved only if academic and scientific staff at each level will be well aware of the main mission of the high education, realize its importance for the development of the world and try to play its role in the process of the development.

In terms of changes, it is important to consolidate the intellectual resources and the potential of the higher education institutions and insure their participation in the curriculum setting for such institutions in terms of post graduate education.

Respecting the autonomy, each institution should be enabled to set its own curriculum, considering the main mission of the higher education which is common for all of them. The mission should become factual and academic. The administration /management of the higher educational institutions are obliged to follow pre-defined and inflexible expenditure parameters, but only in case if they serve the intellectual development mission.

As we know, postgraduate students are research workers and a research worker needs a set of assumptions as a starting point to guide what he/she does, to be tested by experiment or to serve as a check on observations and insights. Without any theory the activity of the research worker may be aimless. Some knowledge of theory always aids practice (Kidd, 1973, p.134-135).

The word theory conveys a sense of intangibility which is forbidding to some students, to others, the theory is associated with a sense of impracticality and unrealism which prompts negative initial reaction (Knowels, 1990, p.2-3). Higher education is supposed to be a place where students should find links between theories and practice. And academics are the ones who are supposed to help them find these links. Lack of interaction between the academics and students causes emotional tenseness in learning processes, which, on its part, establishes some kind of gap between the academics and students. Recent studies have indicated that understanding emotions is important in solving and overcoming problems in teaching (Timostuk & Ugaste, 2012, p.421-423).

There are a number of publications of different authors regarding the problems in higher education which deal with mostly organizational and /or intellectual development processes, but no survey has been conducted and no comprehensive analyses on emotional learning experience has been made, especially for exchange students. Filling the gap mentioned above has been the main motivation for choosing the present research topic – emotional learning experience for exchange program participants”.

### **Methodology**

Development of higher education quality requires well-organized, motivated, and highly trusted relationships between students and academics, but what we are seeing now is not enough and still requires improvements – was said at the conference of Nordic Countries on recognition of Prior Learning (PRL) on December 16-17, 2013 in Tallinn (Learning from Nordic-Baltic Experiences), which I attended when being a post-doctorate student at Tallinn University in 2013-2014.

The involvement and support of the management of higher education institutions in implementing innovative solutions and developments play a crucial role in the improvement of higher education quality. We found out this thanks to and based on narrative interviews and reflection letters provided by MA, PhD, post-doctoral students - participants of international exchange (ERASMUS) programs and professors teaching at Tallinn University and Academy of Art of Estonia, the author of design of which was Professor Larissa Yogi, my supervisor at Tallinn University.

Estonian Universities are witnessing the beginning of a new era in this field, as they are participating in implementation of the Higher Education Quality Enhancement Program in Europe (2008-2014, European Social Fund).

In order to reveal the developments related with rethinking and teaching and learning at universities (mostly with PhD education in Higher Education Institutions) a group of PhD students was asked to create small groups who would observe classes held by some of the University professors and submit reflection letters based on these observations and also the interviews, which they would have taken from the professors and students studying for MA and PhD degree, the participants of the ERASMUS exchange program.

The (narrative) interviews stemmed from the desire to know more about the problems faced mostly by international students and to better understand how the academics around them view the learning / teaching environment at Estonian higher education institutions. Each of the interviewers has made significant contribution into the fact-finding process on Emotional Learning Experience.

### Outcomes

Some of the groups mentioned above based their observations mostly on theoretical implications as well as the results of the conducted interviews. They thoroughly reviewed the reading materials recommended by a leader of the group and compared the situations discussed in the materials with the current teaching-learning processes at the University. They highlighted the lack of social interaction in learning experience and underlined the problem of accountability of students that is always accompanied by stress-driven and competitive learning atmosphere rather than cooperative learning atmosphere. They concluded that setting educational goals at universities should leave room for learners' individual learning interests and preferences. They believed that such attitudes deprive learners from the opportunity to develop social consciousness as well as build their understanding in social interaction with others. These students mostly based their observations on postmodern ideas in education that 'demand for more critical, diverse and democratic stance to teaching and learning' (Scott, 2001) and what they learnt is that education processes should give birth to the genuine knowledge through social interaction and critical dialogue between the students and the teachers and add that 'giving students a certain authority to rethink their own educational goals empowers them rather than makes them compliant' (Interviewer: Ruta, PhD. Student from Lithuania), as every learning and teaching situation is unique and cannot be standardized.

The next small group mostly talked about the mission of Education. They presented a deep understanding of learning processes based on the observation and the interviews they had taken by comparing two main concepts: (1) University is a place where people are prepared for getting a certain job and (2) University as a place where people get education in the broadest sense of the word. Based on Bildung / Didactic tradition, the preference of this groups is academic freedom, learning in an academic environment (Autio, 2006,

p.155-162). According to them, University should provide a space where instrumental knowledge is considered insufficient and concentrates on knowledge which will serve the interest of the PH.D student as a researcher.

They underline the lack of motivation to generate personal development in the higher education institutions. Their expectations about the individual progress of students are not foreseen in the current curriculums. This group believes that teachers should be more sensitive in the sense of observing students. They say that 'the ideal interaction between teacher and student is an interaction in both ways' (Interviewer: Carla, Portugal). In conclusion the interviewer states that promotion of personal academic development significantly depends on relationships between teachers and learners.

The third small group actually presented their personal point of view on Teaching and Learning in Estonian Universities and came up with an alternative perspective in the conclusion. They made an overview of interviews they had conducted and highlighted the importance of exchange of knowledge and experiences with the people of the same field of interests. They believe that, in order to succeed, a university curriculum should have proper devices (plans) included for master and doctoral students to combine research with gaining new knowledge and thus fulfill their expectations from the university (Interviewer: Theodora, Greece).

The group considers that teacher's mission should be to understand and respond to the needs of students. Through the interviews the interviewer found out that the main problem for the international students is the lack of the lectures responding to their interests. And, based on the interviews with professors, they stress the necessity of open dialogues of the academic staff with students. The group underlines that the main thing they have learnt from the people they have interviewed is that the teacher should put a question to himself/herself why some students are remaining silent and find a solution about it . . . and find the way of communication. According to this group, this is the first and main mission of teaching; and the second important thing is that the professor is 'to be a very good knower' of the content he or she is teaching. . . In conclusion they underline that the dialogue between teachers and students is important in order to map the problems and find out the solutions.

The fourth and last group made a very deep analyses of the interview outcomes taken both from students and a professors and underlined the responsibilities of the PhD student as perspective lecturers from the teaching point of view. They foresee themselves as a teachers as they believe that 'scholars are called to embody the dual role of students and teachers at the same time' (Interviewer : Damiano, Italy).

When discussing their participation in exchange program, besides the opportunity of sharing new experiences, the groups mentioned that being outside their countries gave them an opportunity to stay alone with their books. Thus they require from the PhD students to feel more responsibility when considering themselves as academics and offer them learn more about educational theories. The interviewer feels that the universities, on their part, should provide PhD (and/or MA) students a curriculum including at least some kind of pedagogic training in addition to the specialties of their own interests, as they are considered to be potential teachers in their fields. The interviewer makes this after he finds a link between the expectations and the problems faced by the PhD students and professors in teaching/learning processes and his personal experience.



He calls teachers without pedagogical training ‘insecure teachers’ from whom students learn information that may shape their culture structure. The interviews he took also helped him find out that some classes may be completely misleading ‘because students often do not appreciate what may be important for them, but what takes less effort to carry out . . . and, a misleading teaching process can undermine students forever’. This group concludes that only content-based lectures are not enough for gaining knowledge, but also the occasions to socialize during the teaching-learning processes is fundamental. A behavioral framework ‘to ease the different parts of content’ is really necessary to make these processes interesting and motivate both teachers and students.

Observing one of the best professors of Tallinn University - a “Man of great integrity” as the interviewees had mentioned - along the perfect content knowledge of the specific subject, the group in conclusion finds the most valuable for the teaching & learning processes are the following behaviors of the professor:

“He always speaks with a broken space making possible for students to intervene and/or put questions and put questions against own self at the same time. He does not put arguments on one track, but he rather makes his main topic, branching onto side discussions, rising even more interest and understanding of the topic from different perspective. He trusts the students. He gives many references with exact dates and names at the place that gives content even more reliability. He does not follow any pre-established discourse, instead, his lectures are constantly evolving and adapting, based on the questions of the students and their interests. . . “, and others.

Transformation of knowledge rather than transmission; necessity of socialization and freedom of academic choice – that is what all four group members have learnt and offered through the taken interviews, observation and reflection on the topic of Teaching & Learning in Higher education Institutions.

## Conclusion

Hopefully, the version and approaches to solving some of the fundamental issues in teaching and Learning for postgraduate students presented in the paper will facilitate the development and introduction of intellectual systems restoring the main mission of the higher education.

Discussing the role and position of the academics, combining academic life of students and subject of research means investing academic resources in the research subjects; and enhancing the role of interaction between the academics and students in higher education curricula means a support to the personal development of postgraduates as research workers.

The visualization of the above-mentioned students’ learning path, how they got into international exchange program, what they have learnt through the interviews and what they have observed during the classes of the selected professors creates a clearer picture of the existing problems in front of the authors of the given paper.

Surveying teaching and learning experience of MA and PhD students who are undergoing through the path, starting from applying for the exchange programs to analyzing the observations and interviews they had taken from other students and professors is proving that teaching is a reflective practice and reflection is based on emotional experience. Supporting students through deep interactions based on rich, content-based teaching processes results in efficient learning outcomes and positive emotional experience.

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**Teaching the net generation: Critical thinking****Eve Smith**Georgetown University and  
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Many academic communities around the world are discussing the gaps between teaching, the impact of technology on education, and how to prepare students for the future (Ericsson, 2012; Hunter, 2013; Lethaby & Harries, 2015; Robinson, 2010). In previous generations, there was not the question of what the future will hold, it was pretty clear. There would be a portion of the population in the sciences, in industry, in art, and in education. With the impact of the technical revolution, the access of the entire world to technology and the information that it brings, and the highest number of people completing higher education in history, the education system that is currently used throughout the world no longer holds the same meaning that it did 20 years ago (Robinson, 2006; Robinson, 2010; Mitra, 2012). There are so many graduates of universities that a degree has become status quo. To be competitive in the work place, one must continue on to receive a master's degree or PhD. However, it is the current system of education that should be questioned.

The system of education that most of the world currently uses draws its origins from the needs of the colonizing powers (Mitra, 2010; Robinson, 2010). Colonizing powers would send educated civil servants around the world to maintain and control their colonies. These civil servants had to think, write, and act in the same way, and so, they were educated with the intent that they be identical in their management (Ericsson, 2012). Even though workplaces are rapidly changing and there is no longer a need for the type of skilled worker the colonial system produces, this outdated system is still used to educate students. Thus, today's students are underprepared for the type of skills that they will need in the 21<sup>st</sup> Century. Today's needed skills include: intercultural communication, entrepreneurship, budgeting, management, creativity, critical thinking, deep understanding of and ability to use technology, ability to problem solve, and an understanding of how the environment works as defined in Framework for 21<sup>st</sup> Century Learning (2011). The previously mentioned skill list is not extensive, but it shows the diversity of skills that students now need to develop.

As education systems are now organized, they are not meeting the needs of the 21<sup>st</sup> century work place. While there are ongoing educational reforms, the focus of these efforts may not be enough, or may be misguided. For example, in the mid-2000s, some educational reforms were the result of research that questioned the validity of learning styles (Butcher, 2006; Clark, 2014; Lethaby & Harries, 2015). The idea that learning styles may not only be useless, but, potentially damaging to the learners, made the educational community reflect on their consistent encouragement of learning styles (Butcher, 2006; Clark, 2014). As a community, the idea of learning styles, which had been a mainstay in teacher education, was surprising; it raised questions regarding what should be done to educate students. The answer to these questions lies in trends in business creation: social media and technology. Businesses that have exploded onto the market and changed the way that business is thought about (e.g., Apple, Facebook, Pinterest, Google, etc.) have caused educational leaders, such as Chancellor Don

Topscott (2012), to state, “social media is the new means of production” (TEDtalk). Now, students need to be encouraged to think in different ways. Since the future is uncertain, curricula need to teach students skills, such as creative and critical thinking, that will enable them to continually shift and change with the times, so that they have a chance at a bright future no matter what it looks like (Hunter, 2013). Programs like John Hunter’s World Peace Game provide the types of activities that teach these skills in a meaningful way (Hunter, 2013).

The World Peace Game is an effective classroom activity because it personalizes education, gets students excited, asks questions, and allows the students freedom to learn through their experiences (Mitra, 2010; Hunter, 2013; Robinson, 2006; Robinson, 2010; Grandin, 2010). The game takes a few weeks to complete. During the game time, students are assigned roles within fictional countries or organizations that are modeled after real areas of the world, but not specific countries. All the problems of the world remain the same: environmental degradation, water rights, mineral rich areas, conflict, food shortages, etc. The students have to solve all the problems in the world, and have to raise and sustain the Gross Domestic Product of their country by the end of the game (Hunter, 2013). Even though some of the fourth grade classes shown in the video, World Peace Game (Hunter, 2013), almost failed the assignment, the students were able to successfully complete the tasks and “save their world.” During the process of completing the activities, they learned about the following skills: negotiation, critical thinking, world economy, budgeting, management, creative thinking, compassion, and avoidance of war. If an English language class was this meaningful and interesting, teachers around the world would not be complaining about students lacking motivation to participate and learn. Students would leave class with the ability to do all of the skills outlined above in English—the ideal for any language learner. Class activities would address grammar, vocabulary, and other language skills when used through the course of the game or activities. Students could communicate through social media.

If saving the world is too much of a stretch for English students at this time, tackling problems in Georgia that may have a direct impact on their lives might be a place to start when developing an intensive classroom project (see appendix A). Keeping in mind that the main idea is to develop problem-solving skills, it is ideal to use social media to tackle problems or social issues, such as pollution or littering that are in their community. The idea is to not only to make a poster or website about the problem, but, to solve it, and to foster a change in the community so that the problem is no longer a problem. Students can be empowered to educate, to inspire, and to help others. Through this process of problem solving with social media and other outlets, students will learn the skills that they need to be successful 21<sup>st</sup> century learners.

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**Time deixis and its connection with language, culture and person****Lali Tavadze**

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**Abstract**

The paper underlines the importance of interchange of cultural epochs, social transformation that meant a revolution of consciousness and led to the beginning of the new epoch. And the transformation mentioned above is connected with the sphere of personal relations that is called the sphere of communication. Thus, this problem is linked with the phenomenon of time deixis, as the change of epoch and its cultural features inevitably implies the change of the category of time that is the basis of existence. The paper tries to discuss the problem of deixis as a linguo-cultural phenomenon. Deixis always indicates something in the text, and this indication, on the other hand, implies certain time and space coordinates. It is true that there is no utterance having no deictic structure, but this structure cannot be identical in different cultural epochs. This thesis is based on the fact that modern science connects the changes in cultural epochs with the changes of person's mentality. The significance of the paper owes to the following factor: the single most obvious way in which the relationship between language and context is reflected in the structures of languages themselves, is through the phenomenon of deixis. Essentially deixis concerns the ways in which languages encode or grammaticalize features of the context of utterance or speech event, and thus concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance.

**Key words:** time deixis, language, culture, person

The paper deals with the linguo-cultural problems and the ways to connect them with time deixis. The most vivid form that shows language and text interaction in languages, is the phenomenon of deixis.

The paper tries to discuss the problem of deixis as a linguo-cultural phenomenon. Deixis always indicates something in the text, and this indication, on the other hand, implies certain time and space coordinates. It is true that there is no utterance having no deictic structure, but this structure cannot be identical in different cultural epochs. This thesis is based on the fact that modern science connects the changes in cultural epochs with the changes of person's mentality (Kozlova, 1997).

The significance of the article owes to the following factors: the single most obvious way in which the relationship between language and context is reflected in the structures of languages themselves, is through the phenomenon of deixis. The term was borrowed from the Greek word for pointing or indicating and is now used in linguistics to refer to the function of personal and demonstrative pronouns, of tense and of a variety of other grammatical and lexical features which relate utterances to the spatio-temporal coordinates of the act of utterance. We should note that there is no utterance without a deictic structure, but this structure cannot be identical in different cultural epochs. This idea is based on the fact that changes in cultural epochs are connected with mental changes of the person (Kozlova, 1997).

Essentially, deixis concerns the ways in which languages encode or grammaticalize features of the context of utterance or speech event, and thus also concerns the ways in which the interpretation of utterances depends on the analysis of that context of utterance (Levinson, 1983).

The many facets of deixis are so pervasive in natural languages, and so deeply grammaticalized, that it is hard to think of them as anything other than as an essential part of semantics. If semantics is taken to include all conventional aspects of meaning, then, perhaps, the majority of deictic phenomena is properly considered semantic. However, by at least some of the views, deixis belongs within the domain of pragmatics, because it directly concerns the relationship between the structure of languages and the contexts in which they are used. But all such categorizations depend on theory and on the view that we have adopted for convenience, the grammatical category of deixis will probably be found to straddle the semantics/pragmatics border (ibid).

The interpretation of deictic words depends on the context of the utterance. Three main categories of deixis are distinguished: person, place and time. The importance of the deictic utterance is based on the situation where it is used, e.g. the interpretation of the pronouns (I, you) depends on who is the speaker and the addressee. The interpretation of today, tomorrow, here and there is tied directly to the circumstances of utterance (Crystal, 1992).

It should be noted that cultural changes cause changes of temporal aspect. This temporal transformation should influence the phenomenon of deixis. This means that a deictic structure cannot be identical in different cultural epochs.

The importance of deictic information for the interpretation of utterances is perhaps best illustrated by what happens when such information is lacking (Fillmore, 1975). Consider, for example, finding the following notice on someone's office door:

'I'll be back in an hour'. Because we do not know when it was written, we cannot know when the writer will return.

View the following two sentences:

'The man drinking champagne is Lord Godolphin' and 'The man who can lift this stone is stronger than an ox'. The first would most naturally have a referential use, where the description might in fact be wrong (e.g. the man is actually drinking lemonade), but the reference will succeed in any case. The second would most naturally have an attributive use where the speaker would not have any particular individual in mind (we could paraphrase it as "whoever can lift this stone is stronger than an ox"). But in many cases an utterance is potentially ambiguous between these two usages (Levinson, 1983)

The traditional categories of deixis are person, place and time. Briefly, these categories are understood in the following way. Person deixis concerns the encoding of the role of participants in the speech event in which the utterance in question is delivered: the category 'first person' is the grammaticalization of the speaker's reference to himself, 'second person' - the encoding of the speaker's reference to one or more addressees, and

‘third person’ - the encoding of reference to persons and entities which are neither speakers, nor addressees of the utterance in question. Familiar ways in which such participant-roles are encoded in language are, of course, the pronouns and their associated predicate agreements. Place deixis concerns the encoding of spatial locations relative to the location of the participants in the speech event. Most languages grammaticalize at least a distinction between proximal (or close to the speaker) and distal (or non-proximal, sometimes close to addressee). Such distinctions are commonly encoded in demonstratives (as in English *this/that*) and in deictic adverbs of place (like the English *here/there*). Time deixis concerns the encoding of temporal points and spans relative to the time at which an utterance was spoken (or a written message inscribed). This time, following Fillmore, is called coding time or CT, which may be distinct from receiving time or RT (Fillmore, 1971). Thus, just as place deixis encodes spatial locations on coordinates anchored to the place of utterance, so time deixis encodes times on co-ordinates anchored to the time of utterance. Time deixis is commonly grammaticalized in deictic adverbs of time (like the English *now* and *then*, *yesterday*, *this year*), but above all in tense.

XXI century linguistics thoroughly investigates the cases where language is seen as not only the means of communication, but also as a cultural code. That is why, there is no use of studying culture without linguistics.

It is worth noting that if before scientists studied language separately, now the first and the most important thing is to find out how the language is connected with the person, what is the role of the language and in what ways the act of communication determines the choice of language means.

It is generally true that deixis is organized in an egocentric way, constituting the deictic centre and assumed as follows: (I) the central person is the speaker, (II) the central time is the time at which the speaker produces the utterance, (III) the central place is the speaker’s location at utterance time or CT.

It is essential to distinguish different kinds of usage of deictic expression. Indeed, by deictic expression we mean those linguistic units or morphemes that have a deictic usage as basic or central, for most such expressions have non-deictic usages. In addition to deictic/non-deictic usages of deictic expressions, we shall need to distinguish distinct kinds of deictic usages. Following Fillmore (1975), we can distinguish two kinds of deictic usage, namely gestural usage and symbolic usage.

It is interesting to observe deictic adverbs, such as *now-then*. Time deixis, as all the aspects of deixis, denotes to the participant roles. Thus, ‘*now*’ can be defined as ‘time, when the speaker pronounces the statement containing now’. This explanation about ‘now’ would be more concrete, if we mention the ‘pragmatic time containing coding time (CD)’. CT can be connected with the moment of pronouncing the word ‘now’. The gestural usage shows this case in the following example:

Pull the trigger now!

Or on the contrary, ‘now’ can define the long period as it is shown in the example:

‘I’m now working on a PhD’.



'Then' is a distal adverb different from 'now' and it can be interpreted as 'not now', that is why it can be used both for the past and future:

- a. November 22nd, 1963? I was in Scotland then.
- b. Dinner at 8.30 on Saturday? OK, I'll see you then.

Traditional discussions of the grammatical category of tense do not give sufficient emphasis to the fact that it is a deictic category. It will be interesting to concentrate upon its connection with deixis.

Time deixis describes the most abstract dimension of the so-called 'coordinate system of subjective orientation'. It concerns the encoding of temporal points and spans relative to the time at which an utterance was spoken.

- The time at which an utterance was spoken or a message written is called coding time (CT).
- The time at which an utterance is heard or read (i.e. in a letter) is called receiving time (RT).

For the usage of time deixis we borrow an expression from other deictic dimensions: 'This' and 'that' originally belong to the dimension of space, but still work well within the field of time deixis; like: 'this morning' or 'that summer'.

It is interesting to define and explain the connection between the language and the culture. What do the language and the culture, the person using the language have in common? And how do we connect all mentioned above with the problem of deixis?

Language with its origin is connected with culture and is formed and structured together with the society. Our epoch is characterized with the anthropocentral paradigm. This paradigm implies that the person perceives the world only after perceiving of his own 'ego' - his 'I'. The formation of the anthropocentral paradigm connected the linguistic problem with the person and its place in the culture, because the person is the centre of the culture and the cultural traditions. So, the person is given the most important part by the anthropocentral paradigm, and the language is defined as the forming part of the person, as the most important source.

The modern science connects the interchanges of the cultural epochs with the changes of mentality in the person from the temporal point of view. With the change of the epoch and its cultural aspect, we should expect changes of the type of time that is the basis of existence. The traditional pre-industrial society, where they have no ideas about the innovations, and where the correspondence with the social status is more considered than the individuality, changes with the industrial society. The change of the society causes the formation and birth of the new person. If the person lives in the circular time in the pre-industrial society, where everything is repeated, the circular time is changed with the linear time in the modern industrial society. 'I' is created and the person perceives it in the sphere of his own biography. The person, who acts in the present time, is somehow drawn back to the past, but is connected with the future as well. There is non-stop dialogue with the time (Kozlova, 1997). If this was the structure of time for the traditional person, there should be the corresponding

semantics for the deixes in the act of communication characteristic for this society. But the change caused the transformation of the mentality of the person and created the new culture. The most important part of this change lies in the fact that there were radical changes in the person about the perception of time: if in the circular time from the past, present and future, the dominant was the past, that somehow always came back, now, the first position is given to the future. This causes the radical changes in the structure of time itself. The person using the language and every act of communication change correspondingly. The act of communication with its deictic centre should inevitably be connected and be based on the biographical-personal time.

The changes of the cultural epochs have been described, as well as the transformation of the society and the changes connected with them. It is interesting to know whether the deixis maintained its functional means through the history of the language. It is natural to suppose that the interpretation of the phenomenon of deixis should be based on the modern social psychology. Of course, deixis maintains its functional means that is expressed in pointing and denoting with the broad meaning: the person (addressee) not only denotes and explains a certain referential situation, but also gives its place to the situation and to the things mentioned in the utterance in the relevant act of communication in the corresponding time and space. And this is the means of the deixis. But the thing is that the change of the society causes the transformation of the social psychology and this transformation leads to the change of another one, that we call 'relevant time – space' structure in the communication. In the 'time-space' structure the dominant is time, that eventually implies the temporalization of the space (Maslova, 2004).

The article underlines the importance of interchange of cultural epochs, social transformation that meant a revolution of consciousness and led to the beginning of the new epoch. And the transformation mentioned above is connected with the sphere of personal relations that is called *the sphere of communication*. Thus, we connect this problem with the phenomenon of time deixis, as the change of epoch and its cultural features inevitably implies the change of category of time that is the basis of existence.

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## Data-Driven Vocabulary Learning Activities

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### Abstract

The interest to how to enhance the language learning strategies is increasing year by year. Researchers attempt to help learners gain the optimum way of language learning. To apply the new strategies, various activities are needed. In this paper five different kinds of Data-Driven Learning (DDL) activities are displayed. By means of suggested DDL activities vocabulary learning motivation, efficiency and productivity of lesson will increase.

**Key Words:** Data-Driven Learning, Concordance, Classification, Taxonomy, Activities for learning vocabulary

In the context of continuous education, language learning strategies acquire a huge importance. Oxford (1990) defined language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). She used and proposed a taxonomy which is commonly used in language learning strategies.

Oxford (1990) divided different kinds of language learning strategies into two categories: direct and indirect strategies. Direct strategies contain three main strategies such as memorization strategies, cognitive strategies and compensation strategies. Memorization strategies deal mainly with remembering, recalling the knowledge by creating a mental link by using images and sounds so as to remember the related word. Cognitive strategies involve the production of utterances or practicing. Compensation strategies are used to overwhelm the linguistic knowledge using clues to guess the meaning of the word by switching to mother tongue.

Data-Driven learning (DDL) as a language learning strategy, especially in vocabulary learning, has been welcomed among language investigators. Developments in the field of computer- assisted language learning have influenced corpus researchers to find a path to make use of corpora in language learning.

DDL was introduced by Tim Johns (1991) as a new way to make benefit of corpora; it was adopted by many researchers with its contributions to language acquisition especially in vocabulary teaching and learning (Tribble and Jones, 1997; Partridge, 2006; Boulton, 2010; Bernardini, 2001; Sinclair, 2004; O’Keeffe, McCarthy & Carter, 2007). Johns (2002) described DDL as a language learning strategy in which teachers can “make the learner a linguistic researcher” (p. 108) in great amount of data. Moreover, it makes them autonomous learners who can find authentic examples of the language usage.

Linguistic information is presented in the form of concordances (Tribble and Jones, 1997) in which a particular word or phrase is listed in all sentences vertically usually a few words to the left and right. By means of concordance lines as in Figure 1, students not only learn the meaning of the word using discovery methods, but also study the collocations and the structure of the sentence with the particular word they analyze.

**Figure 1. A sample of concordance lines in the corpus “Brown” for “spend”**

. There is no limit to what you can SPEND, yet it is easily possible to keep with  
er, Nero Wolfe and Inspector Cramer SPEND more time fighting each other than they  
ps a billion dollars- and you don't SPEND that sort of money if aircraft are obsc  
of rural buying generally. Farmers SPEND more of their income on tractors and in  
bee female is rather choosy and may SPEND considerable time searching for a suite  
iny. Liz Peabody, he thought, might SPEND some time grieving for her lost lover,  
is state as a dentist, then he must SPEND at least two years in additional traini  
take the remainder of the term off, SPEND a lot of time in bed and, for the rest,  
play with their three children, or SPEND much time chatting with his wife. Hurt  
own for Saturday, and I'll probably SPEND Sunday with Dolly or the Thaxters". At  
e had been pocketed, we could still SPEND a morning cracking open other pebbles i  
program, a good number of students SPEND summers in Europe. In general, however,

(Brown Corpus Manual, 1979).

In fact, the activities done with DDL so far have boundaries and almost all of them are typical. Initially, the teacher introduces the online corpora, e.g., “British National Corpus” (BNC), to the students. The students enter the web site with the help of the instructor. Then the first word is entered to the website and with the help of “find or “ctrl + f” command, the target word in each sentence is highlighted, for instance:

**Figure 2. A sample of highlighted word in corpus for “spend”**

**A0R 2641** I **spend** a great deal of my time in the Community; Brussels and Luxembourg for the most part.

**A7F 1292** They will **spend** more than £40 a week on oil — that's £2,000 a year — but you could spend £3,000 on a modern filter system and that will be paid back in 18 months.’

**ABH 2357** BUSINESS buffs **spend** many a dull hour poring over balance sheets, share prices and financial ratios in search of the best-performing firms.

**AS3 344** Perhaps they're going to **spend** the night on the mountain.

(British National Corpus, 2010)

Then, the students are directed to learn the meaning of the unfamiliar word so they read all sentences giving their focus to the target word. They read as many sentences as they can read within the time allocated to them by the teacher. For instance, the teacher gives students 10 minutes to read the sentences as in Figure 2 and try to infer the meaning of the word. After their possible guess attempts, students read all sentences focusing on the target word at this time and try to infer the exact meaning. If the allocated time is not enough, the teacher provides some more minutes for them. After the allocated time is over, they compare with their partner(s) what

they have deduced. Later on, the teacher asks students individually or in groups to discuss what they inferred from the sentences they had read and how they did it. After the teacher gets feedback from the students, he/she tells them the exact meaning and the definition of the target word.

After the meaning of the unfamiliar word is deduced, the teacher introduces the second website which is “Corpus Concordance English-Lextutor”. The students enter the website with the help of the teacher and choose a corpus or a number of corpuses from the list. The corpuses are: Brown, BNC Written, BNC Spoken, Academic General, BNC Med, BNC Commerce, BNC Humanities, BNC Law, BNC Social Science, BlaRC Brit Law Reports, Electrical Engineering, US TV Talk, Univ. Word List, TV Marlise, RAC Academic, Academic Abstracts, Call of the Wild, JPU Learner, BNC Speech, BNC COCA. Teacher guides students to choose a corpus related with the word or more than one corpus at a time. For instance, if the students are looking for the meaning of medical words, such as headache, malaria, asthma, etc., the teacher guides the students to choose BNC Med in addition to general corpuses like BNC, Brown.

After the students learn where to look for what kind of word by the explanation above, they do it by themselves. As soon as the students enter the target word, a number of sentences are enumerated in a concordance style in which the target words are listed in vertical direction as in Figure 1 above. The teacher asks the students to read the concordance lines and analyze the collocations and observe the words or groups of words collocated with the target word. Then, the teacher gets feedback from the students about what they found out through concordance lines.

The activity above is the one which is a prototype of DDL. But students and even teachers may be bored doing the same kind of activity all the time. Thurstun & Candlin (1998) stress that overdose of DDL can break the motivation of students because of same kind of activity. Therefore new activities should be introduced and the lesson with DDL should be enriched. Turnbull & Burston (1998) emphasize that “In order to cater for students’ differing abilities and familiarity with inductive learning strategies, a gradual introduction to concordance work and extensive guidance in using concordancing strategies is recommended. This would allow individual learners to progress at their own pace towards conducting independent and productive concordance investigations” (p. 12).

I made up some DDL activities which can break the monotony of the lesson and increase the level of motivation of students in class.

### **Activity 1**

Teacher introduces reading a text in which there are some words that students do not know or need to learn. After students read the text, teacher writes the unfamiliar words on the board getting feedback from students. Then he/she asks the students to guess the meaning of words one by one using DDL strategies.

## Activity 2

Teacher delivers handouts with two columns of words or he/she writes them on the board. He/she asks students to match them and make collocations as in the example below. He/she also encourages students to use “Corpus Concordance English-Lextutor” so as to check if the collocations they made up are correct.

### *Example:*

Match the words from two columns to make up collocations.

#### Column A

focus

follow

strike

1 .....focus on topic.....

2 .....

3 .....

#### Column B

a bargain

on topic

the instructions

If the students have doubts, they look up the actual usage of the word from “Corpus Concordance English-Lextutor” as in Figure 2.3 below.

**Figure 3. A sample of concordance lines in BROWN for “focus”**

She stood quite still, trying to FOCUS upon a direction in which to turn,  
 rant political fact he learns to FOCUS the essence of a problem in the si  
 take of these discussions was to FOCUS attention on practical application  
 ble feeling of the day seemed to FOCUS on the woman in the bed. They'd cl  
 nation have a look at it. Let us FOCUS on an atom of calcium from the tip  
 the following pages, which will FOCUS on the empirical and analytic side

(Brown Corpus Manual, 1979).

## Activity 3

The teacher writes some words on the board or distributes a printout, so as the students find what parts of speech these words are typically followed by. Then students, using their discovery skills, open the web page “Corpus Concordance English-Lextutor” and search the group of words after the desired word as in the figure 2.4 below.

**Figure 4. A sample of concordance lines in Brown and British National corpus, 2010 for “avoid”**

Providence to rebuke the meeting and AVOID disgrace. On December 2, 1859, John Brown  
 1 or floor to prevent undue wear and AVOID soiling the hemline. Therefore, deduct a :  
 on-job-connected health problems and AVOID treating the latter? Are you indiscrimin  
 VARIEGATED FOLIAGE Use sparingly and AVOID planting several varieties side by side. I  
 tain? A man with insomnia had better AVOID bad dreams of that kind if he knew what wa  
 armed operation, never. If they can AVOID it, they never would. But it was the only  
 a few simple rules like that we can AVOID a lot of the problems that come into our  
 ments run and then fold it so it can AVOID kinking those. So you fold in actual fact

(Brown Corpus Manual, 1979; British National Corpus, 2010)

They make some conclusions and enumerate them orally or written as;

1. after “avoid” gerund (-ing-form) is used
2. “avoid” is often followed by abstract nouns or collocations which have negative meaning.

In fact, the same activity can also be done in a different way. The teacher writes the words on the board and asks students to find out whether the words on the board are followed by words with positive or negative meanings.

#### Activity 4

The teacher writes some synonymous words on the board and asks students to find the differences and similarities in their meanings and applications. As in Figure 5 and 6, students writes the synonym words to the webpage “Corpus Concordance English-Lextutor” and after they encounter concordance lines, they make conclusions and show the differences or similarities as in the example below.

#### *Example:*

Find the differences or similarities between “escape” and “avoid” and enumerate them.

**Figure 5. A sample of concordance lines in Brown and BNC for “escape”**

cultural defection of experimentation as an ESCAPE for those who dare not or prefer not to face  
 a book recording his prison experiences and ESCAPE, entitled: They Shall Not Have Me ... Publish  
 and foot. The thieves managed to get in and ESCAPE without setting off the security alarm by cut  
 them. It was a box. But they could turn and ESCAPE to the east. Greg pushed the radio button aga  
 ef which offered to prevail in his face and ESCAPE from his throat; unwarranted they were in any  
 run away and join the circus. 53:405 AUDREY ESCAPE. 53:406 I got a better idea. 53:407 A tall, d  
 from white people, I do not see how one can ESCAPE the conclusion that the Negro's status in thi  
 ired", but a hairless mouse appears. We can ESCAPE from such a difficulty by ruling out the anim  
 nization, and nobody in this hall today can ESCAPE the possibility of the knife. Long time offic  
 s had no chance to reply. ## BUT ONE cannot ESCAPE the suspicion that all this non-stop harping

(Brown Corpus Manual, 1979;

British National Corpus, 2010)

The conclusions on “escape”:

1. after “escape” a noun or a collocation with a preposition is used (escape without setting off, escape to the east).
2. “escape” is often followed by nouns or collocations which have negative meaning (escape from such a difficulty, escape the possibility of a knife).
3. “escape” is followed by both abstract and concrete nouns.

**Figure 6. A sample of concordance lines in Brown and BNC “avoid”**

Providence to rebuke the meeting and AVOID disgrace. On December 2, 1859, John Brown  
 l or floor to prevent undue wear and AVOID soiling the hemline. Therefore, deduct a :  
 on-job-connected health problems and AVOID treating the latter? Are you indiscrimin  
 VARIEGATED FOLIAGE Use sparingly and AVOID planting several varieties side by side. I  
 tain? A man with insomnia had better AVOID bad dreams of that kind if he knew what w  
 armed operation, never. If they can AVOID it, they never would. But it was the only  
 a few simple rules like that we can AVOID a lot of the problems that come into our i  
 ments run and then fold it so it can AVOID kinking those. So you fold in actual fact

(Brown Corpus Manual, 1979;

British National Corpus, 2010)

The conclusions on “avoid”

1. after “avoid” a noun or a gerund (-ing-form) is used.
2. “avoid” is often followed by abstract nouns or collocations which have a negative meaning (avoid disgrace, avoid bad dreams).

### Activity 5

DDL can be done as pair or group activities. It can even be turned into a game. The students are divided into 5 groups. A student from each group is chosen and after the teacher announces the word, students in groups try to infer the meaning. When a student announces the correct meaning of the word by applying DDL methods, the group where the student belongs to, gets a point. In the end, the group with the most points is announced winner.

The activities in the classroom make students more and more motivated and encourage them to be more active during the lesson time. It should be understood that computers are not solely a sort of motivation item in classroom; the lesson should be enriched with different kinds of activities so as to involve all students in the lesson.



## Conclusion

Students' motivation especially in language learning is so crucial. When the students are not strained and they are encouraged to use their own skills in different kinds of activities, language learning may turn into a more enjoyable and beneficial facility. Furthermore, by means of DDL activities mentioned above, the efficiency and productivity of lesson may increase.

In fact, more DDL activities may be introduced and new methods can be found by researchers and teachers.

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## **Data-Driven Learning as a portable teacher**

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### **Abstract**

As time passed, the need for second/foreign languages hence the need for strategies in order to learn the target language properly and effectively has become crucial. This paper is intended to present and discuss a new language learning strategy, Data Driven Learning (DDL), and review its advantages and benefits, especially in vocabulary learning. It also shows how DDL is effective in and out of classroom as a portable teacher. On the other hand, the drawbacks of DDL are also outlined and possible solutions are shown.

**Key Words:** Data-Driven Learning, Concordance, Autonomy, Vocabulary Learning

### **Introduction**

Recent developments in the field of language learning strategies have led to a renewed interest in Data-Driven Learning (DDL). The term DDL was coined as a new idea by Tim Johns (1991) and described as “the attempt to cut out the middleman as far as possible and to give the learner direct access to the data” (p.30). By “middleman” he implies the teacher and he emphasizes that the teacher is not dominant in the class and learners are the ones who try, find out and conclude upon the word meaning and its collocation ability themselves. Later the idea was adopted by many researchers in the field. In fact, the past twenty years have seen increasingly rapid advances in the field of DDL by means of efforts of researchers and their important studies (Tribble and Jones, 1997; Partridge, 2006; Boulton, 2010; Bernardini, 2001; Sinclair, 2004; O’Keeffe, McCarthy & Carter, 2007).

### **Data-Driven Learning**

The idea of DDL was derived from a need to evaluate corpus which is a collection of written or spoken transcripts of authentic texts in electronic form (Partridge, 2006, p. 1), for language learning purposes. In other words, corpus-based approaches to second language learning encouraged linguistics to find and implement ways of using corpus-based and corpus-informed research for language teaching purposes (Campoy-Cubillo, Bellés-Fortuño, & Gea-Valor, 2010). Johns (1991) was one of the researchers who was mainly working with corpora, chose the term ‘data-driven’ rather than ‘corpus-driven’: as he thought “the data is primary” (p. 3).

DDL as a vocabulary learning strategy provides learners a great autonomy by giving them an opportunity to discover and deduce the meaning of unknown words on their own. Johns (2002) depicts DDL as

a language learning strategy with the help of which teachers can “make the learner a linguistic researcher” (p. 108) in great amount of data who can find authentic examples of the language usage.

Linguistic information is typically presented in the form of concordances (Tribble and Jones, 1997). O’Keeffe, McCarthy & Carter (2007) explain that in corpus studies, the concordance line is one of main features to analyze the frequency of usage of a particular word. In this way, a particular word, which is called a “node”, is searched for and then the word is lined up vertically with the expressions on the right and left, thus providing the investigator to look through different usages of the word. Sinclair (1991) offers another definition of a concordance, which is an arrangement of data of words in a text that gives the opportunity to reach the language forms in a corpus systematically. Moreover, by means concordance lines, learners may also analyze the collocations and the structure of sentence together with the particular word.

**Figure 1. A sample of concordance lines in the corpus “Brown” for “accept”**

sion in the Secretary's Regulation. I cannot ACCEPT that view, either as a lawyer or as an  
have had many more invitations than I could ACCEPT". He later told abolitionist Edmund Qui  
ing son of good fortune proved that he could ACCEPT the disciplines of a new social-economi  
in democracy absurd. If Mrs. Wright doesn't ACCEPT the terms in the morning, I'll go eithe  
ation- minus compulsive rebellion. They even ACCEPT the "double standard" of sex morality i  
heart and life by a step of personal faith. ACCEPT the sinless Son of God, Jesus Christ, a  
ion of Independence, I believe, we generally ACCEPT. Yet, after Rousseau had given the soci  
in Mr. Justice Frankfurter could not lightly ACCEPT the principle of wholesale judicial leg  
own whether he would stay at home with Mama, ACCEPT the Northwestern job, or return to Harv  
affairs will continue until the free nations ACCEPT together the reality of the danger that

(Brown,  
1979)

One of the most advantageous of DDL is its freedom of usage anywhere and anytime. Johns (1991) stresses out that DDL can “help students to become better language learners outside the classroom” (p. 31). So, DDL may be applied not only in the classroom, but also out of classroom where there is a computer or a tablet or a smart phone with internet access. After learners take enough training and learn how to use DDL, they gain a great benefit of DDL whenever and wherever they need. They simply enter the online corpus like “British National Corpus” and write the word that they need to learn the meaning and read the sentences in order and try to discover and infer the meaning. Furthermore, they can learn the proper usage of the word analyzing the collocations and sentence structures in concordance lines by means of online concordance software like “Corpus Concordance English- Lextutor”. For instance, Gaskell and Cobb (2004) and Todd (2001) are mainly interested in the use of corpora as a reference source where learners can specifically use concordances to correct their written errors.

Today, as children are born and grown up with technology, they are more motivated and comfortable using computer or technology-related items. Since DDL is based on using corpora via computer or tablets with

internet connection, though it might be intellectually hard for some students, they are feeling more comfortable applying DDL compared to using a dictionary in and out of classroom.

In spite of the fact that DDL has many advantages and opted for many corpus-based researchers, it has received some criticism from some researchers (Flowerdew, 1996; Lamy & Klarskov Mortensen, 2007; Granath, 2009, Schmied, 2006).

Flowerdew (1996) points out some difficulties learners and teachers may encounter before or during the implementation of data driven learning. He emphasizes the drawbacks as follows:

- a) The size of the corpora which are sometimes so big and too small to be absorbed. When there is not enough training, learners may be misguided and may not learn the correct meaning.
- b) The level of corpora may not be appropriate for the linguistic or intellectual level of students, so they may not comprehend what is written in the concordance lines therefore they may not deduce the meaning of the word.
- c) As there are different meanings for some words so when students try to learn the meaning of vocabulary, they may be confronted with different meanings hence they may be confused about the meaning of the word.

Lamy & Klarskov Mortensen (2007) point out that “sometimes startling physical appearance of concordances” may confuse some learners. Reading the concordance lines in corpus is a bit disquieting, as people, especially in western countries, are accustomed to read from left to right, but reading from concordance lines is different. Keeffe, McCarthy & Carter (2007, p. 8) state that “concordance lines challenge us to read in an entirely new way, vertically, or even from the center outwards in both directions”. However, with time students easily enough get used to it, as young brain is flexible and ready to accept new information.

One of the most significant current discussions in legal and moral philosophy is whether DDL is appropriate for lower classes or not. Granath (2009) emphasizes that DDL is solely effective for advanced and sophisticated learners, as the English level of corpora is only available for the students who can understand and interpret the language. Moreover, the contexts in online corpus vary and almost all topics can be prompted by users, so learners should be able to understand not only the language, but also the context in corpus so as to infer the meaning of the word. This, to my mind, concerns more the limitations of using DDL (English-speakers) than its negative impact on language learning.

Since the implementation of DDL gives students an absolute autonomy, it is also criticized by some instructors and researchers who do not want to leave the control of lesson to students. Schmied (2006) criticize DDL as it gives “too many degrees of freedom” (p.104) to ordinary learners. It is impossible to agree with this idea, as nowadays we are trying to make the learning as autonomous and student-centered as possible.

Most of the researchers imply that the drawbacks mentioned above can be overcome by means of carefully made orientations and few hours of training. Sealey and Thompson (2007), for example, show how

even primary school children can take advantage of corpora in their mother tongue, suggesting that, in the right conditions, no great level of sophistication is necessary. Moreover, Bernardini (2001) states that “the difficulties should not be overestimated; learners should quickly acquire the skills needed” (p. 243). Likewise, Breyer (2006) stress that on condition that there is enough training, DDL can be adopted easily.

### Conclusion

In conclusion, DDL can be implemented by ordinary learners. The main advantage of DDL is that it gives them autonomy to discover the language items and deduce the meaning of unfamiliar words making them linguistic researchers. In addition, students have a portable teacher in and out of classroom where they can take advantage of it easily in minutes.

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## **The role of discipline and psychological aspects for developing learning environment in class**

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### **Abstract**

In recent years effective classroom management, especially classroom discipline has received an increasing amount of attention from education leaders, reformers, researchers and teachers. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, attentive, focused on task, and academically productive during their studies. There is a widespread agreement in the education system that effective classroom-management is essential and important to have a good result in the studying process. Correspondingly, this paper deals with the problem of classroom discipline and the neglect of psychological aspects of the problem. For this reason, a mini-research in the form of questionnaires has been conducted at schools for revealing the differences or similarities of discipline and psychological aspects in various subjects, including technical and humanitarian disciplines. It was shown that when classroom management strategies are executed effectively, it minimizes the undesirable behaviors that impede learning for students, while maximizing the behaviors that facilitate or enhance learning.

**Key words:** education system, classroom management, classroom management strategies, effective classroom management, psychological aspects, Maslow's Pyramid, studying/learning process

*"The success in the studying process, teachers and students, depends on the good classroom organization"*

Poli (2012, p. 1)

### **Introduction**

Nowadays no one argues that the level of knowledge of foreign language/languages is mainly related to our professional success, whatever our profession is. That is why it is currently actively discussed how to make the language studying/learning process more effective to get the desired result in a short term. Though there are many ways or possibilities to achieve this goal, we think that only the modern methods or approaches of teaching, successful teachers and modern technology involved in the educational process are not sufficient.

Therefore, in our paper we will try to consider such factors as a good classroom organization and psychological moments, which are important and necessary in the educational process of foreign language/languages. We believe that the neglect of these factors will create the reality where no kind of contemporary methods or approaches will make the study process effective.

In our opinion, teachers must initially pay attention to the following things: 1) how they organize their language classes and 2) Maslow's Theories ensuring that classes run smoothly, establishing rules, motivating students to participate, maintaining discipline, and creating an environment in which students can succeed. All factors can contribute to effective classroom management.

Therefore, the mini-research in the form of questionnaires has been conducted at D. Uznadze public school #22 and Georgian-American private school in Tbilisi for revealing the differences and similarities of discipline and psychological aspects in various classes including technical and humanitarian disciplines.

### **Discipline and classroom management**

It is universally acknowledged that managing a foreign language classroom is a complex and multifaceted process which requires overseeing all classroom activities, including language-learning activities, social interactions and student behavior. In this paper, we mainly focus on two cases: classroom discipline and psychological aspects, because we believe that these are the most important aspects of the educational process.

The fact that the classroom environment is influenced by the guidelines established for its operation, its users, and its physical and psychological elements, gives us a willingness to pay a particular attention to them and we consider that effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner. It seems prudent to pay a careful attention to classroom climate and discipline as well. "Classroom management is the ways in which student behaviors, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively" (Richards & Nunan, 1990, p.82).

The evidence is irrefutable, surveys of graduates of schools and colleges indicate that the number 1 area of concern of novice teachers is their feelings of inadequacy in managing classrooms. Despite the fact that many studies (Theriot & Dupper, 2010; Eliezer, 2010, etc.) have been dedicated to the problem, the problem has persisted for decades. Unfortunately, there is no magic potion that will confer skill in this area of professional responsibility. Teachers' duty is to do their best to facilitate and make the learning process easier.



We think that at the beginning of the educational process, teachers should not treat the foreign language learning as an independent or abstract process, as it includes the following components:



**Figure 1:** Ecological model of the classroom (Sullivan, Johnson, Owens, & Conway, 2014, p.46)

Actually, the foreign language study process gives us the important task to increase the efficiency and effectiveness of the classrooms' environment. Teacher's role in such classes is also crucial.

A teacher needs to have an attitude of 'withitness'. This is a skill that a teacher develops through experience and involves having a social-emotional competence. Getting aware with students' characters, psychological traits, wishes and desires, teachers will be able to lead the study process effectively and achieve the high-level classroom discipline and management. A teacher with self-efficacy confidence is able to promote student's learning and achieve instructional goals, which involves the teacher's expertise in the curriculum. Students are less prone to become bored when they can see a difference in their learning.

Classroom management skills are imperative in order to keep the students engaged on task through the lesson. The art of teaching can be both creative and scientific, which entails good organizational and instructional skills for delivering the intended learning outcomes.



**Figure 2: Qualities of effective teachers** (Stronge, Tucker & Hindman, 2004, p. 10).

It is important for all teachers to take into consideration the following fundamental points offered by Dr. Robert Kizlik (cited in Watson, 1998, p. 9-10) in order to create an effective classroom management context:

1. Know what you want and what you do not want;
2. Show and tell your students what you want;
3. When you get what you want, acknowledge (not praise) it;
4. When you get something else, act quickly and appropriately.

Teachers also should take into account the psychological aspects of the foreign language learning process, because the unsatisfactory results of the educational process come from the fact that teachers use less the Maslow theories in this process. However, the five levels of needs, arranged in a hierarchy must be involved in studying process to have more results. Because once one level is satisfied, the next level will emerge as the depressed need seeking to be satisfied. Although Maslow's pyramid of needs does not apply to every student learning in any situation, it does apply statistically to 'ordinary' students in 'ordinary' situations, so it is important to take it into consideration. The psychological and security needs are finite, but the needs of higher order are infinite and are likely to be dominant in persons at higher levels in the organization (Maslow, 1943, p.370).



**Figure 3:** Maslow's hierarchy of needs pyramid.

### Mini-research

The mini-research was held in two schools (D. Uznadze public school and Georgian-American private high school) in Tbilisi. Accordingly, the questionnaires were distributed among 50 pupils from VII-VIII grades.

The research gave us the following results: The significance of differences or similarities of discipline and psychological aspects in various classes (including technical, exact and humanitarian disciplines) are small. Out of the 50 respondents, 46 admitted that they do not approve of such lessons where teachers focus only on the study materials and are not interested in students' desires, plans or challenges. In such cases the lessons are monotonous. Whenever teacher takes into consideration students' attitudes, tries to change the study process (no matter whether the subject belongs to the humanitarian, technical or exact sciences) by introducing visual aids, using IT and rearranging desks for more communicative activities, classes become more interesting and productive, resulting in the raise of the motivation level in pupils.

### Conclusion

Thus, an effective classroom is the keystone of a formal education system. Effective classroom management has to be implemented in order to maintain classroom discipline in an effective manner and to teach effectively.

Knowing the characteristics of students and arranging the process according to the effective classroom management aspects and to the psychological aspects as well will provide student motivation and improve the learning process, turn it from daily routine into exciting one. Once we get our classroom management strategies together according to the psychological aspects, in particular, consider Maslow's needs pyramid, we will find that learning is a pleasure and our students will excel at learning.

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## **Facilitating learning through terminology integration and blended language learning approach - flipped classroom model**

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### **Abstract**

This paper intends to promote the use of blended learning for English Language Teaching (ELT) in Georgia. There are several models of blended learning that can be implemented by teachers to teach the ‘Net’ generation, though flipped learning model is one of the hottest topics in education at the moment. It has destroyed the traditional face-to-face model of teaching by flipping the classroom, creating online video tutorials and finally transmitting homework fulfillment in class. The benefits of using the flipped-classroom model makes the learning process more efficient by utilizing digital learning, which helps the teacher provide motivation, class engagement and equalization of students through facilitation in learning. It works well both with school and university students.

**Key words:** blended learning, flipped classroom, technology integration, English language teaching

### **Introduction: language learning through upgraded technology integration**

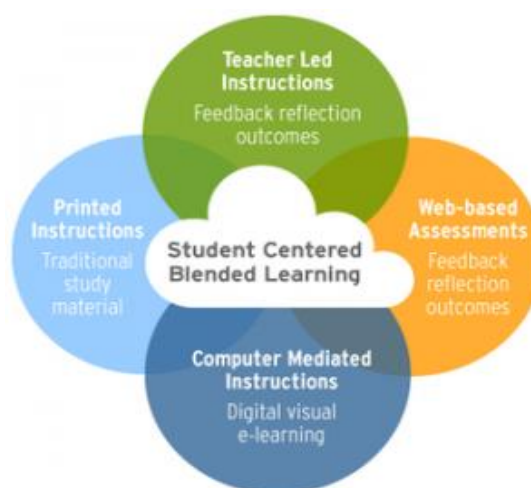
Today’s generation is actively involved in technology usage which has become a major part of their routine. They are called a “Net” Generation, so the teaching process by all means should consider the use of technology in enhancing students’ proficiency. We can bring here Edwards-Groves’s (2011) statement that today youth in a learning situation prefer the utility of technology, creativity, social interaction and community. We can agree that technology has a significant impact on education. Technology could be named ‘the shortcut to learning’ beyond classroom walls. The flow of information through modern tools like laptops, iPods and online spaces have given a great opportunity for making the learning process more creative and authentic, closer to reality as well as transferring the traditional model of teaching into something different, exciting and attractive.

Online space proves to be the best learning environment for students to be more engaged in the process of education manipulated by the teacher. Ark (2012, p. 28) mentions the searching machine, Google, which supports educational practice: “It is commonly used because it offers just-in-time learning rather than just-in-case learning offered by school”. The dominance of online space is inevitable as far as nobody can stop and modify this process. So, we, the teachers, should constantly search for new and attractive tools or ways for engaging students in learning effectively. Besides, language teachers’ aim should be to use every resource of

real or virtual environment for better teaching and improving students' understanding for the concept of learning. Sharing ideas, sending text messages, posting news and discussing them within friends have become very popular in social media; moreover, almost in Georgia every student nowadays uses at least one social media like Facebook, Twitter and many others.

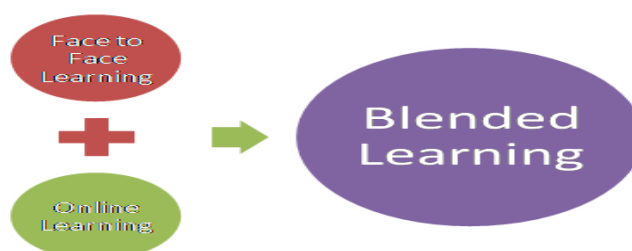
There is a new and very popular method, which is being spread all over the world, but in Georgia it is less known, and which integrates technology with authentic learning process, so that it turns into a routine of student's learning plan. This process is called a Blended Learning.

### Blended Learning

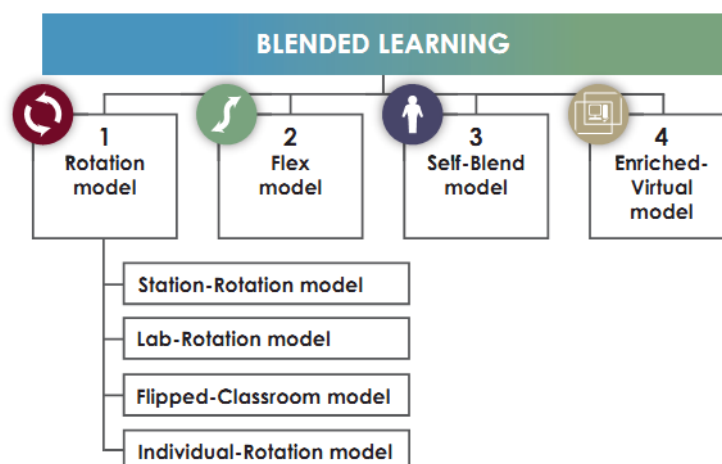


There are many versions of blended learning. Christensen et al. (2013, p 7), states that “blended learning is a formal education program in which a student learns at least in part through online learning with some elements of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (school)”. This process is a fusion of face-to-face and online experiences. Blended learning is an environment in which students study in a “blended” model of face-to-face instruction with a teacher and technology-based instruction to meet their educational needs.

To cut a long story short, blended learning is not the replacement of teachers with computers. It is not the matter of technology itself, it focuses on the way technology is used for implementing successful teaching and learning-integrated process. It results in substituting the traditional learning process with combining face-to-face learning with online based/mediated activities.



Horn and Staker (2012, p.8-15) depicted four models of blended learning that categorize the majority of blended-learning programs used today.



### The Flipped Learning Model

We think that most the available and applicable model for Georgian students is the flipped classroom model which we have proved through carrying out several action research lessons in blended learning.

Flipped learning – or the flipped classroom – is one of the overwhelming topics in education nowadays. It is a core part of the ‘technology agenda’.

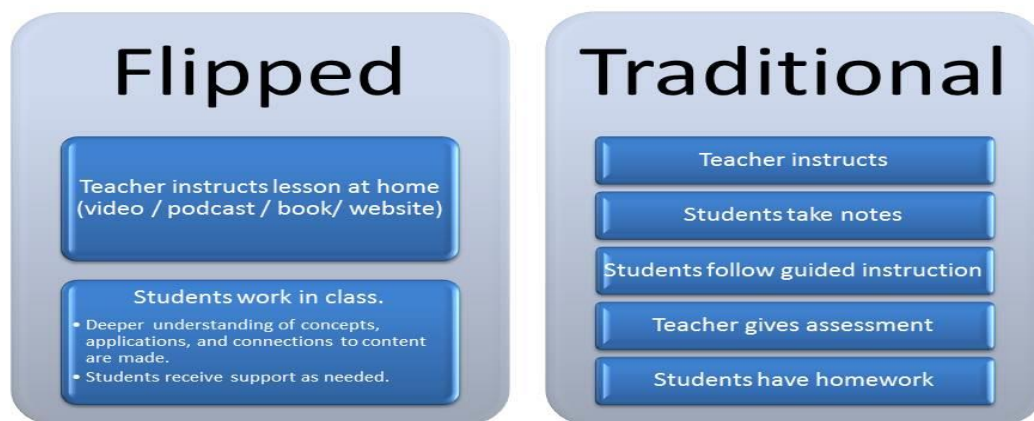
Flipped learning reverses the ‘standard’ model of teaching by delivering instruction to students at home through self-study mostly with video-materials and moving the ‘homework’ element - practical work - to the classroom. Straightforward knowledge transmission can be covered just as well (probably better) through online self-study, with students able to work at their own pace until they have got the basics covered. So, it is basically a form of blended learning, but a bit more prescriptive in terms of what should best be done at home and what should best be done in class.

What is more, using the digital environment allows learners to see and hear the content in a medium they are comfortable with and within a time period that holds their attention. Effectively integrating technology involves intentionally selecting the best content to be delivered *outside of the classroom*. When we think about moving instruction outside of the classroom walls, we have to ask ourselves what the criteria is. We think the answer is simple—content that requires students’ varied levels of cognition and varied levels of time. Take a look at this example from *you tube video* <https://www.youtube.com/watch?v=h-nI0d94WjM>

In this exercise, students need to watch a video about gerunds and infinitives. Then they are asked to practice in their work-books. This activity may require some students one or two viewings while others may need four or five. If we were to do this lesson in class, explaining the input of this grammar point once would not be enough for most students. However, moving this content outside the classroom allows students to

work through it at their own pace and access as many times as they may need to. That is intentional content—making good decisions about what can be moved outside of the classroom.

## Flipped VS Traditional



### Strength and weaknesses of flipped-classroom model

There are numerous advantages of flipped-classroom model. The following are the advantages of flipped-classroom model according to Acedo (2013).

1. Students have more control
2. It promotes student-centered learning and collaboration
3. Lessons and content are more accessible
4. For parents it will be easier to control their child's progress

However, there are also some drawbacks in using this model.

The following are the disadvantages of flipped-classroom model according to Acedo (2013).

1. It can create a digital divide
2. It relies on trust
3. 3. Time in front of screens is increased.

### How can we flip the ELT classroom?

Although there has been much enthusiasm for flipped learning, there has also been much criticism of the model. The main criticism has been that a lecture, even as an online video, is still a transmission medium of teaching and is no more, and perhaps even less engaging than the same lecture delivered face-to-face. This is a valid criticism and when we start to think about how this technique can be applied in English language teaching,



where we prioritize student talking and interaction time in class, it can be difficult to see how this can improve what we already do. There is, however, a range of ways we can use flipped learning:

- Using apps like Educreations we can record grammar explanations which include diagrams, such as time lines and information about changing word order and features of pronunciation, etc.
- We can also find video content on YouTube and build interactive quizzes around it using a range of different free web based tools like Youtube, Educanon or ESL video. These sites also have a range of community-made materials that we can use.
- There are also free sites like Edpuzzle, which allow us to crop online video and add voice-over explanations to the videos. This can be really effective for structuring video lesson materials, such as dialogues or scenes from films.
- We can also use sites like Vialogues, which enable us to construct open-ended questions around the video content, which in turn get students interacting with each other and exchanging opinions about the video.

### **Our experiences with our students**

#### **(Shorena Merabishvili – private school “Tsiskari”)**

I had been using traditional lectures in my classrooms for more than a decade and thought I was doing a good job, based on student performance and feedback.

But I began to realize that something was missing. When I spent time with students, describing my personal research or experiences, I saw how interested and engaged they became in what I was saying. During an occasional think-pair-share activity in class, they would become very active and animated. They were not like that during a typical lesson.

I saw how engaged the students were on those occasions and how rewarding it was for me. I decided to implement a new format based on those experiences to maximize student engagement and learning.

Let us use the Preliminary English Test (PET) preparation courses we are involved in as an example. Firstly, my 13-15-year-old students have joined Edmodo, a free web-based platform to which I can post materials and useful links. The platform allows students to communicate with each other (and me) beyond the four walls of the classroom. Secondly, the students spend time using exam-practice software, which includes video tutorials.

Soon it became apparent to me that I could not flip many elements of the class. But I could flip some. Or, I can find a lot of relevant video materials online. Even on [www.youtube](http://www.youtube) I can encounter a lot of resources. Or, at the very least, I could create a bank of resources that students will be able to review again and again. For example, we could make videos explaining frequent errors that learners make, which they could access independently.

When we went about this project, we were amazed at how simple the technology was. Of the many available, we've been using Camtasia, which is available for Mac and PC. It can be downloaded easily from the

Internet. It is a 'screen capture' program that records what appears on your computer screen. In addition, you can add your voice, animated annotations, as well as subtitles.

Here is an example of how we have used Camtasia. Some of my students struggle with using 'Make' and prepositions. I made a video to review the grammar, provide examples and help students test themselves.

Step 1. I made a presentation, using PowerPoint. Actually, you can use anything, including Word.

Step 2. Then I wrote out what we wanted to say - a script.

Step 3. I played the slides on my computer, using Camtasia to record what was on the screen.

Step 4. Then, while playing back the recorded presentation, I added voice.

Step 5. I added animated annotations and subtitles, and posted the video on [www.youtube.com](http://www.youtube.com).

**(Elena Tsatsua – Tbilisi State University)**

My practice has shown that teaching is not the frame which cannot be modified. There is a curriculum in which you are a driver of your lesson designs and can use whatever tool you wish in order to make students understand the matter for learning easily and long-term. From the beginning I was not sure that blended learning (flipped classroom model) would work with Georgian undergraduate students, as far as they are not young learners, but they are 17, 18, or 19 years old. The level of the group was B1. Thus, my thought was focused on providing good instructions for them. I put myself in their shoes and tried to observe the things from their point of view.

Why Not? - I asked myself. All of them have at least one social net which can connect the whole group virtually. I added some of them on Facebook and watched their being online for many hours. Then I created the closed group for that 12-student team. I invited all of them to that group, greeted them in English and highlighted that all students had to write, comment or post any ideas only in English. No Georgian is acceptable! ☺ So, my students were fascinated and active participation began, which was reflected in the final assessment at the end of semester. (This is the general overview how I have led students enter the virtual educational process and prepare them to think that Facebook is not only a place for chatting with friends and reading news).

Well, the next step was the explanation of grammar rules in class (according to the syllabus), which really took lots of time, so that there was no time left for practice. Thus, the students only practiced rules of conditional sentences. This resulted in demand of providing video material (with the help of <https://www.youtube.com/watch?v=ttUbJjKBncQ>) for the students which they were going to observe and work on at home (so moving from traditional method to flipping the classroom) and then discussing it in class for more practical exercises.

The students were really responsible for doing homework so independently that they could manipulate the lesson themselves. Plus, their listening skills are getting better as far as they listen only to English-speaking explanation, instead of Georgian one (which naturally happens at the lecture sometimes, as both teacher and students' mother tongue is Georgian). Some of them have come up with several questions and I checked who has done the homework. However, there were several of them who did not care about watching the video. I

played the video in class and other students got aware of the content of the grammar part. Then we fulfilled lots of exercises in the classroom which provided a perfect understanding of the material given. Now students are asking me what the next video will be about.

In the future I am going to implement flipped classroom model for speaking, reading, writing and especially vocabulary learning. I think the new methodology has an impressive outcome and is irresistible, if a teacher provides this method for students effectively and creatively.

### **Conclusion and suggestions**

Thus, a flipped classroom is a form of blended learning which brings interactive engagement pedagogy to classrooms by having students learn content online. Blended learning is not merely adding a technology, a device or a tutoring program. It certainly is not replacing teachers with computers. It is an effective mixture of technologies and interactive teaching. Based on the benefits from the use of flipped-classroom model in ELT classroom, teachers in Georgia, particularly English teachers, should start considering and implementing blended learning to make the teaching and learning process more effective and efficient. Teach students with things they are born with – technology – and it will motivate them to study more effectively. We hope that the flipped classroom will become standard in higher education as more faculty will experience its qualitative and quantitative benefits. It sounds like a unique model, but it is a technology-aided extension of what has gone on for years. The prerecorded lecture material is — much like the consumer world — on demand. It puts the learner in control of the content, and it can mean higher-level activities in class. We do not see that the flipped classroom will replace traditional lectures, but together with traditional approaches it will become an effective blended-learning strategy to improve student learning. Technology is always changing, so teaching has to be innovative and constantly evolving.

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**Pun as a leading tool of creativity on the Internet****Teona Tsintsadze**

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**Abstract**

Creativity is an indispensable and essential need of modern life. It is the space, where many linguistic devices can be expressed in an implicit or explicit way. The given paper presents analysis of pun in the internet language. Pun is a multifunctional and ubiquitous phenomenon, occurring nearly in every language and sphere, characterized by creative nature. We are provided with different creative messages from a multitude of sources, including the Internet. The paper deals with the use of pun in the internet language, depicting its diverse variety of usage. Creative puns rapidly attract recipients' attention and impact their consciousness.

**Key words:** creative language, diversity, Internet, popularity

Language is a most important source for realizing creative and playful manipulations, constructing expressions, various forms and involving in everyday interaction.

A pun is a play on words either intentionally or accidentally, dominating in nearly every sphere including Internet language. Hence, one can produce humorous atmosphere by exploiting homonymic, homophonic words, to suggest implicit message.

Playing with words is a significant element of everyday life that can be created by everyone, emphasizing the imaginative and original way of expressing new forms of words. Puns function as the most common and wide-spread sub-category of the word play. People ceaselessly create puns in accordance with their background, cultural or social knowledge, individual needs and requirements. Puns turn out to be the powerful tool to persuade recipients, provoke interest and gain attention, characterized by diversity and humor. The use of pun in media, particularly Internet language is a wide-ranging way to catch attention by grasping the double, connotative, implicit message. The paper aims at depicting creative features, decoding implied meanings in some Internet-based puns.

"Wordplay is the general name for the various textual phenomena in which structural features of the language(s) are exploited in order to bring about a communicatively significant confrontation of two (or more) linguistic structures with more or less similar forms and more or less different meanings" (Delabastita, 1996, p. 128).

Pun is a popular form of wordplay in which one word is replaced by a similar word for a humorous effect. The origin of puns goes back thousands of years and includes many ancient and modern languages. Some people ignore puns, referring to them as “the lowest form of humor.” Nevertheless, many great authors have employed puns in literature, including Shakespeare, Oscar Wilde and James Joyce. They can be used for a comic relief, as a way to conceal an in-joke or an insult, or as part of a wider strategy of creative language use. Puns are recorded in the earliest forms of written language, including Egyptian hieroglyphics and the cuneiform writing of ancient Sumer, which suggests that wordplay is a very old art form indeed. Puns in literature are sometimes called paronomasia, the ancient Greek term meaning ‘pun’ An equivoque involves one word with two separate meanings, such as “honey,” which can be food or a term of endearment (Culler, 1988, p.3).

Internet culture is rapidly developing mediated through the English Language and followed by efficient users. The presently dominant attitude arising from the works of David Crystal suggests that the computer language as a comprehensive phenomenon consists of the language of short messages (SMSs), Internet chat groups, virtual worlds, Internet websites, and the technical slang (Crystal, 2002, p.10-17).

“New tools and media demand the creation of new forms and ways of communication, leading to changes in the way people use language in its various forms, including spoken and written forms (ibid, p.12).

Creation of visual or printed puns is the chance of individualization of language style, after using a pun, revealing self-expression and constituting new independent language unit, the feeling of self-estimation and expression is remarkably raised.

Bloggers tend to be imaginative while attempting to create puns:

1. *‘I’m reading a book about anti-gravity. It’s impossible to put down’* - writes one of them and underlines that gravity cannot be put down, while only an interesting book cannot be put down and ‘gravitates’ the reader by trying to make him/her think what s/he wants to put down.
2. *“I’d tell you a chemistry joke but I know I wouldn’t get a reaction”*. As far as we are concerned, the word “reaction” is a vital constituent in chemistry, at the same time we react in a certain way to jokes, so the blogger plays with words and creates a double meaning.
3. *‘I yam always very happy to eat sweet potatoes’* – here we encounter an intentional deviation from norm - ‘Yam’ instead of “am” . yam is the word used to describe something

tasty and delicious (yummy) and the way [aijəm] is pronounced. The blogger becomes happy while eating sweet potatoes.

4. Two photos on the blog, representing the famous actress Keira Knightley – in one Keira is standing at a ceremony, wearing an evening dress, in the other dressed casually. Keira's surname, Knightley', sounds like 'nightly' and is associated with going to parties. So the inscriptions on the photos are Keira Knightley and Keira Daily. The homonymic pun again denotes the profound nature of pun as a linguistic device.
5. Morgan Freeman is a world well-known actor. "The Shawshank Redemption" is a 1994 American Drama Film, in which Morgan Freeman is starring. One photo represents him in real life, the other – in the movie. The accompanying inscriptions say 'Morgan Freeman' and 'Morgan not free man'.

To create a pun effect, the 'writer' may remove or add certain words or letters (vowels, consonants) to change or transfer the primary meaning. On the Internet the pun is clear without extra words due to the possibility to use pictures.

6. Surfing is the sport of riding on a wave with a special board. Surfing is also the activity of spending time, visiting different websites on the internet (the association the pun is based on deals with radio waves). A photo showing a boy standing on a board 'surfing' the Internet is based on direct and figurative meanings of the word simultaneously.
7. On the picture below you see sleeping pill which looks like a pillow: is it a pill to help you sleep or a pill which is asleep. Very funny and creative, but without the picture it wouldn't have been such fun.



Thus, by means of puns Internet users or bloggers convey their ideas without hesitation. Fantasy, creative language, humor and sometimes even mockery are efficiently coupled in composing Internet puns. Punning is a universal phenomenon, providing playful ways of underlining taboo subjects. It is the fruitful way to lead to the novelty, addressing the verbal enhancement. Certain characteristics influence recipients by using special nuances and peculiar features to attain vivid,

colourful effects. Use the Internet resources to bring puns to your lessons and help your students understand stylistic devices and enjoy the class. As them to create their own puns or to find good ones on the Internet. Hold a pun competition. And your students will be actively engaged and stop missing language classes.

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## Some specificities of agriculture-related ESP teaching

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### Abstract

Agriculture is one of the major sectors of Georgian economy. It has had grave problems during the last 25 years. To solve the problems, international cooperation in application of contemporary efficient methods is essential, which cannot be done unless graduates of agriculture faculties do not know English for Specific (Agriculture) Purposes. The main objective of English departments at universities in Georgia that teach English for Agriculture is to ensure that these ESP courses impart the key communicative skills that are most useful to graduates in their chosen careers. Agricultural research and teaching relies on strong links with the sphere due to the applied nature of the discipline. The presented article performs specificities that include identification of the knowledge and technical skill competencies teachers need to develop in order to successfully teach agriculture-related ESP and specific curriculum recommendations for the education program.

**Key words:** ESP, agriculture, Georgia, specificities, students, workplace, curriculum, textbook.

### Introduction

Due to the growth of the role of English as an international language in education, science, technology, economics and politics, culture, etc. English (and not some other foreign language, which is normally elective) has become a core course in the majority of university programs all over the world. Not only future English philologists, but graduates of practically any field of education need it badly. To teach English to students of various specialties, ESP has been introduced, to permit not only general communication in English, but also its professional applications.

Agriculture is one of the critical spheres of Georgian economy today. Great attention has been recently paid to it both nationally and internationally. This is why at the end of 2012, the EU and the Government of Georgia signed the European Neighbourhood Programme for Agriculture and Rural Development (ENPARD), funded by the EU with € 40 million. The programme started in 2013. In July 2014 an extra €12 million were added to the ENPARD to finance further actions. The general objective of ENPARD is **to increase food production in Georgia and reduce rural poverty (Delegation of the European Union to Georgia, n.d.)**. To implement all these programs agriculture specialists whose professional English skills are adequate for cooperation are urgently needed.

In recent times, the ESP approach has cogently exerted its influence on language teaching practice around the world. It is centered on the premise that learners' needs and wants are fully addressed. In present



times, ESP instruction deals with a wide range of occupational and academic contexts and the learners comprise almost all adult age groups, as well as cultural, linguistic, professional and academic backgrounds.

The defining attributes of ESP are widely agreed upon:

- course syllabuses and teaching materials are expressly designed based on a prior analysis of the learner's communicative needs (Belcher, 2006; Paltridge, 2009);
- ESP focuses on learners' reasons for taking the course and their improved communicative performance in the workplace (Orr, 2002).

ESP is unique in the sense that it is offered, on the one hand, to learners for academic purposes in educational institutions, and, on the other, to experienced workers and professionals in the workplace to enhance their communication abilities (Gimenez, 2009). With this curricular variation, ESP courses can be placed within an academic or a workplace context.

### Teaching ESP

A typical ESP course incorporates authentic materials, specialized linguistic resources and communicative training. Its development and implementation is a spiraling, cyclical progression, which is based on a set of essential curricular procedures: assessing the learner's needs, selecting/ developing teaching materials, implementing the teaching plan, and reflecting on the curriculum.

ESP practitioners are necessarily innovative and capable of adjusting instruction to best suit the communicative needs of diverse learner groups that range from hospitality staff and agriculture specialists to air-traffic controllers or undergraduate students to graduate medical interns.

ESP benefits are threefold: 1. *learning speed*. ESP courses result in a faster acquisition and learning of linguistic items; because the pattern of native speakers' acquisition of language is followed and learned. ESP not only follows this pattern, but also provides an opportunity to learn in an accelerated, intensive context; 2. *learning efficiency*. On an ESP course, the trainees and learners make the maximal use of their learning resources. Obviously, the needs analysis is of vital importance here, since it enables trainers and instructors to determine and declare the specific requirements of trainees and ESP learners; 3. *learning effectiveness*. On the completion of an ESP course, trainees and learners are ready to use language properly and correctly in job-related tasks, tasks which have been identified prior to the course by means of a needs analysis. So, English is usable immediately in the employment context (Wright, 1992, p.68).

Dudley-Evans and St. John (1998) summarize the advantages of ESP in the following four points: 1. Being focused on the learner's need, it wastes no time; 2. It is relevant to the learner; 3. It is successful in imparting learning; and, 4. It is more cost-effective than General English.

ESP-type programs partially observe principles and practices of the ESP approach in program design, such as ongoing needs analysis, materials development, and assessment procedures. ESP pedagogy tends to be eclectic and does not subscribe to any singular approach or method of language teaching. The following five aspects of the pedagogy are basic: needs analysis, course design, materials development, instructional procedure, assessment. A thorough orientation of practitioners into ESP essentials and best practices is imperative for the effectiveness of pedagogically sound courses which are mainly characterized by needs-based and evidence-based curricular decisions and aimed at fulfilling specific communicative objectives, rather than being driven by instructors' intuitive ideas or a hypothesized curriculum.

Materials and textbooks serve as one of the main instruments for shaping knowledge, attitudes, and principles of the students (Nooreen & Arshad, 2010). While there are numerous proposals for the evaluation of teaching materials, these proposals are much less common in the field of ESP. In today's classrooms, textbooks are a key component in most language programs; they serve as a useful map or plan of what is intended and expected. Textbooks are important because they allow negotiation (they can supply something to negotiate about) and accountability (they show all stakeholders what is being done in a classroom) (Crawford, 1994, p.58). Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation.

The main objective of English departments at universities in Georgia and elsewhere is to ensure that ESP courses impart the key communicative skills that are most useful to graduates in their chosen careers. Specificities include identification of the knowledge and technical skill competencies teachers need to develop in order to successfully teach agriculture related ESP and specific curriculum recommendations for the education program. Competencies need to be categorized into the areas of performance skills, technical knowledge, laboratory management skills, and dispositions. In addition to using this information to make adjustments to ESP teacher preparation programs, an implication of this could be seen in the increased utilization of collaborative mentoring efforts within teacher preparation programs across the country.

### **Agriculture-related ESP teaching**

An important component of an effective ESP course is a textbook that contains job-related English lessons. However, there often is a mismatch between the content of ESP textbooks and actual workplace language demands. English proficiency is important to carry out business, to apply new technologies, etc. in all its spheres in Georgia and particularly in agriculture, since it is the primary ground for economy. Though the lands in Georgia are potentially productive, only 30% of them is utilized (EI-LAT, 2013, p.8). 70% still needs to be implemented for farming providing a great potential for harvesting and adding finances to the budget through gained revenues. To do so, not only investments, but also knowledge of international experience is of vital importance.

Therefore, the content (topics of selected texts) is of crucial significance. According to the comparative study by L. Chivu, C. Constantin and D. Preda (2005, p. 39) for the European Foundation for Working and Living Conditions, which examined industrial relations in the agricultural sector (defined as NACE sector 01) in 23 European Union (EU) Member States (Luxembourg and Portugal being the exceptions) plus two candidate countries (Bulgaria and Romania) and Norway, we can conclude that the following issues are rather urgent in contemporary agricultural trends (correspondingly, these topics should be reflected in ESP textbooks for students of agriculture): basic employment and economic data on agriculture (percentage of total employment and contribution to gross domestic product; gender and agriculture; full and part-time employment and self-employed), the agriculture social partners (Trade unions; employers' organizations), agricultural area (Utilized agricultural area (UAA) and cultivated area; crop production, livestock production), mechanization, chemical fertilizers/pesticides and IT systems' use.

Some useful authentic materials for English for Agriculture textbook creation can be found at web sites, such as IDEWE (2014).

Recent critical views on the usefulness of a general academic vocabulary have heightened the relevance of developing discipline-specific academic wordlists to meet the needs of non-native speakers needing English in their study or workplace, for instance, vocabulary word list for farmers and agriculture might include: bulb vegetables, garden tools, leaf vegetables, root vegetables, seed vegetables, tree fruit, tree genera, flowers, gardening, etc.

Choosing an ESP textbook or determining the suitability of a book already in use is accomplished by a needs analysis that documents the type of workplace English that employers and employees require by collecting data through interviews, questionnaires, and on-site observations, such as the official statistics about the language use in the workplace and other environments. They are not always readily available, especially in developing countries (like ours), where such concerns are still considered a luxury. Using the textbook as the sole instructional guide, from cover to cover, but without any supplementary material, will not address the realities of individual learning situations. By getting to know the real needs of learners and their potential employers, ESP teachers can judge the distance between classroom material and the requirements of the workplace and be able to bridge that gap.

Agricultural research and teaching (including the teaching of English for agriculture) relies on strong links with the industry due to the applied nature of the discipline. Without these links, sustainable and profitable practice change in agricultural systems cannot be achieved.

Critical issues affecting the ability of universities to meet the skills shortage in agriculture include the design, content and delivery of the agriculture curriculum, and the promotion of agriculture as a career to new students. In particular, greater engagement between universities and industry in curriculum design and cooperation between providers is necessary for curriculum rejuvenation. The Agricultural University of Georgia tries to constantly hold these links, however, for the moment the approach has not been spread on ESP teaching.

Therefore, ESP teachers should develop their curricula in accordance to the needs of the university and graduates later applying for jobs in their subject fields.

Of course, there is a lack of consensus between industry and universities about the distinction and provision of employment versus job-ready graduates. However, the requirement for work experience during many of the Georgian Agriculture degrees provides students with the opportunity to develop additional skills suited to particular professions. This work-integrated learning experience that draws heavily upon interactions with industry also appears important for the forging of future employment prospects in industry.

Beyond university, employers have a role in preparing recent graduates for their particular job requirements, such as through mentoring or graduate recruitment programs. Skills taught at university may take years for graduates to consolidate and master, but with the right emphasis on the application of knowledge through synthesis has been shown to increase the cognitive ability of students suggesting that this approach to learning may in fact make students more likely to be able to perform more complex job requirements.

### Conclusion

An ESP program is an ongoing, spiraling protocol that is essentially ‘purpose-driven and problem-solving’ (Belcher, 2006, p. 135) from beginning to end. ESP approach is offered in a wide variety of settings in the world. A thorough orientation of practitioners into ESP essentials and best practices is imperative for the effectiveness of pedagogically sound courses which are characterized by needs-based and evidence-based curricular decisions and aimed at fulfilling specific communicative objectives, rather than being driven by instructors’ intuitive ideas or a hypothesized curriculum.

To develop an effective course (syllabus) in English for agriculture it is necessary to choose the content according to the study of learner needs. The textbook in English for agriculture should contain some basic topics and texts for all students and abundant materials for student selection according to their narrow specialization and interests. Vocabulary lists should be carefully selected according to the branches of agriculture. To develop an efficient syllabus, a firm link with potential employers should be established.

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**Practical ideas for teachers in culture-sensitive English language classrooms****Nino Tvalchrelidze**

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**Abstract**

Teaching English in today's classrooms entails personal connection together with the professional expertise, comprehension of students' social, physical, emotional, and cognitive development. The list may be further extended by including: understanding of students' cultures, backgrounds, and expectations. Most teachers today understand the broad aims of language teaching and have acquired the endurance and knowledge into other cultures. On the other hand, how to apply them in daily practice is vague. The following article will illustrate different approaches, methods, procedures, and techniques for effective culture-sensitive English language classrooms.

**Key words:** culture-sensitive, student-centered approach, PPP (presentation, practice, production), inquiry-based methods, PBL (problem-based learning), TBL (task-based learning), cooperative learning

**Introduction**

In literature two contrasting approaches of teaching English are evidenced: student-centered, which is concerned with 'bringing about a deeper conceptual understanding and change in students', and teacher-centered, which is concerned with 'effective transmission of information and skills from teacher to learner' (Westwood, 2008, p. 2). Direct teaching methods which arrived in the end of 19<sup>th</sup> century as a result of Modern Language Reform Movement are manifestation of teacher-centered approach. 'Direct teaching takes many forms, ranging from the typical chalk-and-talk or PowerPoint lectures – where students are mainly passive recipients of information – through to highly structured but interactive classroom sessions' (Westwood, 2008, p. 17). Procedure which is most often referred to in direct teaching is PPP (presentation, practice, production). The presentation part involves appropriate visual material to present language in a clear situational context. During the practice part the students practice language using teacher as a model and engaging in follow-up activities with the guidance of the teacher. Active feedback if necessary is provided by the teacher. The production part entails students using the new language in their own sentences without teacher's help. At this part students are expected to be able to use new language without supervision and immediate feedback.

PPP is equally successfully used in culture-sensitive teaching. Inquiry-based methods - discovery learning, problem-based learning, project work, and resource-based learning - are other good examples of student-centered approach.

Discovery learning follows the following procedure: a topic is presented for discovery, students and teacher brainstorm ideas, students do individual or group work to interpret the gathered information, conclusion

is shared and, if required, modified across groups, and finally teacher checks the findings, clears misunderstanding and helps in drawing conclusion.

Problem-based learning or task-based learning (TBL) is a widely used method. Below is Willis's TBL model.

Table 2.2. The Willis TBL framework (Willis, 1996, p.52)

Pre-task	Introduction to topic and task
Task cycle	Task, Planning, Report
Language focus	Analysis, Practice

Completion of meaningful tasks is the focus of TBL, instead of language structure or function. In the Pre-task stage, the teacher and the students explore the task and the teacher helps the students to clear any misunderstanding of task instructions. In the Task-cycle stage the students discuss the task and negotiate the ways to present their work to the class. The teacher monitors. During the Language focus stage, the teacher highlights language issues provoked by the task.

The terms *Project-based* and *Problem-based learning* are often used interchangeably in literature. Nowadays projects have become very ambitious, emphasizing real-life issues and problems.

Resource-based learning involves the choice of a topic according to students' interests, their active processing of data, gathered from authentic, hands-on resources. Students acquire effective skills for using books, electronic search engines, conducting interviews, writing emails and letters.

All the above-considered methods and procedures have cultural implications. It is extremely noticeable, when different educational cultures of teachers and students come into contact. Jeremy Harmer (2007) brings examples:

We have expected active participation in class, and we have encouraged adventurous students who are prepared to have a go even when they are not sure of the language they are trying to use. We sometimes ask students to talk about themselves and their lives in a potentially revealing way. We tell students that they should take charge of their learning, that the teacher is a helper and guide rather than the source of knowledge and authority. Yet all of these tenets may well fly in the face of educational traditions from different cultures. (p. 76)

Teachers should not apply their methodological beliefs thoughtlessly, instead, they have to think and decide what is appropriate for the particular situation and they have to try to foster cross-cultural understanding and communication. The issue is outstandingly apparent in speaking classes. Students are often not willing to speak because they feel awkward to express their personal information or feelings in front of class. In such situations teachers have a number of techniques to refer. The first can be giving enough preparation time. Wilson (2005) identifies planning and rehearsal, repetition for speaking success. The second can be giving them chance

first to discuss an issue in small groups before doing it as whole-class activity. The third technique can be setting mandatory participation and making sure that all members of groups are equally engaged.

The roles of teachers are also different. Harmer (2006) suggests that teacher can be a prompter -helping struggling students by offering an idea, word, phrase, - a participant - teachers and students can interact communicatively in large groups as almost equals - and a feedback provider – teacher's effective use of feedback during speaking activities is presentation of professionalism.

### **Putting into practice**

Below are some useful ideas and techniques for language teachers to facilitate culture-sensitive language learning and teaching. As Brooks (2001) comments, learning about a culture is a direct result of language learning. Many teachers start their classes by introducing some simple topics for discussion. These topics reveal the peculiarities of different cultures, similarity, identity or strong difference between cultural patterns. For example, holidays in France and United States. American Thanksgiving has no equivalent in French holidays, but Easter is an important holiday for both countries. Brooks (2001, p. 124-128) gives the full list of similar topics for classroom discussion for language teachers. These topics are: 'Greetings, friendly exchange, farewells,' 'The morphology of personal exchange,' 'Levels of speech,' 'Patterns of politeness,' 'Respect,' 'Intonation patterns,' 'Contractions and omissions,' 'Types of error in speech and their importance,' 'Verbal taboos,' 'Written and spoken language,' 'Numbers,' 'Folklore,' 'Childhood literature,' 'Discipline,' 'Festivals,' 'Holidays,' 'Observance of Sunday,' 'Games,' 'Music,' 'Errands,' 'Pets,' 'Telephone,' 'Comradeship,' 'Personal possessions,' 'Keeping warm and cool,' 'Cleanliness,' 'Cosmetics,' 'Taboo and smoking,' 'Medicine and doctors,' 'Competitions,' 'Appointments,' 'Invitations and dates,' 'Traffic,' 'Owning, repairing and driving cars,' 'Science,' 'Gadgets,' 'Sports,' 'Radio and television programs,' 'Books,' 'Other reading matters,' 'Hobbies,' 'Learning in school,' 'Penmanship,' 'Letter writing and mailing,' 'Family meals,' 'Meals away from home,' 'Soft drinks and alcohol,' 'Snacks and between-meal eating,' 'Cafes, bars, and restaurants,' 'Yards, lawns, and sidewalks,' 'Parks and playgrounds,' 'Flowers and gardens,' 'Movies and theatres,' 'Races, circus, rodeo,' 'Museums, exhibitions, and zoos,' 'Getting from place to place,' 'Contrasts in town and country life,' 'Vacation and resort areas,' 'Camping and hiking,' 'Savings accounts and thrift,' 'Odd jobs and earning power,' and 'Careers.'

For each topic teachers write questions to focus students' attention on intercultural elements. For example, the questions that Brooks (2001) suggests for 'Cosmetics' are: 'What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required' (p. 126)?

Teachers with the help of the above-mentioned topics, and with small talks, pass to their students important some cultural knowledge, make them better aware of their own culture and stimulate them to compare their own and other cultural patterns.



Dunnett, Dubin, and Lezberg (2001) further develop the importance of activities that emphasize culture-centered themes. They assert that teachers' understanding of their students' experiences and their attitudes towards the materials employed are crucial in setting the intercultural tone of the English-language teaching courses. The essential elements of understanding are: words from one language cannot find exact equivalents in another language, every language with its idiomatic expressions carry connotations; the pitch of the speaker's voice, the tone of a speaker's voice implies meaning; the intonation patterns differ from culture to culture; gestures and body movements are not similar in all cultures; all cultures have forbidden, unspeakable topics and these topics vary in different cultures. Knowing these taboo topics in the English language and realizing what to talk about in which situation and what topic not to touch is a part of knowing the English language itself; the ways for addressing people differ among cultures. There exists rules in every culture how to address a person by his/her first name or title Mr., Mrs. Or Dr. (Dunnett, Dubin, and Lezberg, 2001). To present these topics and other culture-oriented elements into language teaching program is through designing language courses with the emphasis on intercultural communication. While designing a syllabus for the English language course a list of conversational topics should be included into it, such as Parents and children, Getting old and many others with special questions focusing on the cross-cultural aspect of the issue. For example: 'In your country: When do people become adults? When do people move away from their parents' home? What conflicts do parents have with children? What conflicts do children have with parents?' (Dunnett, Dubin, and Lezberg, 2001, p. 150).

It is pivotal to mention that while inserting culture-sensitive activities in the syllabi of a language course they must be given the same degree of importance as language activities. Teaching of a culture should not be treated as a secondary goal of language teaching.

Teachers and administrators with the understanding of the above consideration will be able to plan programs, create courses, design syllabi and provide materials to promote intercultural communication.

One popular speaking activity is the prepared talk. Student makes a presentation on a topic of his/her own choice. Notes made by students can be used during presentation. Presentations can be done in pairs or in small groups. Students can rehearse their presentation to one another before doing it in front of the class. For oral presentation an assessment rubric can be created together by teacher and students in order to make students well aware of the criteria for presentation assessment. Presentations enhance listening as well as speaking skills. Active listening can be fostered by teacher if varied tasks are distributed for audience, for example, students listen to ask questions later or students listen to give feedback to the presenter.

Teachers need to organize communicative activities to effectively present intercultural topics in the classroom. Everyone's contribution is important in these free discussions. For example, discussing stereotypes is beneficial (adapted from Batchelder and Warner, 1977) in the following procedure:

1. Students write on the board several prejudices or preconceptions they have about the way of life of Americans, the English or representatives of other cultures for the class discussion.
2. The teacher leads the discussion by reading the descriptions of stereotypes.

3. Each group of learners offers their ideas about the prejudices.

Problem solving activities are a well-recognized technique for fostering cross-cultural understanding. The example can be the lifeboat situation: several people who are survivors are in the lifeboat with limited amount of food, drink, or life jackets. The preceding paragraph may include the information about their personal details. Teacher tries to lead discussion to solving the problem of who will survive and why.

Additional techniques for successfully conducting intercultural communication are: brainstorming, where students use new language, role play (the roles of a visitor and a native member of the culture is undertaken by students), value hierarchies (students put items into a preferred order, from the most to the least prestigious), compare and contrast (students do gap-filling in the text, for example, they distribute family members in the blanks with their understanding how it works in their countries, who does what in the household).

However, arranging cooperatively working groups is not an easy job for a teacher. Even when students have a free choice of organizing the groups, teachers' intentional efforts are required to realize it. Some teachers are willing to arrange cooperative working groups and perceive it their responsibility to assign tasks and group members themselves. This practice is not valid. A better solution of the problem will be if teachers and students together decide which role is for which person. In some works heterogeneous groups are favored, in others - groups of same ethnicity and gender, or groups of diverse ability students. "Concerted efforts should be undertaken to build ethnic, racial, gender, social, and ability diversity into the organization and task assignments of groups" (Gay, 2010, p.196). To compensate for the minimum multiplicity and variety of the group, frequent regrouping is the solution. Multiple abilities are important as high-ability students help low-ability ones to achieve communal goals.

Many teachers know that cooperative learning is a powerful tool for diverse students' academic success, but they should be aware of the fact that students must be taught how to work efficiently in groups. Different students' views on group work differs: some resist it, others use it as relaxation time to sit without doing anything, yet others are afraid of the insufficient recognition from the teacher of his/her individual effort. Likewise, teachers have different views: some think cooperative groups will threaten their classroom management skills or authority. Others assume they are too time-consuming and less effective as they believe that teachers' potential for analyzing topics is higher than that of students. Gay (2010, p.197) gives several steps for teachers to reach success in cooperative learning. 1. Teacher should set the cooperative climate in the classroom not during group work, but all the time. 2. Teachers should incorporate cooperative learning gradually. 3. Teachers should allow time for students' thorough discussion of the assignments. 4. Teachers should use multidimensional tasks for group work. The importance of this last step is that all students within the group will be assigned some job and will satisfy their need for individual task recognition and this should be explained to students, too.

Culturally-responsive teachers, while grouping students, should take into consideration various elements of learning styles, such as emotionality, variability, active participation, and novelty. For example, African Americans study easily, if teacher integrates physical performances (Guttentag and Ross, 1972) in teaching, as African Americans are characterized by an active way of life. Allen (1987), Allen and Boykin (1991, 1992) demonstrated in their studies that African Americans' academic performance improved when rhythmic patterns were incorporated into instruction.

### Conclusion

Cooperation and collaboration are the leading techniques in some areas of curricula for educating diverse students. This idea is explained by the fact that working in small groups, which have the choice of assignments and of individual roles within the groups with a teacher moving from group to group helping, is perceived by students of diverse cultures as an informal situation which stimulates the feeling of belongingness to the class community. This was proved by many researches by various authors, such as Cohen (1984), Cohen et al. (2004) and many others.

To sum up the discussion, it is pivotal to mention that teachers should not be asking the question which approach to teaching is the correct one, but rather which approach is better for teaching this or that type of curriculum content and group of students. There is no single method appropriate for all types of groups. 'Methods of teaching should be selected, therefore, according to their fitness for specific purposes' (Westwood, 2008, p. 17).

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**Implementation of speaking summative assessment rubrics in the educational process****Venera Ulker**

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**Abstract**

Teaching speaking in a foreign language to the learners of other languages without a corresponding speaking environment (such as exists in Azerbaijan) can be considered as a challenging job, however, it can be facilitated by applying carefully selected assessment criteria to reveal to students in detail the target of their learning.

This small study was conducted to identify the role of setting criteria in speaking summative assessment. In order to find out the difference between assessment of speaking skills, based on carefully selected criteria and scale, and that, based on traditional (subjective, intuitive) methods, an experiment was held – with 36 students, aged 17-18, of university language preparatory course in the experimental and control groups. The data were obtained through pre-test and post-test held in both groups, as well as students' questionnaire held after the experiment.

**Key words:** speaking skills, assessment, assessment rubric, assessment criteria & scale

**Introduction**

Speaking is one of the most important and difficult skills to assess for both teachers and learners of English as a foreign language. Speaking is being tested in many educational and non- educational institutions worldwide. Although it is the most important skill to test, its assessment is also the most complex and challenging. For this reason, it can be difficult to obtain objective and reliable data in this kind of assessments and there may be differences in terms of procedure.

Assessment of speaking necessitates good organization, planning, and cooperative work before and during the assessment. To provide fairness, reliability and validity, the planning of the test, improvement of the learning program, students' involvement in the process of preparation, coordinated work of colleagues in deciding the form, concept, components and criteria are needed. Due to the fact that speaking may be tested for different purposes, there may be some differences among the testers, and thus, it is necessary to design and use the most appropriate criteria and rating scales.

Not only the assessment of the performance of the candidate, but also the preparation before the test is vital (Gardner, 2006). Oral exams are very challenging and stressful for students and teachers, because candidates are tested one-by-one or in pairs, the ability to speak may fluctuate due to many factors, such as concentration, student's self-confidence during the assessment, limited time (if any) given for preparation, a

short time span (normally from 3 to 10 minutes) to demonstrate student's skills, assessors' / students' attitudes during the exam, etc. The stress is even higher, if candidates are not well aware of what the assessment will be like, what the requirements are, and what the way they will be evaluated is. In this case, a careful preparation for the exam is necessary.

Green (2013) defines criteria as 'the qualities of a performance on which a rating is based' (p. 230). Brownlie et al. (2004) describe criteria as 'standards for performance' (p. 13), that show students what is observed and evaluated. Thus, assessment criteria is an instrument which is used by both teachers and students to draw the way they follow to reach their goals.

Students' performance is more beneficial, if they are involved in setting these criteria, negotiation and understanding of it. It is essential for students to know not only what task and activities they are required to do and the form of assessment they will be involved in, but also they need to know what they are expected to do to be accounted as successful. These strategies will ensure students that assessment is not isolated from the learning process and that it is an irreplaceable part of their education (Jones, 2011).

It may be not an easy task to design speaking assessment criteria, because it is not only the determination of the possible criteria that can be used to assess students' speaking skills, but also narrowing the list down to the most essential and relevant ones, considering the objectives of the program/course/lesson/etc.

Once the assessment rubric is ready to use, it is necessary to develop a strategy how to use it to benefit the educational process. Of course, the strategies may differ according to the purposes of the assessment, but generally the process of using assessment rubrics undergoes three important stages:

1. Introduction of assessment rubrics to students. When students are given the rubrics and necessary explanation of what every item stands for, it unpacks the requirements, expectations from students in the assessment task, and some clues about the elements and approaches. Teachers should show students not only exemplary work to use as example for students to model, but also less successful performance, to show 'how 'bad one' looks like' (Quinlan, 2012, p. 5), which is usually very effective for students' understanding of what they are expected to know and able to do.

2. Assessment process. Assessment rubrics provide assessors with a detailed framework for consequent judgment of individual student performance.

3. Assessment feedback. Rubrics provide helpful information to markers for the provision of systematic feedback on student performance according to each criterion, so students can use feedback information to develop a strategy for further improvement. Scoring according to rubrics also provides students a vivid picture of how grades are derived.

The main point about using criteria for assessment is that they should be primarily used to improve the learning outcomes, as in formative assessment. Even summative assessment can be used to improve students' learning, by introducing the criteria and standards beforehand, instead of making immediate judgments based

on intuition. This is why we decided to hold a research to find out whether the use of speaking assessment rubrics in the process of learning can help students to improve their oral abilities and increase their scores of speaking summative assessment.

### Method

For this study a small-scale experiment was held, where two classes in Qafqaz University School of Languages (QUSL) were involved into the process of research. Participants of this study were 36 students (all of the participants were volunteers) of the same (Pre-Intermediate) level of language proficiency (as determined by the proficiency and placement test held by the testing office of QUSL, randomly divided into two groups: experimental and control groups. The age of participants ranged from 17 to 19. The two groups have had the same learning environment, such as the size of the class, textbooks of English and the amount of exposure to the target language, to provide the validity of results.

Before the experiment started, both groups underwent a speaking test. They were asked questions on the topics of general interest in the form of an interview, while the researchers, without showing students the notes, assessed their performance. Means of their grades were then calculated, to provide a more objective assessment.

After the pre-speaking exam, the control group was not given the assessment criteria, while the experimental group, in addition to regular program, was given the list of criteria and rating scales one month before the assessment. During this month the experimental group was from time to time explained the assessment procedure, every criterion and the way their performance was going to be scored. Some examples of speaking exam and discussions about the sample performance (video recordings) were used, where students were asked to assess the speaker themselves, then share their opinions in class, and finally the teacher (researcher) gave them the necessary correction and explanation.

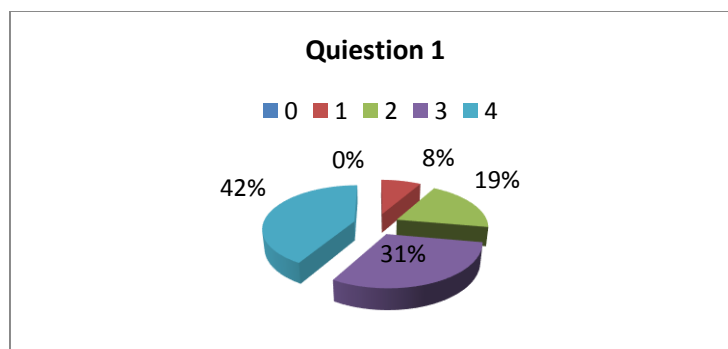
A month later a test of the same format and difficulty was held. The results in both groups were compared, expecting that a better awareness of the assessment system would help students of the experimental group increase their results.

The questionnaire used for research consisted of different types of questions: multiple choice format; others were in Likert scale format, asking students to assess how much they agree with the given statement, in terms of a scale from 0 (totally disagree/much worse/least important/least useful/does not depend) to 4 (almost as good as/causes most problems/very important/totally agree/most useful/completely depends), some were in a mixed format (multiple choice plus Likert scale).

## Results

Let us first view questionnaire results.

**Question 1:** Rate your attitude toward speaking in English from 0 (totally dislike) to 4 (very much like).



It is clearly seen in the graphic that students' attitude toward speaking in English is highly positive, which is very much important for the desire to improve this major skill. Only 8% of the students rather dislike speaking in English, which may be because these students are not talkative by their nature and do not speak much even in their mother tongue.

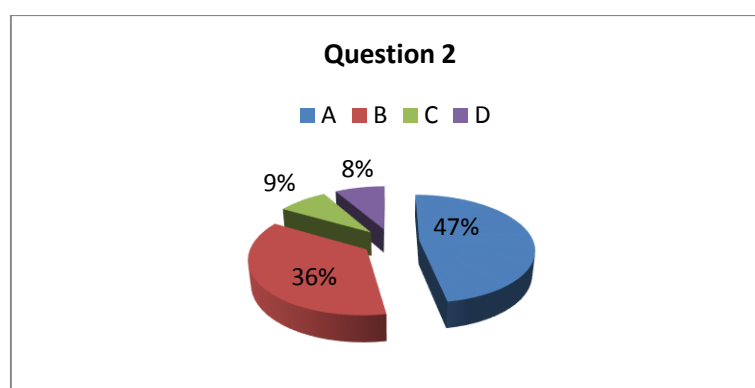
**Question 2:** How much did you speak in English before you enrolled to Qafqaz University?

A) I did not speak at all.

B) I spoke only during English classes.

C) I attended conversation club/language courses, so I had a chance to speak there.

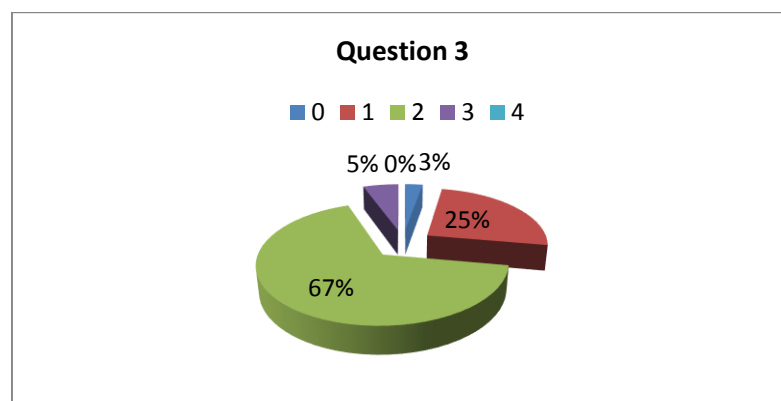
D) Other\_\_\_\_\_.





47% of students did not speak in English before they became students of Qafqaz University, which shows that at school not enough attention is paid to speaking. The number of students who spoke only during the English classes (36%) is high, which is natural in a non-English speaking country with a little number of foreigners residing or staying there. 17% of students practiced their spoken abilities outside the class, attending activities as conversation clubs/language courses where they could practice their speaking skills.

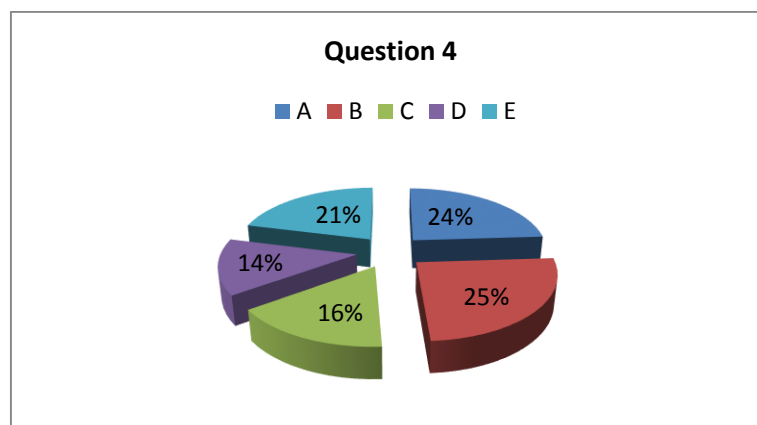
**Question 3:** Assess your speaking skills in English compared to your speaking skills in your mother tongue (from 0- much worse, to 4 –almost as good as)



The majority of students (67%) rated their speaking skills in English compared to their first language as satisfactory, which is expected for Intermediate level of language proficiency. A quarter of the participants think that their speaking is weak. 5% (that equals 2-3 students) assess their speaking in English as good enough and 3% (1 student) of the students think that their level of the ability to speak in English is very close to their mother tongue. None of the students answered that their speaking is very bad, and not too many that it weak, which is very positive.

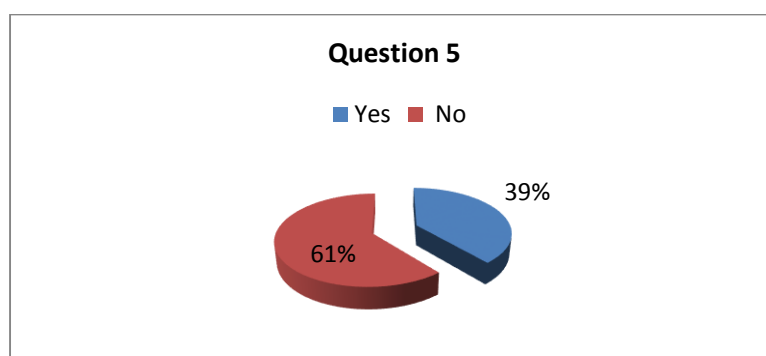
**Question 4:** When you speak in English, what are your problems? Rate from 0 (causes least problems) to 4 (causes most problems).

- A) Grammar
- B) Vocabulary
- C) Pronunciation
- D) Listening (understanding other people)
- E) Fluency



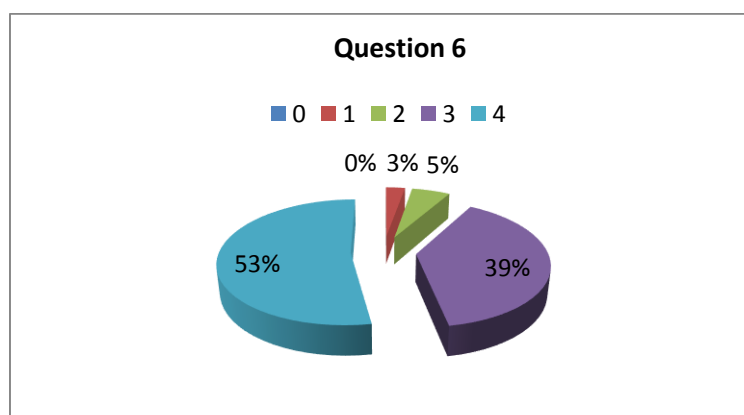
According to the answers to this question, we can see that the major problems students have are grammar (25%), vocabulary (24%), and fluency (21%). Even though listening (14%) and pronunciation (16%) seem to be less problematic, they still have a sustainable influence on speaking English.

**Question 5:** Have you had a speaking exam in English before?



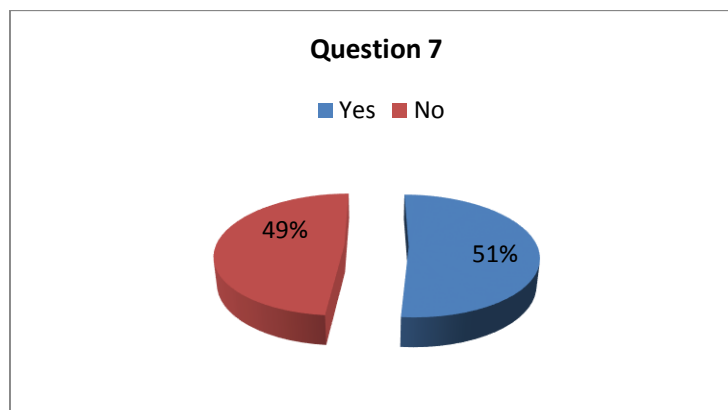
The majority (61%) of students have never had any speaking exams before, still many enough (39%) have had (probably, they took some international exams).

**Question 6:** Rate your attitude toward a speaking exam in English from 0 (least important) to 4 (very important).



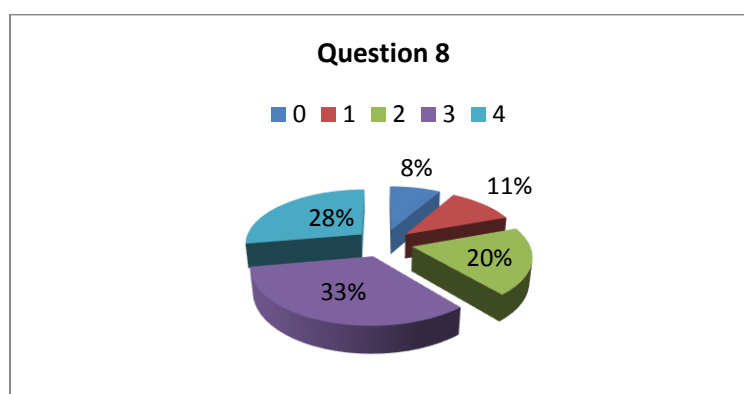
According to the answers to this question participants have a highly positive attitude toward an oral exam in English (53% rated as 4, and 39% as 3). There are some students who rather dislike it (3%), and 5% who think that a speaking exam has an average importance.

**Question 7:** Are you satisfied with your speaking exam result? Yes No



A bit more than a half of students are highly satisfied with their speaking exam results (51%), which shows that they reached students' expectations. 49% of students did not like the results, that is because they whether did not know what the exam was going to be like or they did not like their performance, so they were not satisfied with the results.

**Question 8:** Do you think that a written test on vocabulary and grammar items may be included in your assessment of speaking skills? Rate your answers from 0 (totally disagree) to 4 (totally agree).

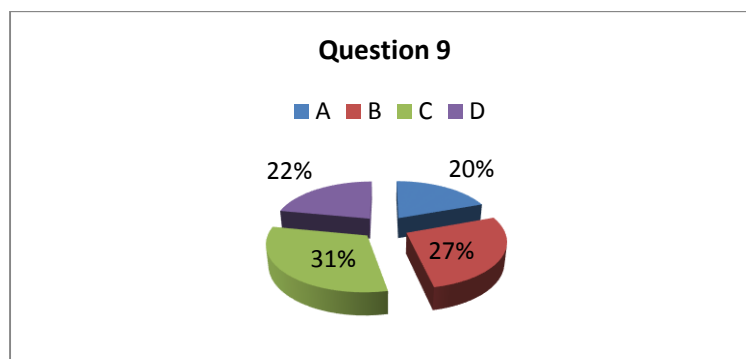


As it is seen in the graphic, the majority of students would prefer to have a written test on vocabulary and grammar included in assessment of speaking skills (33% of students rated as 3 and 28% as 4, that can be considered as agreement). 20% would not mind having a written test together with the oral assessment. The reason of rating this opinion as 4.3, and 2 might be the fact that students usually feel more comfortable when doing exams in written form, rather than in oral.

**Question 9:** What can help improve your speaking exam results? Rate 0 (least useful) to 4 (most useful).

A) More classes.

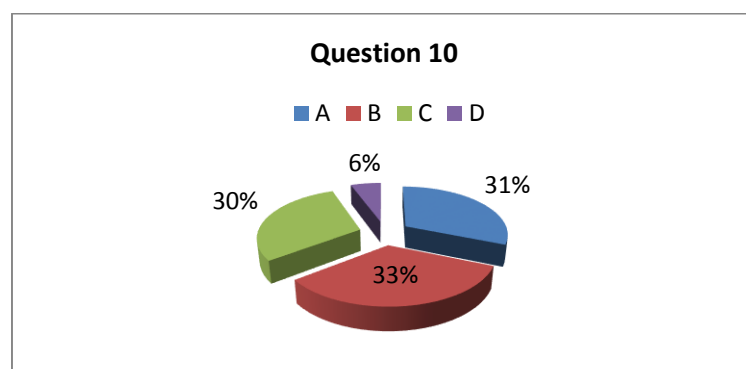
- B) Preparation for exam according to exam requirements (rubrics).
- C) Conversation clubs in English
- D) Work on sample speaking exam.



The weight was divided almost equally among the answers A, B, C, and D, that can be influencing students speaking exam results. The value given to "preparation for exam according to rubrics" is quite high (27%). This fact allows us to conclude that implementation of rubrics plays an important role in improvement of speaking results.

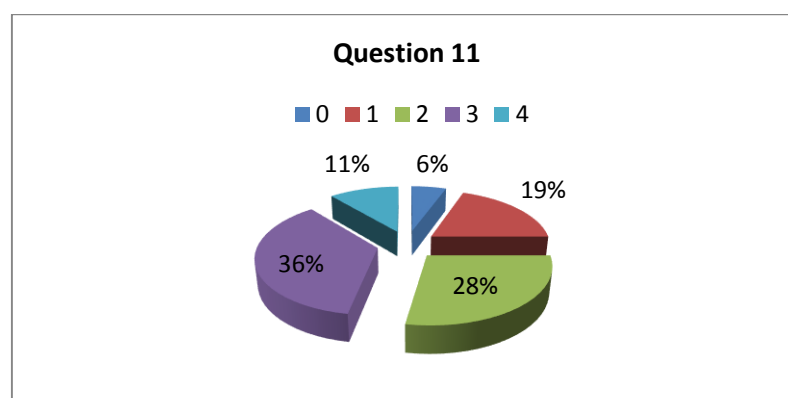
**Question 10:** What can help improve your speaking skills applied in real life? Rate 0 (least useful) to 4 (most useful).

- A) Practicing speaking English to my classmates out of class.
- B) Speaking to foreigners (including non-native speakers of English) in person or via Skype and other computer-aided devices.
- C) Speaking to native speakers of English in person or via Skype and other computer-aided devices.
- D) other (please name)



Analyzing the students' answers for this question, it is clear that the students believe that speaking to foreigners (native/non-native speakers via technology or personally) can help them to improve their speaking skills applied in real life, as well as practicing speaking English outside the class. Only 6% of students wrote in the questionnaire some additional ways to improve speaking, such as "going to an English-speaking country to practice it", that can also be effective.

**Question 11:** Does your self-confidence while speaking English in real life situations depend on your grade in English? Rate 0 (does not depend) to 4 (completely depends).



36% of students rated the influence of speaking exam results as 3, which means that some students' self-confidence is sustainably under the influence of the speaking results exam. 28% consider the speaking exam result as reasonably influential on their self-confidence. For 11% speaking in real life communication 'completely depends' on their oral exam results, which can be explained by psychological pressure (by parents and teachers) on students, because our education system is highly exam-oriented.

Analyzing the results of pre- and post-tests given in the table below, we can see that each student of the control group except one increased to some degree his/her result, but on average the result in the group increased only by 2.55 points (which may be just a fluctuation). On the other hand, in the experimental group, not only all students improved their results tangibly, but the improvement of the whole group is more substantial – by 9.05 points, which is statistically reliable. As the only difference of teaching between the groups was the application of rubrics in the experimental group, we can conclude that it caused the improvement.

Table: Results of pre- and post-testing of control and experimental groups

Student	Control group, pre-testing	Control group, post-testing	Experimental group, pre-testing	Experimental group, post-testing
1	69	72	54	67
2	87	91	30	51

3	90	96	68	83
4	86	90	81	90
5	64	67	73	86
6	50	53	76	80
7	57	62	70	77
8	79	80	58	72
9	90	87	64	79
10	65	67	83	87
11	76	78	80	89
12	86	93	81	77
13	57	62	72	79
14	65	69	77	80
15	61	65	68	76
16	82	84	75	82
17	47	58	64	76
18	56	71	87	93
Average	72.17	74.72	70.06	79.11
Improvement	2.55		9.05	

### Discussion

The obtained data revealed that the students of Qafqaz University have a highly positive attitude toward speaking in English (73%) and speaking exam (92%), however, many of them did not speak in English at all (47%) before they were enrolled to the university or spoke it only during the English lessons (36%). Within a very short period of time their speaking skills have sustainably improved and the students are rather satisfied with their achieved level of speaking, but understand that it still needs to be improved.

It is difficult to distinguish one particular problem that the students have when they speak, however, three of them seem to be more frequently named as major problems by the respondents: grammar (25%), vocabulary (24%) and fluency (21%). This allows us to conclude that the students have difficulties in recalling the vocabulary from their memory, combining them into sentences, thus, their fluency is under the influence of

these two factors. The most preferred solutions to these problems seem to the respondents to be more practice (conversation clubs - 31%) and the preparation for speaking exams using rubrics (27%).

About a half of the students participating in the questionnaire are satisfied with the speaking exam performed in the process of research, that shows that students' expectations were realistic.

The majority of the participants (61%) would prefer to have a written test on vocabulary and grammar items included in their assessment of speaking, which can be explained by students' higher self-confidence when they are examined in written form.

The collected data also shows that the participants of the experiment are psychologically under the influence of their speaking exam results, which stresses the importance of improvement of the methodology applied before, during and after the speaking exam, not only to make exam data reliable and objective, but also to increase students' self-confidence while speaking English in real life situations and to motivate students for further improvement.

### **Limitations of the study**

The number of students participating in the research was 36, that is not enough to represent a student body of a university, and one university cannot represent the whole country/world, but, on the one hand, as their views are unanimous and are not influenced by their grades, and on the other hand, coincide with the findings in the literature review, they are reliable enough. Besides, the mini-experiment lasted only for a month. Certainly, a deeper and wider study can provide more exact results.

### **Conclusion**

The purpose of the research was to see the role of setting criteria in speaking summative assessment. Two groups (control and experimental) participated the research. The participation and the attitude of the students of the both groups were highly enthusiastic, interested, and beneficial. Many of the students had a great desire to continue this kind of activities in the future.

The research shows that rubrics, applied to the process of learning, contribute to student learning and program improvement in a number of ways:

- They provide students and teachers with the clear and objective goals to reach. If students know what their learning target is, they are able to demonstrate a better performance.
- They help educators to improve teaching methodology. When teachers demonstrate and inform students about their expectations from them in the form of a rubric, they can be more successful in involving / motivating students in learning, showing them why they need to perform this or that activity. Teachers also can use rubric to plan and design lessons/activities/tasks to help students to achieve better results.

- They provide more accurate and fair assessment. If students are assessed according to the same criteria and evaluated by the same rating scales, assessors are less likely to be subjective or unfair. Furthermore, the application of rubrics helps to interpret the results and reduce the students' complaints about their grades.
- A rubric enables students to perform self-assessment / peer assessment and necessary feedback to determine their weaknesses and strengths.
- They give students a chance to predict the total score and to have a deeper understanding of what they need to improve.

The results of the current study allow us to conclude that rubrics are especially important in the summative assessment of speaking skills, as well as in education in general.

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**Conceptual metaphors and gender inequality in current English and Georgian****Natia Vasadze**

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**Abstract**

The given paper examines the importance of conceptual metaphors in creating gender stereotypes that are still prevalent in modern English-speaking (Britain and US) and Georgian societies. Being integrated into everyday life, conceptual metaphors are activated subconsciously by native speakers. It is noteworthy that in current Standard Georgian gender inequality is not reflected lexico-grammatically. Gender discrimination is generally reflected in the propositional structure of an utterance or a discourse. Unlike Georgian, in current English gender inequality used to be conveyed lexico-grammatically. As a result of the feminist movement, certain changes were introduced into the English language in the second half of the 20<sup>th</sup> c.

**Key words:** conceptual metaphors, feminist movement, gender, stereotypes

As is known, gender equality aims at promoting full participation of both genders in social life. In the West, the feminist movement emerged and was directed against gender inequality as early as the end of the 18<sup>th</sup> c. The emergence of the movement was conditioned by the violation of women's rights; the rights of female representatives were sharply differentiated from those of males. Feminism was defined by one of the movement representatives, Marie Shear, in 1986 as: "the radical notion that women are people" (Shear, 1986 as cited by McPhail, n.d.) is one of the popular definitions of feminism, frequently used on T-shirts or on posters.

The study has proved that age-long discrimination against women is reflected in English and Georgian proverbs. In the Georgian proverbs the emphasis is placed on women's sexuality rather than their mental capacity: "A goat ate women's brains", "A woman has long hair and a small mind", etc.

In the modern Georgian society the following gender stereotypes prevail: a man is a breadwinner, a woman is a housewife, her duty is to stay home and take care of her family. The attitude towards women is well reflected in the following prevalent dichotomy: the weak sex vs. the strong sex.

As for the English proverbs, they also reflect the negative attitude towards and discrimination against women; the proverbs in question present women as weak, imprudent and dangerous creatures. Violence against women is encouraged: "If you marry a beautiful blonde, you marry trouble", "All women are good; good for something or good for nothing", "The fewer the women, the less the trouble", "Women and their wills are dangerous ills", "Women have no souls", "Among 100 men, I have found one good one among 100 women, not one", "Women, like gongs, should be beaten regularly", "Women are necessary evils", etc. The English as well as the Georgian proverbs present woman stereotypes propositionally.

By the factors the above-mentioned interest falls in the 1921 Constitution of the first Republic of Georgia in which women's rights are protected. It is noteworthy that in the West women's full participation in public life was ensured pursuant to the 19th Amendment to the U.S. Constitution approved on August 18, 1920.

In Georgia the feminist movement starts at the end of the 19th century; Georgian feminists are: Barbare Jorjadze (1833-1895) a well-known feminist and public figure, Ekaterine Gabashvili (1851-1938), a Georgian writer as well as a public figure, Kato Mikeladze (1877-1943), a public figure - three ladies of different age, but having similar world outlook, their main objective being to gain the right of high-quality education for women in Georgia, to break the existing stereotypes on women.

In 1893 Barbare Jorjadze published an article -A Few Words to Young Men (oriode... 1983) - that may be considered the first feminist manifesto in Georgia. The publication discusses the then prevalent attitude towards women, the way they were discriminated by men. At the end of the article Barbare Jorjadze calls on men to give women equal rights for education and development.

Apart from fighting for women's right to receive a high-quality education, Kato Mikeladze was in favour of women being politically more active. In the 1920s she opposed the Georgian symbolist poets "Tsispherkantselebi" ("Blue Horns"), who considered a woman to be a "speechless matron or hetaera".

In today's Georgia, whatever achievements have been reached, gender inequality still remains to be a burning issue. Apart from the proverbs, different labels and negatively connotated epithets are employed to refer to women.

Conceptual metaphors play an important role in creating gender stereotypes that are still prevalent in modern English-speaking (Britain and US) and Georgian societies as well. And, being integrated into everyday life, conceptual metaphors are activated subconsciously by native speakers.

Hence it follows that the human conceptual system has a metaphorical nature. The conceptual metaphor intrudes into our everyday life and plays an important role in everyday discourse. Despite the centuries-long progress, emancipation and foregrounding women, the code is enclosed in the human conceptual system that men have been dominant and masters from ancient times that is expressed even in the 21st century by conceptual metaphors that are an integral part of our everyday life. Metaphors have diverse nature. Sometimes they are used to make ideological stereotypes. Metaphors cannot be framed. We may come across with conceptual metaphors everywhere, including ideological stereotypes. Stereotypes are fixed and solid impressions that are created by a group of people or a nation.

Besides gender stereotypes, ethnic and ideological stereotypes can also be created in the society that reflect the ethnic inequality problem in case of a dominant group. Ideological stereotypes were formed in Georgian consciousness. We may conclude that the conceptual metaphors existing in our consciousness acquired a stereotypic nature and the beliefs were generalized to conceptual metaphors.

Thus, conceptual metaphors in human long-term memory are closely linked to everyday life and they are frequently used unconsciously.

In December 2013 in Tbilisi streets there appeared inscriptions on the asphalt reflecting ideological stereotypes related to women. Each inscription was crossed out to symbolize the act of elimination of that particular stereotype; besides the phrase: “Break the stereotype” was attached to each statement; the latter read as follows “Women have no place in politics!”; A woman and a leader?!”; “Only men are breadwinners!”; “Women’s place is in the kitchen”; “Girls do not need much education”; “It is the man who makes decisions!”.

It is noteworthy, that in current Standard Georgian gender inequality is not reflected lexico-grammatically. Gender discrimination is generally reflected in the propositional structure of an utterance or a discourse.

The results of the following sociological statistical analysis are also noteworthy: from the perspective of employment, gender inequality is evidenced in different public sectors.

According to National Statistics Office of Georgia (2013, p. 29), in 2012 economically active population in Georgia included 57% of women and 78% of men, among them employed women – 49%, housewives – 16%, and unemployed women 8%, while 66% of men are employed, and 13% of men – unemployed.

It can be said that the results of the statistical analysis reflects the stereotype of gender inequality.

Unlike Georgian, in current English gender inequality used to be conveyed lexico-grammatically. As a result of the feminist movement certain changes were introduced into the English language in the second half of the 20th c. viz.:

- a. The use of the lexical unit man in a generic sense denoting a human being is avoided. The morpheme man as a component of compounds denoting different professions has been replaced by gender-neutral items. Accordingly, the terms related to occupations do not reflect gender.
- b. The modes of address Miss/Mrs showing the marital status of women is replaced by the title Ms which similar to Mr and does not show an individual’s marital status.
- c. The English language is often considered a sexist language. According to the authoritative dictionaries, sexism as the domination of one sex over the other creates the basis for gender inequality. The term “sexism” appeared in the USA in the 1960s: it appeared in print in Caroline Bird's speech "On Being Born Female", published in November 1968 (Wikipedia, n.d.).

In current English the feminine suffix -ess is considered to be sexist and its usage is avoided, as a result the words with -ess are substituted by a variety of lexical units:

Headmistress	Head teacher
Stewardess	Flight attendant
Actress	Actor

- d. The third person personal pronoun, singular *he* used generically is replaced by a gender neutral form “s/he” in written discourse; whereas in spoken and also in written discourse the constructions with the indefinite pronouns everybody/everyone, someone/somebody, no one nobody, anyone/anybody, as well as plural ‘they’ are employed.
- e. Numerous attempts to introduce artificial lexical units (like *womyn/womin*, the suffix *ron* instead of the suffixes *or,er, ess*, or artificially coined gender neutral pronouns *zhe, zher, zhim*) failed due to the fact that language is a social phenomenon, a system of arbitrary signs, hence any forceful interference in the regularities and rules of language system is doomed to failure.

Thus, in the XIX-XX centuries strengthening of the feminist movement triggered significant changes that were reflected in the English grammar and vocabulary.

Due to the non existence of gender in Georgian language, but prevailing in English, the gender is not expressed grammatically, accordingly this issue was not raised in the Georgian society. In current Georgian the negative attitude towards women is expressed at the propositional level. These last ones are based on those stereotypes that are reflected in the conceptual metaphors: where women are represented as “the weaker sex”, whereas men - “stronger sex”. The threatening of the mentioned stereotypes are realized at the propositional level.

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## **The importance and ways of teaching phatic communication in English as a Foreign / Second language (ESL/EFL) study**

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### **Abstract**

The paper views the importance and ways of teaching phatic communion during ESL study. Phatic communion is language which is used for bonding. Learners of English may have problems or make mistakes when engaging in phatic communication as its use requires a meta-pragmatic awareness of a wide range of complex and subtle issues, such as when and with whom to engage in it, the underlying reasons to do so, the types of phatic tokens that may be exchanged, the topics that such tokens may address, or potential effects achievable.

**Key words:** phatic communication, topics, contexts,

### **Introduction**

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, studying abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Since the CLT- Communicative Language Teaching (first proposed in the 1970s) - is the major source of influence on language teaching practice around the world, teaching phatic communication (i.e., language which is used for bonding) became non the less important.

Learners of English may acquire the knowledge of syntax and morphology of the English language easily, but it is not enough to learn it thoroughly. In order to make a proper communicative act with an Englishman, it is of vital importance to know the speech etiquette and norms of behaviours. Learners of EFL/ESL have problems or make mistakes when engaging in phatic communion.

There are many examples when people appear in an awkward situation due to using phatic utterances characteristic of their native language with foreigners. Here are some of them:

- 1) “How are you?” This phatic utterance used while greeting, requires the following answer in English language. “Fine, Thanks, and you?” Owing to native language interference, Georgians tend to reply with “So-so”, which is confusing for an Englishman and in some cases may even arise sympathy in them, thinking that something is really wrong. The British never complain about their health and social problems, particularly during the greetings.

- 2) “Where are you going?”, “Where have you been?” These questions have an absolutely phatic implication for Georgians. They use it when they come across acquaintances and friends. Consequently, the answer to this question is not informative in most cases, rather they are phatic: “Nowhere, I’m coming from there? or I’m going there.” Certainly, this phatic question is considered to be very tactless and awkward for foreigners.
- 3) Because of etiquette, Georgians first refuse to eat or drink anything they are offered, while being a guest. They say: “No thanks, don’t worry!” They mostly accept the offer for the second time. As The British people do not have such kind of phatic replies, they reckon the above- mentioned refusal to be informative and do not offer again. Their behavior, on the other hand, is unfairly considered as inhospitable by Georgians.
- 4) “Are you here already?”, “Have you already arrived?” The answer to this phatic question is “Yes, I’m,” or “Yes, I have”. These Georgian phatic utterances, which take place between acquaintances and friends, may seem very strange and a bit irrational to a native English speaker. The phatic sentences they use on meeting a friend who has arrived from somewhere is “Welcome back!” “It’s so nice to see you here again”; “I’m glad you have come.”
- 5) “How old are you?” “Are you married?” “How much do you earn?” Georgians use these phatic sentences to make a contact with unknown people when they get together by chance. The aim of this conversation is to break the silence and spend time pleasantly. For British people these topics are tabooed. They infringe their social norms and principles of politeness.
- 6) “My dear!”, “My life!” Georgians, as very friendly and affectionate people, often use these phatic expressions not only with close friends and relatives, but also with strangers. For native English speakers it is very annoying and mocking, because they only use these phrases with close friends and family members.
- 7) “Other?” After exchanging phatic greeting formula, Georgians say “other?” meaning what is the other news with the interlocutors. Of course, this phatic word leads to confusion in a native English speaker.

As we see from the above-mentioned examples, knowledge of using proper phatic utterances with a member of a different language / cultural community is very important for a successful conversation and relationship.

Although many didactic materials implicitly deal with some elements related to phatic communion, they do not include it as an independent topic, nor do they neatly define it, distinguish its different manifestations or address its socio-cultural peculiarities.

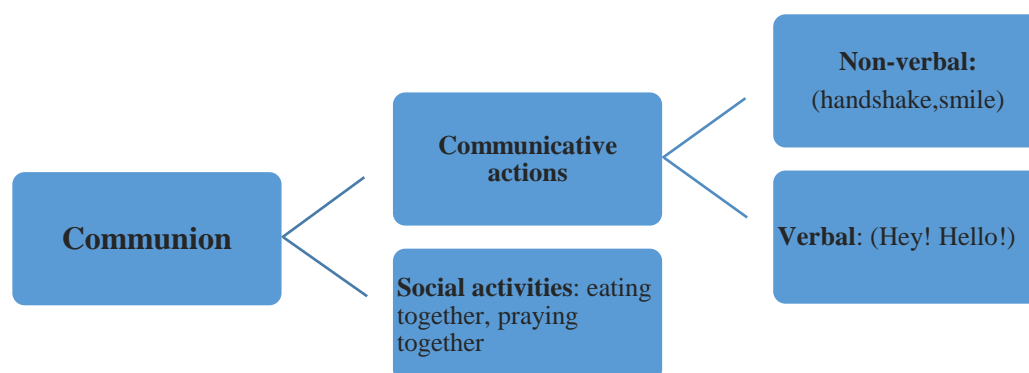
An examination of available ESL materials reveals that phatic communion is hardly ever included among the functional or discourse issues in most syllabi for all levels. Especially at the lowest levels, these

materials include manifestations of phatic communion at the outset and end of conversations (greetings, introductions, farewells, etc.) when addressing specific vocabulary and grammatical structures. However, these only represent ritual acts to establish contact and create a propitious atmosphere for interaction (Laver 1975, 1981; Edmondson and House, 1981). Furthermore, at these and other levels, most materials do not neatly delimit phatic communion, nor do they distinguish its different manifestations and socio-cultural peculiarities. At most, they implicitly deal with phatic communion in different activities (listening, model dialogues, etc.) linked to personal introductions, social gatherings and the discussion of certain topics (daily routines, the city, likes, habits, etc.). Such scarce attention might be due to one prevalent attitude ever since Malinowski (1923) described this area of human social behaviour.

Teachers should start by defining phatic communion, explaining where it may appear, commenting on its functions and correcting possible common misconceptions. Defining phatic communion is essential in laying solid foundations upon which subsequent knowledge can be built, above all, when many or most learners may ignore what the term denotes.

Explaining when and where it may appear is fundamental in making learners conscious of its ubiquity, as phatic communion is not restricted to conversational margins. The first definition of this linguistic phenomenon is attributed to anthropologist Malinowski (1923, p. 476), who characterised it as idle, aimless, irrelevant, but socially important discourse. Learners must understand that phatic communion is ubiquitous and prevalent, a most human process, which shows up through a plethora of acts like greetings, welcomes, questions about the interlocutors, leave-takes, wish-wells, farewells, compliments about obvious achievements or personal traits, complaints, narrations, chit-chat or comments about trivial things or events (Malinowski 1923, p. 476-479).

The term Phatic comes from the Greek word Phatos, which means spoken, while the term communion refers to bonding or socializing. Thus, phatic communion is language which is used for bonding. Nowadays linguists use the term communication instead of communion. The reason for this is that 1) people forget the general meaning of the term communion and 2) to avoid the obscurity of the term communion because it also refers to a Christian ceremony in which people eat bread and drink wine in order to remember the Last Supper of Jesus Christ. Communication is the part of communion, as it is shown in the scheme below.





**The topics of phatic communications** are versatile and include: weather, sport, politics, everyday life, household, appearance, character, bringing up children, etc. The choice of the phatic discourse depends on the culture and etiquette of the nation, social status and position of people.

**The most frequent conversational contexts** where phatic discourse typically appears are openings and closings (Laver, 1975), where it surfaces as ritual (Edmondson and House, 1981, p. 98) utterances. Learners must know that at those phases phatic utterances are often organised as adjacency pairs (e.g. Schegloff, 1972). Minimal pairs of ritual phatic acts may be expanded with other phatic questions, comments or remarks that deal with safe topics, thus giving rise to larger phatic sequences (Pavlidou, 1994). Teachers should warn learners that the fixation of such stretches somehow favours their phatic interpretation precisely because they are not understood as proper first topics, but as social niceties that lubricate the beginnings and endings of conversations.

However, phatic discourse cannot be restricted to the fringes of conversations; learners must be alerted that it also appears in the middle of the purely transactional phase as a way to ensure the achievement of interactive goals because of the propitious and friendly atmosphere it creates or maintains. Through it, individuals avoid the unpleasant tension that undue silences or getting or sticking excessively to the point may cause, since the former may be perceived as a sign of hostility or bad mood, whilst the latter may imply disregard for personal relations and commonality. On other occasions still, through phatic communion interlocutors avoid some immediate interactive conflict when carrying out some transaction and restore harmony by creating bonds of union.

Learners should also know that phatic communion favours harmony and amicability at openings because of the working consensus it creates thanks to its functions (Laver, 1975):

- a. Propitiatory, since it diminishes the potential hostility attributable to silence and frames exchanges as friendly
- b. Exploratory, for it implicitly conveys indexical information about interlocutors or, if they knew each other beforehand, it confirms previous information.
- a. Initiatory, as it ensures interaction by “[...] using emotionally uncontroversial
- c. communicative material, and demonstrating [...] signals of cordiality and tentative
- d. social solidarity” (Laver 1975, p. 221).

At the closing phase, phatic discourse ensures a future consensus owing to these functions (Laver 197, p. 230):

- a. Mitigating, inasmuch as it assuages any likely feeling of rejection.
- b. Consolidating, as it emphasizes the enjoyable quality of encounters, mutual esteem
- b. and solidarity, amicability and the continuation of contact.

Finally, within conversations phatic talk creates or maintains a favourable atmosphere by fulfilling these functions (Rosnow, 1977, p. 159-163):

- a. a) Entertaining, insofar as interlocutors do not seek any important purpose, but talk amicably guided by equity and parity.
- b. b) Reinforcing or strengthening previous information, attitudes to and viewpoints about specific events or behaviours with a view to approval, endorsement and sanction.
- c. Influencing other interlocutors by means of the dissemination of ideas and points of view about specific matters.

People learn rules of phatic communication gradually, like the norms of behaviours. Children at their early age cannot communicate with phatic expressions. They develop this skill step by step.

There are two levels in phatic communication: formal and informal, each having clear-cut regulatory rules. Native speakers switch automatically from one register to another. Phatic communication is mainly dialogue with the exceptions of public reports, official and ceremonial speeches of politicians and civil servants.

In order to conclude this phase, teachers could encourage learners to provide data of phatic discourse in their L1 or L2 taken from authentic conversations, films, TV or radioprogrammes in order to apply the knowledge gained.

After introducing phatic discourse, learners may be guided to reflect on their L1 and L2 findings. This phase mainly involves implicit instruction, for learners have to analyse remarkable features of the data collected. This process may be aided by awareness-raising questions dealing with both the pragmalinguistic and sociopragmatic aspects of phatic discourse. Next, learners can be exposed to recorded or videotaped dialogues containing samples of L2 phatic discourse and reflect on similar questions. Learners would discuss their observations with peers in order to gain distinct insights and think further about possible divergence between L1 and L2. Focusing on relevant features in authentic examples aids them to connect the pragmalinguistic strategies used, their functions, context-boundness, the role of power, distance or rank of imposition of linguistic acts their cultural value and possible interpretations by native speakers. This sort of activity also makes explicit the previous knowledge and stimulates learners to reflect on how phatic communion works, to change their previous attitudes and to develop some preliminary consciousness of the norms underlying its usage.

The third phase of pedagogic intervention shifts to explicit instruction in order to address in-depth two important issues: (i) different types of phatic utterances and (ii) what the propositional content of those utterances may relate to, i.e. how their topics are selected. Owing to the limitations observed in available materials, this phase aims to instruct learners in some of the complexities of phatic discourse by analysing them thoroughly. Most works differentiate two categories of phatic utterances: those referring to the spatio-temporal setting of conversations (1-4), and those referring to the interlocutors (5-8):

- a. Another sunny day! [said on an obviously sunny day]

- b. Wintry morning again. [said in the middle of December]
  - c. Great view from here! You can see the whole city. [said on a hill from where an amazing view can be seen]
  - d. The traffic in this city is always so chaotic! [said in a traffic jam]
2. I do like a good cup of coffee before class. [said while two teachers are having a break before their next class]
    - a. Oh, I really love these autumn days! [said in a mild autumn afternoon]
    - b. Cute hairdo! [said when a speaker notices the hearer's new appearance]
  3. You always seem so busy! [said by a speaker who has seen the hearer working hard for a few days]

Edmondson's and House's terms, these two categories are known as remarks and discloses. Remarks are commonly banal and help the speaker to "[...] establish or increase familiarity with his hearer" because their content typically has to do with topics with which "[...] both speaker and hearer are assumed to be equally familiar [...]" (Edmondson and House 1981, p. 58). In contrast, discloses provide the hearer with information that the speaker "[...] believes [he] may be interested/amused, etc. to gain the acquaintance of, or further familiarity with, his person" (Edmondson and House 1981, p. 59).

Regarding the content of phatic utterances, teachers could highlight that it appears to be about mutually known facts, events or things. Nevertheless, this straightforward, and somewhat simplistic, description would not suffice. Traditional misconceptions only lead many teachers to comment that what makes a topic a good candidate for phatic communion is its seeming obviousness or irrelevance. Undoubtedly, the phaticity of utterances and topics resides in the estimates of what can count as trivial or irrelevant, but only partially. Neither utterances nor topics can be taken to be inherently phatic, or likely be interpreted as such, only because they seem obvious to the speaker: the hearer's uptake needs to be taken into account. Therefore, phaticity must be presented as a constantly negotiable feature, upon which interlocutors make and revise decisions on the basis of cultural conventions about expectable topics or what can be talkable, and factors, such as the spatio-temporal situation, the institutional nature of context, the conversational phase, the activity in which interlocutors are immersed and the frames they activate (Coupland et al, 1992).

The fourth phase purports to make learners understand that choices of phatic utterances in the United Kingdom and the United States depend heavily on sociopragmatic factors.

Therefore, learners will be assisted in reasoning out two crucial issues: (i) the interactive variables regulating the use of phatic tokens, i.e. with whom they can use them, and (ii) the implications that their usage may have, i.e. the consequences on evaluations of the (im) politeness of their communicative behaviour. Learners can be warned that erroneous choices in particular social contexts may have unwanted consequences not only on the relationship they wish to establish or maintain, but also on their addressees' perceptions of their personality, identity, attitudes, and intentions or level of politeness.

Throughout the previous phases learners might have gained substantial knowledge about phatic discourse, which they should be able to put into practice by means of various communicative tasks.

Regarding controlled oral production activities, one that could work well is to play a video containing (an) example(s) of phatic discourse. Right at the moment the phatic token is to appear, the scene is paused and learners complete the following video worksheet to make them reflect on the phatic utterance(s) likely to appear in that context: Having filled the worksheet, learners act out in pairs a role-play where they show how they think the conversation could follow. Another useful task could be to ask learners to act out role-plays in contexts corresponding to different politeness systems so that they have to decide the appropriate type and content of phatic utterance(s):

As for controlled written activities, learners could complete contextualized gapped sentences that call for specific types of phatic utterances. This enables teachers to see if they are aware of the influence of sociopragmatic factors and can control an inventory of (formulaic) phatic tokens (Cohen, 2010, p. 278).

Finally, learners could be requested to analyze sample dialogues, emails or letters which contain examples of phatic communion, observing language carefully to determine the influence of sociopragmatic factors and the level of politeness. Then they could produce similar dialogues, emails or letters in the L2 in imagined situations and contrast their own language with that in the sample dialogues.

Concerning free oral tasks learners could be asked to record authentic face-to-face interactions with native speakers or between themselves in order to achieve a specific goal. As Cohen (2010, p. 270) suggests, this can be done as part of a speaking portfolio. Alternatively, learners could use video-conferencing programmes, which easily facilitate opportunities to interact and negotiate meaning online with native speakers, other non-native speakers, tutors or instructors.

As for free written tasks, these may rely on computer-mediated communication (CMC), such as postings on blogs, emails or conversations in chat-rooms or educational forums. Synchronous CMC tasks can be more interactive, as they engage learners in more extended and concurrent interaction where they can negotiate phaticity.

To conclude, it is necessary to revise the outcome of the different activities assigned and offer feedback related to performance. Feedback must centre on learners' both productive and receptive abilities. Thus, learners gain the three necessary conditions for the acquisition of pragmatic ability in the target language: namely, exposure to input, opportunities for generating output and feedback.

### **Conclusion**

The development of pragmatic competence is extremely important when teaching and learning an L2. A deficient or incomplete mastery of pragmalinguistic and sociopragmatic aspects of L2 areas, such as phatic discourse, may lead learners to make unfortunate mistakes that might ultimately have negative consequences

on social relationships and the perception that other individuals might have of their identities and personalities. For this reason, this paper has suggested a series of pedagogical phases to deal with phatic discourse in the English class. This methods-of-teaching proposal seeks to raise learners' meta-pragmatic awareness by combining explicit and implicit treatment of phatic communion, which facilitate learners' noticing of relevant features, deduction of underlying norms and understanding of how it works in the target community. Thus, this proposal aims to endow learners with the necessary tools that enable them to manage phatic discourse efficiently in order to satisfactorily interact and achieve their communicative goals. In addition, by including different tasks focused on both pragmalinguistic and sociopragmatic aspects of phatic discourse this proposal purports to give learners opportunities for output so that they can put into practice their knowledge and realize the possible additional or persistent deficits as they communicate and negotiate meaning.

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## **Time spent in target language-oriented extracurricular activities and foreign language students' satisfaction**

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### **Abstract**

Depending only on curriculum sometimes might be annoying not only for learners, but also for teachers. Thus, extracurricular activities are a useful theme in education that can create a positive atmosphere in students' life. Students will be motivated to perform their curricular goals by spending time in extracurricular activities. Extracurricular activities will make students acquire confidence and empower them to demonstrate their skills and abilities with composure in the classroom practice. These activities will ensure students a language learning ambiance, and promote them to develop their level of English. This paper puts forward how the time spent in language-oriented extracurricular activities facilitates English language learners' satisfaction.

**Key words:** extracurricular activities, practice, language learning, educational life, technology.

### **Introduction**

Nowadays, it can be said that the most difficult issue for lecturers is to maintain students' attention during the whole lecture. Although educators are expected to be experts in class management, they still have difficulties in it. Students are often unmotivated, unwilling, uninterested, sleepy and hungry in the morning sessions. Their life is not well-planned. On the other hand, there is a force that causes students to study (because of the final course-passing exam) and makes lecturers be in a speedy pace to teach the necessary points before exams. There are many issues to be taken into account to teach crucial skills to unmotivated students before the final exam. Definitely, it is hard work. Lecturers firstly are to be patient and ideal people to change students' laziness through the teaching process (Newstead & Hoskins, 2003). Some language-learning-oriented activities should be organized outside of regular school hours, during lunch time breaks, after school or at the weekend (McCaslin, 1996). As a matter of fact, informal curriculum should be followed for the English learners, to achieve success and to provide motivation.

### **Educators' role in ECAs**

As 'actions speak louder than words', to change our students' unacceptable insistence, uninterested craving for laziness, first of all, lecturers have to be sophisticated and reliable educators (Thompson et al, 2013). Because in teaching English, the closest and best model are the lecturers.

It is known that learning does not occur at once, it is a long process. While some students learn English during class time, for some students that teaching might be insufficient or they may need some extra care. In that case extracurricular activities – ECAs - are the best remedy to change our students' learning ways.

Moreover, dealing with the students who need extracurricular activities teachers are expected to develop various activities according to students' needs (Furner et al, 2005), because some students can learn English better in visual, oral, listening or/and motor activities (Richards & Schmidt, 2013).

### **Method**

A quantitative research (questionnaire survey) was held after the volunteer respondents participated in ECAs for three weeks.

### **Participants**

As the number of students in Ishik University Suleymania branch is not many; only 18 students of preparatory school students participated in the filling in the survey. The number of male students was (12) and the number of female students was (6). Their mean age ranged from (18) to (25).

Five participants among 18 students initially did not care about participating in ECAs, but eventually were persuaded to join in them. While the study was going on, more students also expressed their desire to join in such activities. From the obtained data, it can be said that students who participate in language-oriented ECAs get happier and more satisfied; this triggers other students also to enroll in them.

### **Types of language-oriented ECAs**

During the time of the study, there the following ECAs were applied:

1-Testing and Analyzing (Headway Elementary Grammar and Vocabulary): Students were given 30 questions to answer in 15 minutes in each additional meeting; they were supposed to answer on their own. After that their test papers were swapped and answers were given. Students checked their friends' paper and then a 20-minute discussion and analyzing started. This occurred twice a week.

2 - Fun Reading ECA (Easy Starter books reading and telling): Students were given books with CDs and had to read a book within a week and to fulfill some tasks. The students were expected to answer the lecturer's questions asks in 10-minute sessions on a weekly basis.

It is recommended to hold these activities for a semester, then change them for some other activities.

### **Measures and procedure**

The data were obtained from the 16- question anonymous questionnaire. The top 13 answers included 3 scales: a) yes b) no c) I do not know. The last three questions were information questions with three scales. The students had to choose the acceptable for them answers. Students were warned that honest answers were expected in order to take further action that would motivate them and help them improve their language skills.

All students were in an English class. They were told that the answer they would give to the questions would be used only for research purposes. After analyzing them, new plans would be arranged for developing their English skills. Some points were explained during their selection.

### **Results and discussion**

Many scholars state that ECAs can lead students to higher educational success, help students to gain better grades (Marsh, 1992 ) and students get higher scores in tests (Gerber, 1996).

The majority of the students in the study have breakfast in the morning, but 18% do not, so it is difficult for them to concentrate in class. While 50% of the respondents think that it is difficult to have classes in the morning, 82% agree that having classes in the afternoon is also difficult. 82% of the respondents answered they liked doing homework at home alone. However, 94% found ECAs useful, and 50% even think that they are more useful than homework done alone at home. On the other hand, probably, more interesting tasks could be given as only 50% of students answered they enjoyed ECAs.

The majority of the respondents participated in ECAs on their own will (88%). This is a very good result.

I have also come to the point that the students who are constant participants to ECAs are much more dynamic, eager to learn and more satisfied in life than non-participants. Moreover, they are also sure that joining in ECAs brings them satisfaction and feel that they learn better.

### **Gaining satisfaction**

Participation in ECAs is very important. During the educational process learners find out gaps in their knowledge / skills and realize the value of joining in ECAs. They learn from their own mistakes or their friends, develop many working skills, learn managing time and prioritizing things in their life, learn about long-term commitments, make contributions while answering the questions, raise their self-esteem, and build solid relationship in social situations. Knowing and feeling these benefits cause students to build up satisfaction.



## Conclusion

ECAs are a useful part of education at students' language learning process. Being voluntary, they play a great role in their lives. They change positively their behavior, study performance and appetite for learning, so that students get successful by joining ECAs and become satisfied.

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## APPENDIX

## QUESTIONNAIRE ITEM RESULTS

ITEMS	Yes%	No%	I have no idea%
1-Do you usually come to school having breakfast?	82	18	0
2-Is it difficult to have lessons in the mornings?	50	50	0
3- Is it difficult to have lessons in the afternoons?	82	18	0
4-Do extracurricular activities help you to improve your English?	94	0	6
5-Do you enjoy preparing your homework alone at home?	82	18	
6-Do you think that you learn more by extracurricular activities than studying at home alone?	50	32	18
7-Do you think that students should stay at school for extracurricular activities?	88	6	6
8- Do you think you need speaking-based ECAs after lessons?	82	12	6
9-Do you enjoy language-oriented ECAs in preparatory school?	50	6	44
10-Do you get motivated by ECAs in learning English process?	50	18	32
11- Do you think you need writing-based ECAs after lessons?	40	28	32
12- Do you think you need listening-based ECAs after lessons?	66	17	17
13- Do you think you need reading-based ECAs after lessons?	76	12	12
14-How many hours do you study English at home? a) 2-3; b) 1-2; c) 0-1	a) 25	b) 50	c) 25
15-How many hours of ECAs are enough for you a week a) 4-5; b 2-3; c) 1?	a) 17	b) 50	c) 33
16-Do you participate in ECAs because a) you want it; b) your lecturer wants you to come; c) your parents want you to attend?	a) 88	b)12	c) 0

## Reflections of Edgar Allan Poe's life in his literary works

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### Abstract

Although Edgar Allan Poe was regarded as an example of waste and failure by his contemporaries, he is one of the most prominent figures in American literature making various contributions to it in terms of poetry, short story and literary criticism through his original style. Poe led a hard and miserable life as a result of some financial problems and deaths of some beloved women in his life. It can be easily noticed that these hard living conditions naturally influenced his writing style as well, and it resulted in repetition of certain recurring themes such as death, love, horror, murder, alcoholism, etc., usually in a gloomy atmosphere. The current paper attempts to present some connections between these recurring themes and some biographical details of Edgar Allan Poe.

**Key words:** Edgar Allan Poe, biographical reflections, recurring themes.

### Introduction

As a result of the part of the British people in the establishment of the United States of America, American literature was overwhelmed by British culture and literature at the beginning of the new country. However, in time, there began to appear a national identity and culture, the dwellers of the new continent started to feel more American, when they declared their independence after the American Revolutionary War against the British Crown.

With the emergence of national American spirit and identity, American literature began to flourish with the writings by Ralph Waldo Emerson, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau and Walt Whitman. This period was called the American Renaissance (1850-1855), which reflected a national confidence, and the earliest masterpieces of American literature were written in this period.

Although Edgar Allan Poe, who lived short before this period, was not very far from the influence of British literature, possibly because of his travel to England with his foster family at the beginning of his career, he later created his own original literary style and contributed to the American literature to a great extent, even though his themes are universal rather than American. Baym (2003, p. 694-695) states that

*...Poe also exaggerated the length of his attendance at the University of Virginia and, in imitation of Lord Byron, fabricated a quixotic expedition to join the Greeks, then struggling for liberty.*

He pioneered in the fields of short story themes such as mystery, horror, science fiction, which formed the basis of modern detective stories. He wrote poems, some of which (*The Raven*, *Annabel Lee*) are still very

popular all over the world and literary criticism, in which he attempted to bring some literary standards to the works of literature written in that period.

High (2000, p. 55) defines him as

*... a writer interested in psychology and the darker side of human nature. ... Many of Poe's tales of horror are known throughout the world. His method was to put his characters into unusual situations. ...The interest of Poe's poetry is in its sound rather than its content. He constantly experimented with ways to make it musical, and defined poetry as "the rhythmic creation of beauty". Even the names he uses have a musical sound: Elalie, Lenore, Ulalume.*

Ousby (1970, p. 42) suggests that

*He managed to produce a literary oeuvre of surprising distinction, variety and substance.*

According to Fisher (2010, p. 20):

*The American short story and Edgar Allan Poe have a natural, strong bond. He created some of the finest works in the English language in that genre and subsequently offered the first systematic critical principals for what constitutes true art in the short story - though he preferred the term 'tale'.*

In this pioneering role in American literature and his literary career, he was influenced by some important events in his life.

### **Edgar Allan Poe's biography and his literary career**

Poe's mother Elizabeth Arnold was an actress wandering seaports, and she married David Poe in 1806, who was also an actor. Edgar was born as the second child of the Poes in 1809 in Boston and he would not wait long to start a life full of hardships. Only one year after his birth, his father left his family. Edgar's mother continued her acting jobs in some cities, but her health soon began to deteriorate and she died in Richmond, Virginia in 1811. After his mother's death, Edgar was adopted by a wealthy couple from Richmond, John and Francis Allan, who later moved to England to start a new business there. They sent Edgar to good schools in England, but they returned back to America when they noticed that their enterprise would not be a success. After their return from England, Poe completed his high school education and then was sent to the University of Virginia. However, the beginning of his university education would also be the beginning of the conflicts between him and his foster father, John Allan. John Allan did not send enough money to Poe for his education, and Poe started to gamble to pay off his debts, which put him into further debt, and it led to quarrel between him and his foster father. The quarrels resulted in his being withdrawn from the university at the end of the first year. Subsequently, he decided to try his chance in military life, but he noticed that it was not a proper choice for him, and he chose to make his living through a writing career.

He first published his collection of poems *Tamerlane and Other Poems* in 1827 and in the following year - *Al Aaraaf, Tamerlane, and Minor problems*, neither of which drew much public attention. Subsequently, he moved to Baltimore and started to live with his aunt Maria Clemm and her daughter, Virginia, whom Poe later married when she was only thirteen. For about ten years, he worked as an editor in such literary magazines as the *Burton's Gentlemen's Magazine* and *Graham's Magazine* in Philadelphia and the *Broadway Journal* in New York City. Along with this period of his career, he published his well-known short stories like *The Tell-Tale Heart*, *The Murder in the Rue Morgue* and his famous poem *The Raven* and he suddenly became a prominent figure in the world of literature. However, Virginia's death from tuberculosis in 1847 influenced the heydays of his career. He himself was also seriously ill and was drinking heavily to forget about his sorrow after his wife's death. He wrote *Ulalume* after Virginia's death. On October 3, 1849, he was found unconscious near a polling station. He died of congestion of the brain four days after he was taken to a hospital (Baym, 2003).

### Reflections of Poe's life in his literary works

Edgar Allan Poe wrote poems and short stories that can to influence, shock and surprise the readers even today. Although he is a significant writer in the American literature, he did not lead a healthy and wealthy life on account of some finance and health problems throughout his life. His very early losses of his parents started his hard life and he began to suffer from loneliness and alcoholism. Later, his wife's death, again at a very young age, did not let him enjoy the successful years of his career, and he felt depressed and regarded alcohol as a flight from harsh realities of his life, which also caused him to live a worse life.

Alcohol, death and murder are the most recurring themes in the works by Poe, which probably resulted from his being influenced by British gothic writer, Horace Walpole, during his travel to England with his foster family, deaths of some beloved women in his life, and alcoholism. These reasons got him to write some of his famous poems like *Annabel Lee*, *The Raven*, *Eulaile*, *Ulalume* and *Lenore* and short stories like *Berenice*, *Eleonora* and *Morella*. Poe said:

*The death of a beautiful woman is unquestionably the most poetical topic in the world and equally is it beyond doubt that the lips best suited for such topic are those of a bereaved lover. (Poe, 1846, p. 165)*

In *Annabel Lee*, the narrator mentions the death of a young girl, Annabel Lee, who is Poe's wife Virginia in real life. In the first two stanzas of the poem, the narrator relates the love between them, and the girl's death:

*It was many and many a year ago,*

*In a kingdom by the sea,*

*That a maiden there lived whom you may know*

*By the name of Annabel Lee; —*

*And this maiden she lived with no other thought  
Than to love and be loved by me.*

*I was a child and she was a child,  
In this kingdom by the sea;  
But we loved with a love that was more than love —  
I and my Annabel Lee —  
With a love that the winged seraphs in Heaven  
Coveted her and me.*

*(Poe, 1849)*

*The Raven* is also a very popular poem by Poe, in which the narrator again talks about the loss of a young girl, Lenore, in a gothic atmosphere:

*Ah, distinctly I remember it was in the bleak December,  
And each separate dying ember wrought its ghost upon the floor.  
Eagerly I wished the morrow vainly I had sought to borrow  
From my books surcease of sorrow- sorrow for the lost Lenore-  
For the rare and radiant maiden whom the angels name Lenore-  
Nameless here for evermore.*

*(Poe, 1845)*

*To My Mother* is another reflection of Poe's life experiences. It is written for Virginia's mother in a heartfelt way:

*Because I feel that, in the Heavens above,  
The angels, whispering to one another,  
Can find, among their burning terms of love,  
None so devotional as that of "Mother,"  
Therefore by that dear name I long have called you—  
You who are more than mother unto me,  
And fill my heart of hearts, where Death installed you  
In setting my Virginia's spirit free.*

*My mother—my own mother, who died early,  
Was but the mother of myself; but you  
Are mother to the one I loved so dearly,  
And thus are dearer than the mother I knew  
By that infinity with which my wife  
Was dearer to my soul than its soul-life.*

(Poe, 1809)

Of the short stories he wrote, *Berenice* is about a seriously ill young girl and her cousin Egaeus who obsessively admires her beautiful teeth. The themes of the story are love, loss, horror, death, as in many other stories by Poe.

*Eleonora* is another short story, which is regarded as a biographical work of Poe. In the story Eleonora is a young girl dying at a young age, but her lover promises her not to marry any other girl. However, the narrator marries another girl, and Eleonora comes back from her grave to tell him that he did not keep his promise.

Another recurring theme in his stories is alcoholism. *Regarding his drinking and drug use, Poe (1848) wrote:*

*I have absolutely no pleasure in the stimulants in which I sometimes so madly indulge. It has not been in the pursuit of pleasure that I have periled life and reputation and reason. It has been the desperate attempt to escape from torturing memories, from a sense of insupportable loneliness and a dread of some strange impending doom.... My enemies referred the insanity to the drink rather than the drink to the insanity.*

Shaffer (2013) regards him as ‘a literary rogue and he states that Poe drank for the same reasons he wrote: to stave off his depression, which was like “a worm inside that would not die,” according to his French translator and fellow literary rogue, Charles Baudelaire. His dozens of stories and poems did little to lift him out of his perpetual state of poverty, while his alcoholism cost him many magazine jobs and, ultimately, his life.

*The Angel of the Odd* is a story about being drunk and its tragic and comic results. The narrator relates the tragic events happening to a man who drinks too much. However, *the Black Cat* is not at all a comic story even if it is also about a drunk man who kills his cat. In the story, the killed cat comes back to life, but it is quite a horrific story unlike *The Angel of the Odd*.

Murder is also a very frequent theme. *The Cask of Amontillado*, *The Tell Tale Heart* and *The Premature Burial* are the best examples of the works with this theme.

## Conclusion

Edgar Allan Poe is probably the first writer who comes to mind in American literature when the words horror, death, and alcohol are used. These themes are the recurring themes in his works as a probable result of the psychology he experienced throughout his hard life, and the connections between his biographical details and works are quite clear. He wrote more than a hundred years ago, but the reason why he is still known is that he included his feelings and psychology in his works.

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**Depiction of alienation in the process of structural decomposition in Samuel Beckett's drama**  
**(*Endgame* & *Krapp's Last Tape*)**

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**Abstract**

The contraction of stylistic and aesthetic features of depiction seems to be one of the essential creative universalities of Samuel Beckett's drama, finally resulting in quitting wordy plays and choosing pantomime in terms of form and style. From this perspective the essence of alienation is discussed on the example of Beckett's two minimalist plays - *Endgame* and *Krapp's Last Tape*. The tendency of compaction is not only revealed in decomposition of content expressed in the minimal usage of stylistic devices to convey the meaning, but Beckett's inclination to condense writing is vivid in externals of his plays as well, e.g. the number of acts being chronologically decreased. Finally the article represents the embodiment of alienation and the way it is depicted in the conditions of decomposing the content and structure

**Key Words:** alienation, decomposition, contraction, absurdity, passivity

**Introduction**

“Reality, whether approached imaginatively or  
empirically, remains a surface, hermetic”

(Beckett, “Proust”)

That the contraction of stylistic and aesthetic features seems to be one of the essential characteristics of Beckett's drama, can be determined through the analysis of one of his plays *Happy Days* displaying the universal features of the author's creative development. It is to be regarded that earlier samples of the play used to be much more realistic than the final printing version, meaning that Beckett has basically changed the structure and patterning of his work. In the book *Beckett's Happy Days: A Manuscript Study* by S. E. Gontarski (1977), these changes are estimated not as the development forwarding to upgrade the plot and protagonists, but as a decline in terms of plot, décor and protagonists' character. In his essay “Proust” Beckett (1931, p. 57) calls this technique ‘the grotesque fallacy of a realistic art’. “The major structural and thematic alterations demonstrate not an evolution toward fuller explanation of character and situation, but the opposite, a development away from what Beckett has called, “the grotesque fallacy of realistic art”(Gontarski, 1977, p.33). Therefore, the plot, aesthetic and stylistic development of *Happy Days* can be considered as a universal dramatic characteristic for Beckett's drama, i.e. the microcosm of the author's conception depicted in contraction of form and style and finally quitting wordy plays and acquiring complete silence in the dumb plays, i.e. pantomime. This tendency

being the part of the author's creative aesthetics, in its way influences the contextual scale of the problem of alienation which is the ultimate characteristic of XX century humanity after the tragic experience of 1<sup>st</sup> and 2<sup>nd</sup> World Wars.

The contraction is evident not only in decomposition of contents and elements like décor and protagonists spiritual condition, but also in the externals of the plays: e.g., if we focus on the number of acts in Beckett's plays from the very beginning to the end, we can clearly deduce that the number of acts is gradually reducing: *Human Wishes*, Beckett's first attempt in dramaturgy which he began in 1937 and never finished, was planned as a four-act play, *Eleutheria* contains three acts; *Waiting for Godot*- two. *Endgame* initially was presented in two acts, though Beckett then united them after cancelling the rehearsal considering there was no technical-structural necessity of it; ever since, from *Krapp's Last Tape*, all Beckett's plays (*Happy Days* being the only exception) are single-act and even single-scene plays. However, this does not affect the depth and acuteness of the problems depicted, but just the opposite - in contracted conditions and condensed structure and happenings XX century man's desperate nature and failure is highlighted in much more radical way.

The combination of contraction and structural decomposition together with the scheme of depicting the problem, resulted in the change of the determined content of the titles: e.g. if the title *Waiting for Godot* stresses the condition of waiting continuing endlessly throughout all the play, in the next plays by Beckett the titles are focusing on the forthcoming end - the title *Endgame* lets us know from the very start that something is about to end or has finished. The first phrase of the play as well demonstrates the unavoidability of failed end: "Finished, it's finished, it must be nearly finished" (Beckett, 2006:93).

The title *Krapp's Last Tape* in its way does not denote the physical end of Krapp's life impending death, but the recognition and realization of having nothing to say and record on his tape. The symbolic loadings of these titles and their connection with the contents are as well blended with the subject of this article - the problem of alienation, its forms and meanings. This, in turn, underlines that symbol in Beckett's work generally not only is the form acquired to depict the problem, but also the determiner of its content.

According to the above-stated analysis, the paper aims at considering the problem of alienation under the circumstances of eliminating quantitative and aesthetic-stylistic parameters in these two plays, *Endgame* and *Krapp's Last Tape*. It should be noted here that *Endgame* was first written in French under the title *Fin de partie* in 1955-1956 and was dedicated to its French director Roger Blin. Beckett gave the most clarifying explanation on the conceptual scheme of the play in 1967 in Berlin while directing the play himself. Hamm was played by Ernest Schroder to whom the author explained:

[Hamm] is a king in the chess game lost from the start. From the start he knows he is making loud senseless moves. That he will make no progress at all with the gaff. Now at the last he makes a few senseless moves as only a bad player would. A good one would have given up long ago. He is only trying to delay the inevitable end. Each of his gestures is one of the last useless moves which put off the end. He's a bad player. (Kohn, 1974, p. 152).

From the playwright's instructions it is evident that Hamm's every step is the last stage of life damned to failure and, since the concept of stage and play in literature symbolizes life, therefore the game of chess mentioned here might be the symbolic exterior of the final stage of life (with Shakespeare's 'life is a stage'). The protagonist here, Hamm, represents a human making attempts to avoid the end for a certain time knowing that the only end of this game (i.e. life) is the failure, nothing more. This type of condition ultimately means a conscious alienation from life and reality. It is evident that Hamm's only function is to prolong the period previous to end though this only emphasizes the unavoidability of end.

Beckett's explanation is paramount to understand the ideological and stylistic connotation of *Krapp's Last Tape* as well which is given in the books by James Knowlson (1971; 1980) *Light and Dark in Samuel Beckett's Drama* and *Samuel Beckett: Krapp's Last Tape. A Theatre Workbook*. Concerning Krapp, Beckett accentuates that "death is standing behind him and unconsciously he's looking for it (because) it's the end... he's through with his work, with love and religion" (Knowlson, 1971:21). Here again Beckett, analogically to *Endgame* underlines the forthcoming of end, but the declines of Hamm's and Krapp's personal, spiritual conditions and their lives are different, as well as vary the stylistic and symbolic elements of the concept of end in these two plays. In case of Hamm the essence of end is connected with abating to quest the sense of life and rejecting to find "the self". This abatement and denial can be the final step after the unsuccessful attempts leading a human towards complete alienation and confounding the God. This situation is typical for Hamm: all the world is corpse for him, where a life can only be absurd and nonsense. As Beckett says, he has lost his game, but does not realize or admit this loss. As for Krapp, he, unlike Hamm, who is trying to prolong the period previous to end, thus pending the end itself, is distinguished with his irony and cynical attitude towards his life and past and comprehends that being in the final phase of his life and all his functions are expired. Robert Brustein (1965, p. 16-8) compares him with T.S. Eliot's Gerontion living in a bleak hut, though Krapp differs from Gerontion in the way that he is waiting for nothing but his final failure, whilst Eliot's character is waiting for the rain. Although Hamm and Krapp are dissimilar and contrasting in their final phases of life and their rejection of any kind of activity and have diverse reasons and features, they are both completely alienated from life and reality, as their minds are only obsessed with death, end and darkness. This sort of attitude is not a way out, but the opposite - saying no to quest the meanings and means of survival and such conception reveals nothing but alienation from God and the world. The image of this world is associated with corpse and symbolizes the literary interpretation of decaying the humanity, civilization, experience, knowledge and ideas; even one of the most important parameters of the world, time, is frozen here: Hamm himself has lost the conception of time, he does not know which month it is and asks Clov: "What month are we?" (Beckett, 2006, p. 124) and when he asks Clov what kind of weather it is, he always gets one and the same answer: "The same as usual", "It's the same", "Then it's a day like any other day" (Beckett, 2006, p. 105,106). Krapp is mostly concerned with his past and his present condition is just the recollection of past memories as well manifesting alienation from real time and existence. The inalterability of time and motionlessness are the ingrown parts of the real world depicted in both of the plays and the passivity of the protagonists reveals their alienation from life, time, reality and nature.

The parameters of life and death concepts through language and décor economy (protagonists of Beckett's minimalist plays speak too little) highlight the reflection of alienation and alienated nature of humans in every context of existence: the verbal communication is drawn to minimum and the minimal décor itself stands for depicting the inevitability of end. In *Endgame* the room, where the four protagonists of the play live, is dark and apathetic with the two windows one looking onto the calm sea and the other onto the land. These two windows like the eyes of a human are the tools to see the world, but here in the play they are of no use to deal with the world which itself 'stinks' and is a 'corpse' and on the horizon there is no sign of motion and renewal: 'on the horizon it is nothing' and 'the light is sunk' though it is not night yet.

In *Krapp's Last Tape* even the opening sentence displays the unavoidable darkness in the future 'A late evening in the future', we read from the very start (Beckett, 2006, p. 215). At 69, while listening to the tape of his thirty-ninth birthday, Krapp ironically mentions that the new light above his table is the only improvement and he is surrounded with the darkness (Beckett, 2006, p.217). The basic passages heard on the tape are ideologically related to the colour of dark and darkness: mother's death, farewell to love, yet the birth is identified as 'an awful occasion' and he is encased with absolute silence and loneliness: 'Thirty-nine today, sound as a bell, apart from my old weakness, and intellectually I have now every reason to suspect at the... (hesitates) ... crest of a wave –or thereabouts. Celebrated the awful occasion, as in recent years quietly at the Wine-house. Not a soul. ... The new light above my table is a great improvement. ... Extraordinary silence this evening, I strain my ears and do not hear a soul' (Beckett, 2006, p.201, 218).

As it is clear, Krapp's memory is mostly occupied with darkness and silence, thus consciously associating his life with emptiness and sadness, like for Hamm the world is a corpse. Professor Knowlson also comments that the contradiction of light and dark is as well visible in the décor of *Krapp's Last Tape* - the stage and design of the play are decided in the combination of white and black colours: at the beginning of the play a table and a chair are the only decorative elements of the dark stage (Krapp lives in a den, as it mentioned in the play) and then the illuminated closet represents the contrast with all this darkness. These associative connotations and conceptual frameworks of life are symbolizing alienation and passivity of a human-being representing Everyman, i.e. the whole picture of the humanity, so we can conclude that Hamm and Krapp are the ordinary representatives of the XX-century alienated mankind.

In parallel to eliminating the elements of décor, the language more vividly loses its communicative function and serves more de-communication than communication. According to Fletcher et al. (1978, p. 95), in both of the plays the excess of meaningless and illogical dialogues is a kind of effect achieved in two ways: 1. unexpected ignorance of the topic of conversation and then later coming back to it in the wrong context, e.g., once Clov, while speaking to Hamm, says that there is a rat in the kitchen and then, dropping the point, unexpectedly and finally going back to it later in a fully inadequate situation. 2. 'The habit of annulment' meaning the topic or offer of conversation being rejected initially without any analysis, e.g., Nell rejects Negg to get the part of biscuit he has left for her without any thought. It is clear that language is the demonstrator of de-communication in the whole world in literary and stage format, revealing alienation between the characters

of the plays. As Beckett himself said 'there is nothing to say' which highlights that language as a source of communication has exhausted all its resources to establish communication, therefore, the dialogues between protagonists do not denote the attempts for successful communication, but, on the contrary, all the forms of verbal communication (dialogue as well monologue) do not fit the context and depict alienation between the protagonists.

The contrastive combination of light and dark, white and black, emptiness and fullness create stylistic, decorative and meaningful unity of the author's creative essentials and they all together with the titles of the plays, merge the end, hopelessness, futureless being and failure of ideas, thus underlining the determined nature of style and contexts. The elements in the plays like the room with two windows, tape, gramophone, new light, Krapp's dark den, etc., together with the titles, besides being the textual components, constitute the symbols of the plays. In the conditions of structural and textual decomposition they acquire much more determined loading, than in more narrative and expanded plays, therefore, the more condensed the play is, the more determined the symbols and other elements are and their meaningful loadings are co-defining and proactive, e.g., when from the very beginning we have the titles and the phrases emphasizing unalterable end and darkness in the future, thereafter all the postulates and symbols of the plays are focusing on death and failure: Hamm's first sentence is that 'It's finished', whilst the beginning of *Krapp's Last Tape* predicts 'the evening' - 'Late evening in the future'.

### Conclusions

One of the noteworthy points to be stressed is that in Beckett's drama man is doomed to alienation since his birth: for Krapp birth is an 'awful occasion' which denotes a deep and comprehensive alienation; Mr. Tyler in *All That Fall* has the same emotion and tragically reminisces the day of his conception, cursing: "I was merely cursing...the wet Saturday afternoon of my conception; for Hamm birth is associated with tragic and absurd notion of human existence for which there is no cure: "You are on earth and there is no cure for that!" (Beckett, 2006, p. 125). These ideas about birth are characterized for the alienated, for whom birth is the source of pain and misery, as existence for them has always been painful, miserable finally resulting in complete alienation and acknowledgement of end and failure. The conceptual perception of birth as the beginning of 'incurable' life associated with corpse and the existence itself is the representation of end and collapse.

As we see, the associative and conceptual identity of end, emptiness, motionlessness and darkness are deeply rooted with the notion of alienation as the person, alienated like Hamm or Clov, is more likely to perceive life as failure (end), empty and dark, and stays completely passive. These aspects are universal in Samuel Beckett's Drama, but in structurally decomposed and reduced plays (*Endgame* and *Krapp's Last Tape*) with no actual happenings (the only thing happening in *Endgame* is Nell's death), the depiction of alienation and the problem itself became more acute and dramatic, highlighted through the symbols, décor and textual elements (language). As the protagonists of the plays identify their being with the decline of life doomed to suffering and unavoidable alienation, alienation is far vivid and tragic. Nevertheless, it can be explicitly concluded that decomposition and abridgement did not diminish the scale of alienation, but depicted the problem in more acute

ways as life, associated with the end and collapse is nothing but denial of the main value of life - quest and search of the sense in the existence itself.

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**Students' involvement in higher education governance****Teona Zhuzhunadze**

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**Abstract**

In the modern world a higher educational institution plays a great role. It ensures the development and deepening of students' knowledge. A university plays an active role in defining the values which encourage the establishment of principles of a democratic and civic society. Georgia is involved in the Bologna process, which means that we should create a strong higher educational system in the common European space. Students hold the core place in higher education. Therefore, they play an active role in creating the strong higher educational system in Georgia. Students' involvement in administration of higher educational institutions is essential. This paper investigates one of the main possibilities of students' involvement in higher education administration – Student Self-Governance, how it operates and what role it has in Georgian higher educational institutions.

**Key words:** students' involvement, higher education, student self-governance

**Introduction**

In the modern world a higher educational institution plays a great role. It ensures the development and deepening of students' knowledge. A university plays an active role in defining the values which encourage the establishment of principles of a democratic and civic society. Georgia is involved in the Bologna process, which means that we should create a strong higher educational system in the common European space. Students hold the core place in higher education. Therefore, they play an active role in creating the strong higher educational system in Georgia. Students' involvement in administration of higher educational institutions is essential. But what is the main organization within the higher education which accomplishes this activity? In my opinion, one of the main bodies which can help students achieve their goals in terms of participation in the administration of higher education is Student Self-Governance. Therefore, the research focuses on the following questions:

- How is Student Self-Government involved in the processes of management of higher education?
- How does it help students to solve their academic or administrative problems?

**Literature review**

In the frames of the Bologna Process, those who took responsibility over higher education confirmed that “students should take part and influence on the education management and content in the universities and other higher educational institutions” (Prague Communiqué, 2001).

The research conducted by the European Council *Students' Participation in the Management of European Higher Education* (Persen, 2003) shows that in terms of students' participation Georgia is still quite

far from Europe. According to the research, there is positive attitude towards students' participation in the management of higher education and the influence they have upon higher education in Europe. The students' participation is quite high and student representative bodies have a relative influence as well in the higher educational institutions of the countries which participated in the research. It should be mentioned that their participation is regulated by the law and there is systematic cooperation between student representative bodies and the government, too. Irrespective such a positive attitude towards these issues, there are still things which need further development, for example, students' participation in the higher education management in the national level.

Students' participation in the higher education of Georgia is accomplished by Student Self-Governance. Student Self-Governance is the legitimized body which is defined by the law. "A Students Self-governance ensures student's participation in the management of higher educational institution, ensures the protection of their rights, elects the representatives in the council of main educational unit and has the right to arise the statements for enhancing the teaching quality and management of higher educational institution according to its regulations." (Law of Georgia on Higher Education, 2004).

Student Self-Governance is responsible to protect the interests and rights of the students and to encourage their participation in higher education management. Furthermore, Student Self-Governance has the role of a mediator between the students and the university. That is why it is essential for them to be focused on students' academic and administrative problems. But according to the information found in the social-network, Student Self-Governances in Georgia are more oriented on intellectual, entertaining and cultural activities than on problem-solving and participation in the management processes. So, I think it is interesting to find out how much they are involved in problem-solving processes.

In 2010 with the support of the Tempus National Office the students of Ilia State University conducted a research, the main topic of which was the participation of students in the higher education management. The research covered a lot of issues, including the activities implemented by Student Self-Governances. The results showed that the activities which are organized by Student Self-Governances have mainly sport, intellectual and entertaining nature. The students gave 6 points out of a 10-point scale to the efficiency of Student Self-Governances. On the base of the research it was revealed that the role of Student Self-Governance in the Senate of the higher educational institutions is formal and in reality they do not have any kind of real power in the higher educational institutions (Kovziridze, et.al, 2010).

Thus, the aim of the main research topic of the paper is to show what kind of activities are the core principle of Student Self-Governance as the moderator between the higher educational institutions and the students and how these activities ensure the students' participation in the higher education management.



### **Methodology**

The research was conducted in two directions with the students of Ilia State University. The paper presents mainly the results of qualitative research which we think are more, reliable because in the frames of the quantitative research the results are based only on the piloting of the questionnaire with 20 students. Nevertheless, the paper contains the obtained information during the piloting of the questionnaire.

Interviews were conducted with two representatives of the Student Self-Government. The research included one focus group with the students of Bachelor's cycle.

### **The results of the research**

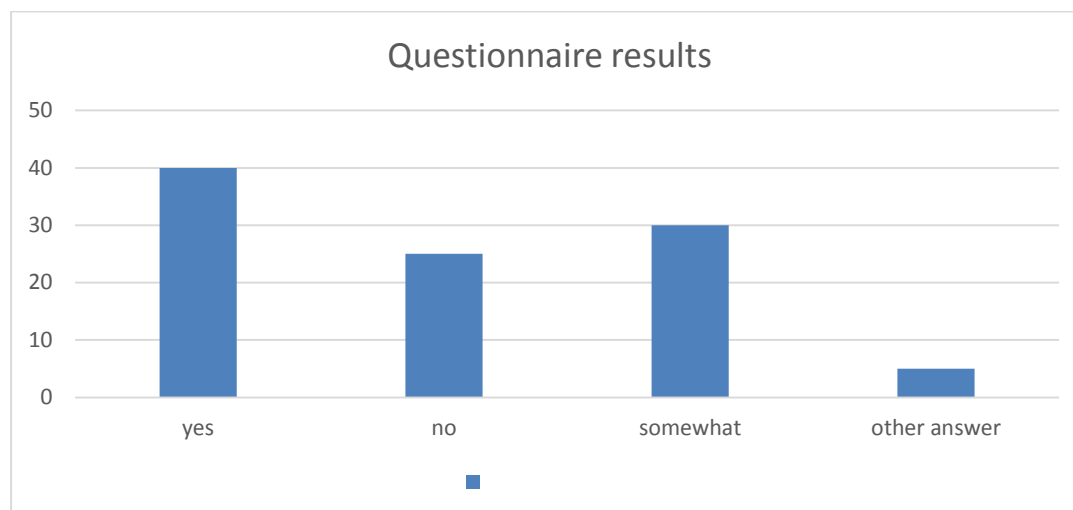
The representatives of the Student Self-Government said that they do have representatives in the Faculty Council, but they had difficulties to name some examples when their notes were taken into consideration. Also, it should be mentioned that the participation of Student Self-governance in the higher education management is limited only to the participation in the faculty councils.

As the interviews showed, the students hardly ever ask the Student Self-Governance for any kind of support in solving their problems. Basically, the students of different vulnerable groups depend on the Student Self-Governance.

According to the focus-groups, it seems that the students are not so motivated to have any connections with the Student Self-Governance because some of them do not even know what kind of organization it is and what it does. Some respondents said that the Student Self-Governance is mainly involved in the activities which are sport, cultural, intellectual (like "quiz shows") and entertaining (like some kind of competitions, events...).

The piloting of the questionnaire showed the following:

- In terms of students' motivation to be involved in the activities or to have any kind of relations with the Student Self-Governance, 40% said that they are interested in the Student Self-Governance, but 25% said they are not.

**Are you interested in the Student Self-Governance?**

- 90% of the students said that when they had some academic problems, they had asked the administration and in terms of administrative problems 40% of the students said that the Student Self-Governance is not a helpful institution.

**Conclusion**

So, as the research and the literature show, Student Self-Governance has different kind of rights in terms of participation in the higher education management and a lot of obligations, too, as the main administrative part from the part of the students. But, as the case of Ilia State University shows, it does not fully use its rights and possibilities or opportunities to be a real and powerful body for controlling and supporting higher education management. For further results and conclusions I am working on finding out the situations in other higher educational institutions, too.

Yes

No

Somewhat

Other answer

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**Contextual frame as a mental store of information about the current context****Marina Zoranyan**

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**Abstract**

The paper deals with the notion of contextual frame. Introduced by Emmott, contextual frame theory (CFT) gives an explanation of how we keep track of the elements of a narrative as we read. It suggests that readers make sense of narrative events by relating them to the contexts in which they occur in the text world. To do this readers construct contextual frames. A contextual frame is “a mental store of information about the current context, built up from the text itself and from inferences made from the text”. Contextual frames contain two types of information episodic or non-episodic. Frame modification occurs when a character enters or leaves a frame. Frame-switch generates new frame. The concept of a frame-switch refers to the process by which a reader stops monitoring one frame and starts monitoring another.

**Key words:** contextual frame, episodic information, non-episodic information, binding, priming, overt character, covert character, frame-switch

Contextual frame theory (CFT) is introduced by Emmott in a series of publications (1994; 1995, 1997, 1998). Contextual frame theory is the theory of text processing. It was discussed thoroughly by C. Emmott in her book *Narrative Comprehension* (1997). Based on empirical studies in psychology, the theory provides an account of the way in which readers form a mental picture of a particular fictional context during the reading (context building), and how they respond cognitively to contextual changes indicated in the text (context monitoring).

For Emmott, the notion of *context* includes not just the physical location portrayed in the story, but also ‘details of the participants present in that location and any other salient information about the context’ (1997: 114). She (Emmott, 1997: 103) suggests that, whenever a text describes an event happening in the fictional world, a reader must usually know the following:

- (a) Which characters are present in the physical environment?
- (b) Where is the action located?
- (c) What is the approximate time of the action?

According to contextual frame theory, these categories of information are retrieved directly from the text itself and also from inferences made from the text. In order to mentally build a context, readers need to group ‘particular characters in a particular place at a particular time’, and constantly track for any contextual changes. Emmott calls this process *contextual monitoring* (1997: 106).

**Contextual frame theory** gives an explanation of how we keep track of the elements of a narrative as we read. It suggests that readers make sense of narrative events by relating them to the contexts in which they occur in the text world. To do this readers construct **contextual frames**.

C. Emmott (1997: 121) describes a contextual frame as “a mental store of information about the current context, built up from the text itself and from inferences made from the text”. Emmott suggests that “each contextual configuration needs to be retained in memory, at least temporarily. Without this we could not create a context from the fragments of information provided in individual sentences”. (ibid.)

Contextual frames “are not simply ‘snapshots’ of successive moments across the narrative, however, but are a series of ongoing and shifting mental representations of the world of the literary work”. (Stockwell, 2002: 155)

Contextual frames contain two types of information **episodic** or **non-episodic**.

The ‘episodic’ information includes salient details about specific situations and events that have been recently mentioned in the text and the ‘non-episodic’ information is not directly related to specific situations but is “true beyond the immediate context”, such as a character’s appearance, age or a restaurant’s location (Emmott, 1997: 121-2).

Thus for example in Jonathan Coe’s novel “The Rotters’ Club”, the fact that the main character, Benjamin Trotter, is a schoolboy, growing up in the 1970s constitutes non-episodic information i.e. it is information which remains true across the whole narrative. In Chapter 7 of the novel, Benjamin comes to school for a swimming lesson and finds that he has forgotten his swimming trunks. Since the punishment for this is to swim naked, Benjamin is mortified and prays to God for an answer to his dilemma. As he does so, a locker door opens and Benjamin sees that inside the locker is a pair of swimming trunks. This is an episodic information: i.e. a one-off occurrence in the narrative. While Emmott (ibid.) notes that episodic information does not have relevance beyond its immediate context, in this particular case it does, since the discovery of the swimming trunks leads Benjamin to believe that his prayer has been answered. As a result of this, Benjamin becomes convinced of the existence of God and adopts Christianity, an action that is to have a significant impact on his behaviour throughout the rest of the novel.

In addition to the episodic and non-episodic information stored within contextual frames, Emmott explains that such frames also hold information relating to the situation as well as details of descriptions and events recently referred to. Such information is necessary for a reader to interpret **anaphoric references** (i.e. when a word in a text refers back to other ideas in the text for its meaning), as may be seen in the following example (British Council, n.d.):

*By everyday standards, it was an exceptionally disastrous swimming period. Benjamin was chosen to be part of a relay team captained by Culpepper, and was clearly the weakest link in the chain. By the time **he** had completed his two purple-faced, asphyxiated, floundering lengths of butterfly stroke, their lead had been all but erased ...* (Coe, 2004: 72)

In this extract we can see that the pronoun *he* in the third sentence relies for its interpretation on the reader having retained from the preceding sentence the frame knowledge of Benjamin being part of a relay team (there is a clear link between this cognitive concept and the linguistic notion of cohesion). This enables us to link *he* with both the proper noun *Benjamin* and the noun phrase *the weakest link in the chain*. Note that the description in the preceding sentence of Benjamin as ‘*a weak swimmer*’ allows us to infer that *he* refers to Benjamin as opposed to Culpepper, since this description is consistent with the negatively-charged adjectives *purple-faced*, *asphyxiated* and *floundering* used to describe Benjamin’s swim in the latter sentence.

Emmott explains that while readers are able to hold information about more than one context at any one time they usually tend to concentrate on one context in particular. This is made possible with the help of such means as binding and priming. Binding occurs when characters and locations are linked to a specific context and priming refers to “the process by which one particular contextual frame becomes the main focus of attention for the reader” (Emmott, 1997: 123). The primed frame receives the ‘main focus of attention’, at the same time Emmott suggests that there are other contextual frames which might draw a small amount of our attention and stay at the background of our mind. And these backgrounded frames Emmott (ibid.) calls bound – they are not in the focus of our attention, but remain in our short-term memory and can be retrieved anytime during the reading. Burke (2011: 2) notes that memory and cognition interact with emotion during the reading. When a reader finds a certain context emotionally provocative, it is likely that this particular context might still be in or come to the forefront of the reader’s mind several pages after its textual depiction (and hence be primed in Emmott’s terms).

Characters that are primed will remain in a reader’s mind even if they are not referred to directly in the text. A primed character that is referred to in a sentence is said to be **overt**. One that is present in the scene but not referred to is said to be **covert**. In the following example from *Dr No*, Ian Fleming’s James Bond novel, Templar is the overt primed character, since he is referred to directly in the proper noun and its appositive noun phrase, and by the pronoun *he*:

*Bill Templar, the Brigadier, laughed shortly. He pinged the bell by his side and raked the cards towards him. He said, “Hurry up, blast you. You always let the cards go cold just as your partner’s in the money.”* (Fleming, 1985 [1958]: 7)

The other characters (Strangways, the professor and the lawyer) are, here covert, since they are not mentioned in the text but remain primed; i.e. we remain aware of their presence within the scene, despite the fact that the text does not refer to them. Only primed characters may be overt or covert. Unprimed characters – that is, characters not present in the primed frame but bound into some other context – are neither overt nor covert, but simply bound into the reader’s main context.

In the process of shifts in binding, priming and overtiness, frames are modified while ongoing. Frame modification occurs when a character enters or leaves a frame (Stockwell, 2002: 156). This is a modification since all the other monitored knowledge about the context remains constant.

Frame modification then refers to the adding or removing of a character from a particular frame. The notion of a frame-switch refers to the process by which a reader stops monitoring one frame and starts monitoring another. Frame-switches generate new frames, usually leaving the previously established frames intact (although potentially modified). Frame-switches may be instantiated pragmatically or via adverbials of time or place. They may also be instantaneous or progressive.

**Instantaneous** frame-switches involve a sudden mental leap in space or time, such as that triggered by the mention of Bond being on a plane to Jamaica rather than in an office in London. A **progressive** frame-switch is one which does not involve such a mental leap, but where the temporal or locative change is tracked explicitly as in the following example:

*Strangways [...] walked quickly across the mahogany paneled hallway of Queen's Club and pushed through the light mosquito-wired doors and ran down the three steps to the path.* (Fleming, 1985 [1958]: 8)

Frame-switches do not discount the possibility that a previously primed frame may be re-primed. If characters remain bound into an unprimed frame, then the potential exists for frame recall. The potential for frame recall diminishes over time.

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**ABSTRACTS OF UNPUBLISHED PAPERS PRESENTED AT THE CONFERENCE****Taking advantages of technologies: Using Socrative and smartphones in the English language teaching classes****Ayhan Kaya & Nuri Balta**

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**Abstract**

The advantages of technology cannot be ignored and new technological devices come into our life almost every day. In this sense it is inevitable to use those technological devices in the field of education for efficient teaching and learning. Maybe it is challenging for many instructors to discover or assess what students have learned in their lectures in real time, but no longer. It has become easier today, by using the internet and new technological devices, which students never let go from their hands, like smartphones, tablets, etc. When the teacher starts a “teacher-paced quiz”, in the Socrative program, the students respond in real time by means of smartphones and tablets, and this gives the teacher a chance to know what they have learned.

The paper deals with the attitudes of prep school students toward using Socrative in the English classroom as a tool of response system in real time. The authors present the result of an attitude survey about the Socrative program (SP). The study was conducted in a university prep classes in the Black Sea region. It was conducted at the beginning of the second semester of 2014-2015 academic year. The survey was applied after the SP being practiced for a five-month period of the first semester. Prep school students were asked to participate in the survey, which was previously piloted in the Institute of Technology in Blancharstown, Dublin, Ireland.

The result of this study shows that Socrative is the right tool that can help to improve users’ engagement in the classroom. The results indicated that 86% of participants found Socrative easy to use, 78% of them think that Socrative improved their engagement and 78% did not perceive any disadvantages. However, despite these findings, only 55% of participants want to use it more next semester. This can be attributed to several problems, such as the lack of smart phones, Internet connection complications and the use of the Socrative program for grading by some instructors. In conclusion, by using Socrative as a response system in real time, the instructors might achieve the following goals: assessing students’ learning in real time, increasing students’ interest in the learning material and engaging students in the lecture easily.

**Key words:** attitude, real time assessment, teaching with Socrative, technology in education, teaching English



## **Towards target language awareness of English language teachers - three stories of teacher education projects**

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### **Abstract**

The process of training future teachers of English has gained a new dimension recently thanks to ubiquitous access to the Web and widespread availability of hardware and software. Even despite that, however, teacher trainers need to be looking for sound pedagogical procedures that could be implemented in teacher training sessions. The purpose of the present paper will be to show the design and implementation of “TEFL specialisation module 4” post-graduate course, aiming at expanding digital teaching skills and target language awareness of student teachers. In particular, a discussion of text-based, audio-based and video-based instructional modules will be provided.

**Key words:** teacher training, ICT, CALL, target language awareness

## **The mediating role of teachers’ depression on the relationship between emotional labour exhaustion**

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### **Abstract**

The aim of this research is to search the mediator effects of teachers’ depression levels on the relationship between teachers’ emotional labor and exhaustion. The worker group of this research constitutes 163 teachers working in Gaziantep schools during 2013-2014. As it is aimed to search the mediation effects of teachers’ depression levels in the effect of teachers’ emotional labor, the research design is identified as a correlational model. In this research Maslach Exhaustion Scale, adapted to Turkish by Çam(1992); Emotional Labor Scale, developed for teachers by Çukur (2009); and Depression Scale, developed by Goldberg and adapted to Turkish by Karakuş (2012) were used. In the regression analysis regarding the effect of exhaustion in emotional labor, after the depression level is added to the model the effect of emotional intelligence in exhaustion decreased from  $\beta = -0.181$  to  $\beta = -0.168$ . The fact that the effect of emotional labor decreased after the depression level is added to the model and that this effect is meaningful, shows that the depression level is the mediator variable. When looked at the results of the analysis about the mediation effects of the depression level, teachers’ emotional labor levels predict exhaustion.

**Key words:** depression, emotional labor, exhaustion, mediating effect

**Motivation of listening activities in English as a Foreign Language (EFL) classes****Shaban Chepik**

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**Natela Doghonadze**

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**Abstract**

Even in English as a native language deficiency in listening skills is reported, in foreign language, naturally, this deficiency sometimes brings to breakdowns in communication. To improve the situation, teachers need to find out topics interesting for students, stimulate students to listen to/view authentic radio/TV programs at home, teach listening strategies and provide more practice. A survey in two Georgian and one Turkish university was held which supported the idea that students' listening skills are dissatisfactory. It was hypothesized that authentic or at least semi-authentic tasks causing enjoyment and curiosity should be used (e.g., pleasure listening, choosing the video / audio recording according to the title and illustrations, 'catch the liar', eavesdropping, etc.). Besides, a month-long mini-experiment with 14 university students was held which supported the hypothesis dealing with the efficiency of such tasks.

**Key words:** EFL, listening, motivation, authentic, listening activities

**Academic writing and peer review****Eve Smith**

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This workshop will begin by outlining the intimate connection between reading and writing and how to utilize this connection through reading annotation, also known as interrogative reading (Prose, 2007; Lamott, 1994). The interrogative reading steps mentioned in the workshop cover: 1. Pre-reading questions about the title, 2. Asking and answering questions throughout the reading, 3. Three to four word summaries of the main ideas of the reading, and 4. Making connections to background information. Participants will be encouraged to practice all of the above steps by reviewing an article during the presentation and writing their responses in the margins of the article. Finally, the presenter will discuss the connection between interrogative reading and independent learning (Scharle & Szabo, 2000). After completing and reviewing the annotation, the presenter will move to the next section of the presentation, peer review.

Scholars (Liu & Handson, 2013) have argued that teacher led peer review through a series of guided questions is the best method of reviewing; however, based on personal experience and shifting notions of learner

responsibility (Mitra, 2010; Ur, 1981), the presenter believes that the students themselves should set the framework they will use during the peer review process. The purpose of the peer review activity is to train the students to be better reviewers of their own work, participate in the academic community as a peer reviewer, understand peer review as an element of process writing, and recognize a piece of good writing. The presenter will explain how she encourages the students to create their own rubrics as a class and assessment forms based on their collective knowledge of writing, an assignment description, and reference materials (Balasooriya, et. al, 2010; Scharle & Szabo, 2000; Ur, 1981).

After the creation of the peer review rubric, the students go through a series of trainings to ensure that they know the purpose of peer review. During this part of the workshop, the presenter will guide the participants through the steps of the peer review training and share the videos and experiences she uses to work with students.

**STUDENT ABSTRACTS****Reflecting on the principles of the direct instruction in a language classroom****Rahman Demirkol**

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The purpose of this article is to discuss the direct method of teaching in language classrooms. Nowadays, direct teaching is one of the most widely used discipline strategies and widely accepted methods that requires the teachers to adapt and apply its core principles in language teaching. Direct instruction involves explicit explanations, good preparation; what is even more, clear presentations, frequent teacher-student interactions, and group responses rather than individual response. This model assumes that if learners are placed in settings that provide autonomy and developmentally appropriate practices, students will learn naturally. The paper draws upon the basic characteristics of the approach, reflecting on its advantages and disadvantages. Then, even though speaking may be the most common approach in direct instruction and fluency of speech and good pronunciation are developed through this method; it somehow ignores written work activities and reduces learners' creativity. The paper involves a description of its basic principles. The basic techniques of Direct Instruction should not be limited with lecturing and presenting, but there are also some other principles for effective teaching: introduction, guided practice and independent practice and evaluation are the illustrations of the principles of the method. This paper highlights the historical development of the direct instruction that omits using of the mother tongue and only uses the target language in the classroom; moreover, the direct method was the first attempt to help disadvantaged public schools at that time. There are a number of techniques for the method in modern English language classrooms. The Direct method emphasizes on not only rote memorization, but also helps learners to be aware of learning process and makes them to understand what and why they learn. In conclusion, the direct method is a considerable teaching strategy, however, it really needs organizing of the class and having a communication skill with learners.

**Total Physical Response (TPR) in a language classroom****Cagdas Dincol**

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The purpose of this paper is to discuss the total physical response method of teaching in a language classroom. Total physical response is an approach to teaching a Second/Foreign Language based on listening and linked to physical actions which are designed to reinforce the comprehension of particular basic items. It is also closely associated with theories of mother tongue acquisition in very young children. The paper draws upon the basic characteristics of the approach, it also reflects its advantages and disadvantages. Students will enjoy getting up out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is especially good for kinesthetic learners who need to be active in the class. There is, unfortunately, another face of the coin, too, in total physical response - the lack of reading and writing, which is the main disadvantage in this approach. This method limits the student's creativity, as it only requires the students to respond. The paper highlights the origin of the approach that was developed in the 1960s by James Asher, who was an American professor of psychology. Even though this method is mostly suggested for beginner learners and for young children, one can use it in any class, as through the action students learn effectively (on a reflex level) the target language. Then listening plays a crucial role in TPR. Moreover, students who are shy do not have to speak, so that teacher does not insist on speaking. Next, there are some prime techniques, one of them is using commands to direct behavior. The students participate in class through teacher's commands. In addition, role reversal (students command their friends) is the second technique of TPR. In conclusion, TPR activities can be used at all ages / in all stages of language learning, it is often the best way to acquire vocabulary and commands, and easy to prepare, depending on the activity, besides, it is highly motivating the students.

## Teaching English through new digital media

**Recep Emre**

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The topic focuses on the importance of new digital media in teaching the English language. It will answer the following question: “How can one actually enhance one’s language skills as well as boost academic performance in different fields without leaving one’s home?” Furthermore, It will cover a variety of positive and negative impacts of the case. Nowadays young people get more information online rather than in their classrooms. Last but not least, e-learning helps to improve the target language skills, encourages learner’s independence and the latter has a great potential for the development of intercultural and communicative skills.

Learning is considered to be a vital part of working and personal life. The online environment is changing continuously and it represents a great opportunity for learning. It is very important to discover how to learn using all available communication channels and choosing the ones that suit a user the best. Nowadays, online learning is becoming more and more popular. Where, when, how, and even what we are learning is changing. Digital media has provided e-learning with an alternative teaching and learning methodology. This technology being added to the traditional teacher-centered model gives students the opportunity to use the World Wide Web (WWW) for the development of their skills. A classroom can no longer hold this tremendous amount of virtue and wisdom our humanity has accumulated by now. The process of getting new knowledge has become “decentralised”. One can share and discuss almost everything with all Internet users around the world. One can improve oneself, spending most of time studying English, doing all one’s daily activities in the English language, e.g., having an English phone interface, watching BBC instead of local TV channel, reading English books and journals, etc. This process is called ‘immersion’, when one tries to connect all his/her activities with the language one studies. The process of learning something online could be compared to being in the biggest library of the world and at the same time in the best entertainment centre. Distracters will not let you study comfortably, e.g. social networks and online games. Offending material has the same potential as well as distracters, scenes of violence, drug use, sexual scenes, etc are considered to be offending material. Last but not least, intellectual property rights, quite a controversial topic in the west. Most of the time you can download books online for free but, if the books appear to have an intellectual value, buying (preferably) the electronic version would be fair. There are some more problems and solutions dealing with application of digital media. Both students and lecturers are not native speakers in our countries. They make mistakes or just use unnatural language - digital media connects us with native speakers who might not make so many mistakes and whose language is authentic. And the time spent in classroom is not enough to accumulate great knowledge and develop strong skills.

In conclusion, this topic suggests a new focus for research that will encompass these neglected learning areas, teaching material and methods using the approach of new digital media technologies.

### **Minimizing chaos while using group work in EFL classes**

**Guranda Khabeishvili**

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The Learning Pyramid reveals that students learn and absorb better more from methods in which they are actively involved (teaching others, practicing doing, discussing) than when they are passive learners (listening to a lecture, reading, using audiovisual). Hence, there are many reasons for students to work in small group in any class, but nowhere is collaborative learning and group work more important than in the language classroom. Active participation in learning plays a crucial role. However, it may cause disciplinary problems which may even grow into chaos.

Teachers often argue that their class is too large for group work. They find it challenging as they believe that they will be unable to control the class. There are a number of problems which occur, when collaborative work is planned in a large classroom without taking into consideration a few techniques which will be discussed in this paper.

First, forming the groups is not such an easy task for a teacher. There are a number of factors which should be taken into account. Research (summarized by Bennett, 1995), suggests that the ideal size for groups engaging in collaborative work is four. Desk arrangement is one more point, which is important when we are talking about forming the groups. It is said that it is more beneficial to create mixed heterogeneous groups. To do this teachers should place students with the same interests, gender, goals, etc. into different groups. One way to find out this information is to collect it from students on the first day of class. The information collected on the cards is vital to forming heterogeneous groups. Using colors to organize students, can support everyone's participation into group work. This cooperative technique is known as Rainbow learning (Rhoades, 2013, p. 31). One of the most important elements in effective group work is to set clear expectations of how students should act while they are in groups. To encourage learners' responsibility and leadership, we can assign them roles. These can be some roles assigned to students: Topic monitor, Volume monitor, Participation monitor, etc.

The research was conducted at IBSU, in which participated both students and educators. They were asked several questions concerning this issue. Their responses demonstrate that 37% of survey participants have had some experience of working with a group in a large classroom. This might be a result view of many (50%) educators that they are not doing their job unless they are lecturing. This is why they allocate more time to teaching than to students' practice through cooperative classroom management. Half of the respondents think that it is impossible to organize collaborative group work in a large classroom, while the other half disagrees with this statement. As 63% of participants think, it is more challenging to control the language use and the level of their participation, which only leads to chaos. Hence, it requires more organization to decrease the difficulties which might occur like noise level, concentration and level of contribution.

***The Great Election in Missinabra County* by Stephen Butler Leacock as a humorous political story**

**Nini Manjavidze**

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Stephen Butler Leacock was a teacher and a famous English-Canadian humorist. His famous story *The Great Election in Missinabra County* describes the political life about the little (fictional) city of Mariposa. Mariposa is a fictional city, however, the readers can guess that it is a typical enough Canadian city, maybe the embodiment of Canada itself. Political satire is a usual genre of humorous writing, but a political humorous story is unusual enough. The writer laughs kindly at the 'great' political ambitions that the inhabitants of the city have, while he shows how tiny they really are. This is a bit similar to Jonathan Swift's satire (presenting the French and the British Empires with their world ambitions as Lilliputs and Laputans), but much kinder. Leacock lovingly makes laugh of his compatriots, which later became a typical feature Canadian literature.

The author introduces to us the story's two major characters: Mr. Smith and Henry Bagshaw, who were the protagonist and antagonist characters of the story (according to their attitudes to election system). In the story the author describes the external conflict between these two major characters. Leacock also describes some ironic situations in which Henry Bagshaw happens to be. In the end of the story the narrator makes some statements about the political life in Missinabra country and also mentioned the political circumstances which deal with the whole story. I have never read a story dedicated to politics in such an enjoyable way.

**British and American English: pronunciation and dialects**

**Ana Safarova**

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This paper deals with the pronunciation differences between British and American English. One might think that English which has become an international language is spoken in the same way all over the world. This hypothesis is wrong because a remarkable variety of accents exists. The United Kingdom is probably the most dialect-obsessed nation in the world. With countless accents shaped by thousands of years of history, there are few English-speaking nations with as many varieties of language in such a small space. The same goes for American English - social scientists have estimated approximately 24 different dialects spoken in the USA. One of the main mistakes made by the students all over the world is their understanding of the meaning of notions such as "accent" and "dialect". Dialects can be usefully defined as "sub-forms of languages which are, in general, mutually comprehensible", whereas accent shows the difference in the pronunciation of separate words. Dialects deal, besides pronunciation, with vocabulary. The paper helps people to realize what kind of English they should speak to communicate effectively.



**Cruelty of God and Nature according to *The Idiots* by J. Conrad****Ketevan Mchedlidze**

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In 1883, Sir Francis Galton, the half-cousin of Charles Darwin, formulated the notion of what came to be called eugenics – the idea that the human race could be ‘improved’ by removing unwanted elements from the genetic pool from which human beings are created. The paper deals with the theme of cruelty of God and Nature according to Joseph Conrad’s short story *The Idiots* which is difficult to see as anything other than a study in congenital abnormality. The story is a good example of how mentally retarded people can spoil the humankind. It reflects Conrad’s eugenic assumptions, raising the question whether mentally disabled people must live or not. His position seems quite strong and clear in the story, the language of which is so powerful and emotional that readers get both disgusted and delighted by the image of the idiots and their miserable existence in this world. The story is based on real events and people seen by Conrad during his honeymoon. Strong feelings of shock and disgust caused by the image of mentally disabled children inspired him to write the story and suggest that men spoil their own societies. As it has been assumed by many critics, Conrad’s point of view about eugenics is clear: he focuses on the genetics and believes that it is the “tainted” blood from both parents that is “to blame” for children’s mental disabilities and God’s will and Nature has nothing to do with it. Similarly, the frequent usage of light and dark imagery suggests that the marriage in the story is morally tainted, thereby echoing the eugenic and racist belief that non-white races are genetically inferior. Conrad’s disabled figures, including figures with intellectual disabilities, have frequently been compared to animals in order to suggest that their capabilities or apprehension of ideas and events are “less” than those of “normal” human beings. Conrad’s such attitude towards men and their disabilities seems quite cruel, implying clearly that people “like them” do not deserve to live because of their disabilities since they are “an offence to the sunshine, a reproach to empty heaven, a blight on the concentrated and purposeful vigor of the wild landscape”. Rather, if not everybody is allowed to produce children who are of no use for the world and feel no joy for living, the incomplete and sinful society might be improved a little. This big, problematic and deep idea hidden between the lines of *The Idiots* makes it a masterpiece.

**English words and phrases originating from Greek mythology****Tinatin Mchedlidze**

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English is a language which has undergone lots of changes through centuries. There are many languages which influenced the formation of modern English, such as French, German, Latin, Spanish, etc. The old Greek language is among them. Particularly Greek mythology influenced formation of the whole world culture and art. *Language, literature, religion, culture* – all these words and many more come from mythology. Ancient culture is the basis of all modern European societies.

The paper deals with some English words and phrases originating from Greek mythology. Many of these English words are formed from old Greek roots, stems and prefixes (though, in most cases, not formed in old times – Greek and Latin roots have been used in science to form the terms since Middle Ages). In this paper, the ones originating from myths and stories of gods and goddesses, from ancient Greece are discussed.

Michael Ford suggests that “we owe much of the English language to the Greeks... Some say it would be almost impossible to hold a conversation in English without using words which were used by the Greeks” (2010, p.8).

We all know, hear and use most of the words and phrases, however, we might not know why we say so, what are the bases and original stories which they come from. The paper will be useful to provide some basic information about the Greek mythological stories connected with some words and phrases we use in our everyday speech. Some of the stories are very interesting, quite logically connected to our everyday life experience and language use. It should be both interesting and helpful for memorization / understanding to make parallels and learn about how English language is rich with Greek words, and not just Greek words, but the words coming from Greek mythology.

## Motivation to participate in ELT classroom

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The purpose of my study is to discuss motivation as a driving force to study English language. The paper will discuss intrinsic and extrinsic motivation and its role in setting the goal for academic achievement. Literature review included the major works of Ryan and Deci (2006) and Alberto and Troutman (2003), which made it possible to find out the best motivational strategy and its application in ELT classroom. As Alberto and Troutman (2003) explain, the extrinsic forms of motivation are those in which there is something added that comes from an external agent, such as a reward from a teacher. On the other hand, intrinsic motivation is the one which motivates through setting a goal internally. The paper examines several motivational strategies, intrinsic as well as extrinsic and carefully measures its advantages and disadvantages, such as *Grades and Rewards*, *Personal Prize*, *Punishment*, *shame and threat*, and *Phone Calls Home*. The results suggest that the combination of internal and external motivational tools is the best choice of ELT classroom, as it has a number of criteria – intrinsic motivation suggests long-term benefits. Students acquire it better because it is an internal driving force for them. Intrinsic motivation includes self-improvement – students set goals and do their best to reach them. Extrinsic motivation can be used for short-term benefits in particular cases in English language teaching. It is better as a warm-up for new students. Internal motivation strategies emphasize the process of acquiring new language rather than promote rote memorization for better grades. At the same time, *positive reinforcement* helps to share the desired behavior quickly, efficiently and with less effort for the teacher; this strategy can be helpful with the youngest students on the primary level. It takes more time to motivate students intrinsically, but the results are worth the case. Students will learn basic problem solving skills, and develop critical thinking.

**Keywords:** motivation, ELT, intrinsic, extrinsic, internal, external, positive reinforcement, grades and rewards

**Postgraduate Programs of Education direction at IBSU*****Admission requirements:***

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*ELT concentration*

Sociolinguistics

Applied Linguistics

Teaching English for Specific Purposes

If accredited, we are also planning to open an MA program in **Secondary Education Administration, delivered in Georgian.**