

9th International Research Conference on Education, Language and Literature



IRCEELT
CONFERENCES

Book of Abstracts

**May 3-4, 2019
Tbilisi, Georgia**

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**THE 9th INTERNATIONAL RESEARCH CONFERENCE
ON EDUCATION, LANGUAGE AND LITERATURE**

**მეცხრე საერთაშორისო კვლევითი
კონფერენცია განათლების, ენისა და
ლიტერატურის საკითხებზე**



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Dear Colleagues;

Welcome to the 9th International research Conference on Education, Language and Literature (IRCEELT 2019)

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

There are over 250 participants, experienced and well-known teachers, professors and educators from 27 different countries, such as Algeria, Armenia, Australia, Azerbaijan, France, Georgia, Greece, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Israel, Latvia, Lithuania, Nigeria, Oman, Pakistan, Palestine, Russian Federation, Saudi Arabia, Slovakia, South Korea, Thailand, Turkey, and USA.

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

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

Prof. Dr. Natela Doghonadze

General Coordinator of IRCEELT Conferences

IRCEELT-2019

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KEYNOTE SPEECHES

Key Motivational Elements

Nick Michelioudakis

ELT Professional, Greece

This workshop aims to present some key elements, which ensure student motivation. The test for whether an activity is highly motivational is the following: 'Would the learner want to do this if s/he were not trying to learn the language?' If the answer is 'Yes' then it is safe to say that students are going to like it. In this workshop, I intend to use examples of four distinct types of activities all of which I have found that the students like. People like activities where they get to talk about themselves. Such activities lead to natural communication and lead to greater bonding between classmates. We are compulsive puzzle-solvers. Once they have a specific puzzle to solve some students get so involved they may not even notice that the lesson is over! Students love interesting material, but they like even more things that they prepare themselves. Especially if in doing so they can give their creativity free rein... Students like fast-paced activities, especially if the latter have a competitive element. If students know there is going to be a contest, they may even spend time preparing at home!

Why Doesn't My Grandson Want To Go To School?

Natela Doghonadze

International Black Sea University, Georgia

For eight years my grandson more or less willingly went to school, and in the ninth year something happened. Trying to understand his reasons, I came to some general conclusions. One reason is obvious – this is transition age. But due to this reason teenagers do not want to study (as my son did), but they do not mind going to school and communicating their peers. I have come to the conclusion that there are multiple reasons: lack of learning habits and strategies, depth of communication with parents, teacher-centered and non-humanistic style of relationships with teachers, no value which is called "knowledge" transferred to a teenager either by parents or by school (the substitutes for "knowledge" are "assessment," "grades", and "success"). It is impossible to avoid the crisis of transition age, but we – teachers and parents – have to make it (and its consequences) as soft as possible. A questionnaire will be offered to attendants to involve them in the research.

Language and Thought, Thinking and Speaking, Teaching and Learning: From Plato to Ourselves

Ori Z. Soltes

Georgetown University, USA

ABSTRACTS**Innovative Approaches in Programming Teaching Methods****Ahmet TEKİN**

Firat University, Turkey

Oğuzhan ÖZDEMİR

Firat University, Turkey

In the past, the courses related to programming were given in some sections of vocational high schools and in some departments during the university education. Nowadays, in some countries, it is seen that programming teaching takes place at almost all teaching levels. It has been mentioned in the literature that the programming teaching has gained some skills such as problem solving, creative thinking and algorithmic thinking. However, the difficulties encountered in teaching programming is another subject mentioned in the literature. Innovative approaches are needed in programming teaching methods in order to eliminate these difficulties encountered in teaching programming. In this study, innovative approaches that can be used in programming teaching such as block-based programming, physical programming, game and drama method, computer-free activities are included. Thanks to the usage of correct teaching method with innovative approaches, the difficulties encountered in programming teaching can be solved and the students' skills such as problem solving, algorithmic thinking and creative thinking can be increased.

Examination of Anxiety and Attitude towards the English Course**Ahmet Egemen AKMENÇE**

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Murat TUNCER

Firat University, Turkey

The general aim of this study is to examine anxiety and attitude towards a foreign language course. The sampling of the research was carried out according to the screening model within the scope of the descriptive research; it constitutes a total of 594 10th, 11th, and 12th-grade students of state high schools in Elazığ province in the 2018-2019 academic year. In the study, quantitative data were obtained by using two different scales. The first one is foreign language anxiety scale. The other scale is attitudes towards English lesson scale. Frequency, percentage and T-test, ANOVA and eta-square tests were used to analyze the quantitative data. The relationship between the sub-dimensions of the scales was determined by Pearson Correlation Test. The results obtained from the analysis of the data in the research can be summarized as follows: in the context of anxiety which is the first dependent variable of the study, there is a significant difference in terms of gender in favor of male students. In the study, a positive correlation was found between anxiety and success, and it was concluded that anxiety was a factor that increases success. When it comes to attitude which is another dependent variable of the study, it has been determined that male students have higher attitude scores and finally there is a positive correlation between achievement and attitude.

General coding assessment framework**Albert Sahakyan**

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Yerevan State University, Yerevan-ARMENIA

In 2019, US-based universities will issue more than 50,000 computer science degrees, and only a small fraction of those degrees are issued from "top tier" CS programs. However, given the lack of standardized technical assessments and certifications, many companies hiring for technical talent still use pedigree as the main proxy for skill. This means that most companies are fighting over the same small set of candidates from top schools and most qualified developers struggle to get a single interview at any of these companies. In this paper, we introduce a framework for creating a General Coding Assessment (GCA) and a scoring system (Coding Score) that maps programming skills to a score from 600 to 850, combining information about problem solving and code-writing skills as well as speed and code quality. GCA aims to be a foundational assessment for all developers. We provide data-driven results on the performance of GCA certifications thus far, and we dive into the logic behind the choice of the topics and questions.

Metaphysical aspects in Paul Auster's postmodern detective novel "City of Glass"**Aliya Ahmadova**

Azerbaijan University of Languages, Azerbaijan

The detective genre had passed the period of evolution in the XX century. Alongside with traditional detective, there appeared the metaphysical detective genre in the platform of literature and its rebirth has changed the exiting old stereotypes of the classical detective. At this point, the metaphysical detective has become a subgenre of the traditional detective and is characterized by a parodied detective plot with an unexpected conclusion. The paper Investigates Paul Auster's novel "City of Glass" in the light of postmodernism evidences that the author used: historiographic metafiction, intertextuality and hybrid construction of polyphonic characters in the frameworks of the postmodern detective fiction. On the other hand, Auster created a metaphysical detective novel, which is filled with philosophic ideologies and peculiarities specific to the postmodern era. The author tries to attract readers with his philosophic approaches towards life and simultaneously gives place to social contradictions, loss of identity, moral degradation, isolation, etc. Thus, the aim of this study is to evaluate and validate the metaphysical aspects in Paul Auster's novel "City of Glass" and analyze it from anti-detective novel perspectives. Some experts claim that Auster's novel is a pure example of graphic novel, which is characterized by high humour and comic elements in presenting quite serious events. In this sense, without any shadow of doubt, we can call "City of Glass" a graphic novel, where the protagonist Daniel Quinn was investigating the criminal case, being unaware of the suspect's death. From a literary viewpoint, the author combines both traditional and postmodernist narrative techniques to create a new type of a detective novel, which comprises "mysteries within the mysteries". Paul Auster deconstructs the classical detective novel and reconstructs a modern model of a detective story, which resists to old rules of the traditional one. One of the interesting aspects of the metaphysical detective genre is that, here, the detective story has an open ending, where the murderer's identity is left unknown, because the mystery behind the crime stays unsolved. In this way, the author invites readers to participate in the process of creation the novel and to introduce his/her) own version about the consequences of the criminal case. Ultimately, Paul Auster mirrors the critique attitude to the truth and gives his reader an opportunity to embrace diversity in modern society.

Implementation of CLIL approach to chemistry teaching in technical universities**Alla V. Gorelova**

Peter the Great St. Petersburg Polytechnic University, Russia

The analysis of CLIL implementation through integrated Chemistry in English teaching via open lectures for the students of Peter the Great St. Petersburg Polytechnic University (entry-level courses for engineering majors) is considered. The evaluation of CLIL programs development in Russian universities and CLIL approach estimation in tertiary education are reflected. In the present study the efficiency of CLIL approach to the development of professional and cross-cultural student's competencies is demonstrated under combining the course of Chemistry in Russian (the state language) and Chemistry in English (the foreign language). The qualitative estimation of CLIL approach influence in Chemistry teaching on the achievement of need competences using formative assessment is considered along with the cognitive problems for the students of entry-level courses. A sufficient increase of students' summative assessment through CLIL implementation using a bilingual approach allows to develop the competencies in the field of professional communications starting with entry-level courses.

Comparing William Shakespeare's and Farrokhi Sistani's social roles**Amir Hossein Sadeghi**

Ghazal Top Governmental School, Iran

The number of similarities between W.Shakespeare and Farrokhi Sistani led us to compare various parts of their social life and social role. The article focuses on the environmental elements impacting the poetic view of each author. This research, besides comparing them, reveals the factors that affected each individual's ideas. The key results of this comparison can be listed as follows: a) similarities: Although both authors were born in families connected with oligarchy, they gained their reputation themselves in addition to wealth. Both authors communicated with governors and aristocrats and donated a number of masterpieces to them. The living environment of Farrokhi is similar to that of Shakespeare due to safety, occupations and economical comfort. Studies revealed that both authors disciplined their contemporaries. Imageries in their writings tend to be the results of personal experiences. The usage of personal experiences articulated the image in addition to making them more sensible, which is featured for the two authors. Farrokhi was inimitable in describing nature, likewise Shakespeare; b) differences: Compared with Shakespeare, who was a Humanist, Farrokhi had Natural thoughts. Farrokhi believes that communalities are adjuncts, while Shakespeare values all social layers. As a result, Farrokhi was progressing for a short period, whereas Shakespeare - through a long enough period evolving through various social classes. On the other hand, Farrokhi's view of love holds lordly factors. Shakespeare's life includes distinctive stages which display his evolution, whereas Farrokhi was almost constant in his life.

Economics curriculum planning: Effective ways of integrating Economics into the school curriculum**Amir Toghyani Khorasgani**

Islamic Azad University, Iran.

Maryam Baratali;

Islamic Azad University, Iran.

The aim of this study is to describe the importance of including Economics into the curriculum and also encourages the integration of economic concepts into various disciplines. This can help teachers and students to experience the beauty of interdisciplinary connections among topics and to engage in intellectual inquiry beyond the impermeable walls of a single-subject area. Moreover, to participate fully in society, people need to be aware of the impact of economic forces in their lives. Economic literacy enables them to better understand the ramifications of economic changes that cause individuals, businesses, and societies to make critical

choices concerning the allocation of resources. As national economies become increasingly interrelated and interdependent, individuals and businesses need to understand both the economic forces shaping society and the ethical considerations of their decisions. As tomorrow's leaders, today's students must be able to envision the long-term implications of issues and changes within their communities, their country, and the world. They must also be confident in their abilities to respond effectively to these challenges. The economics curricula emphasize creative and critical thinking in both independent and cooperative activities and provide students with opportunities to solve problems while applying skills and knowledge in practical ways to a variety of situations. The rapid rate of technological change affects families, workplaces, communities, and environment. For example, individuals frequently change jobs to adapt to changing working conditions. In such a world, students need to be increasingly entrepreneurial and flexible. Economics curricula prepare students for this new reality by incorporating the challenges of technology, recognizing the evolving roles of women and men, and fostering the concept of lifelong learning.

Parents and reading achievement

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Antra Ozola

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It has been well proven that parents assume a noteworthy job in their children's instruction. Family's social capital is a more significant factor than school's social capital in impacting both cognitive and social results of child's development. In this study parents' influence on children's reading literacy is contemplated. The research question of this paper is: what is parents' influence on the 4th grade students' reading achievement? The objective of the research is to find out the impact parents make on their children's reading literacy. In this investigation IEA PIRLS 2006 and 2016 data from parents' questionnaires and students' achievement were used to analyze parents' influence on students' reading literacy. The countries of the research interest are those which participated in both cycles of PIRLS study mentioned above. Research unit is a country. Linear regression analysis has been performed along with frequency and correlation analysis. In the powerfully changing social condition new strategies for kids' initial perusing advancement will be required. Some portion of old pointers of high accomplishment may lose its centrality. This study is to find out what are the most efficient methods of parental behavior to rise their child's future learning achievements.

Best practices in tourism education on vocational level - a comparative study of Hungary and other EU countries

Anita Mondok

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Although the Hungarian tourism sector has been characterized by labour shortages for years, the system of secondary and tertiary tourism education - because of its inertness - only slowly responds to market challenges. The centralized National Core Curriculum determines the level of secondary education, while in tertiary education the Higher Education Law sets limits on the structure and content of education. VET in tourism has undergone three curriculum modifications over the last six years, despite its learning outcome-based structure; it does little to meet the real expectations of the labour market. In addition, the interests of secondary schools and higher education institutions conflict with those graduates who wish to qualify for tourism but do not want to obtain a Bachelor's degree. This paper seeks for possible solutions to the prevailing challenges in Hungary by examining the VET systems in tourism of the countries of the European Union. Utilizing the key results of secondary research questionnaires were compiled

for two stakeholder groups, VET students and teachers. Stakeholders' perceptions on various aspects of the Hungarian Vocational Education and Training System in tourism were assessed using different hexavalent Likert-scales and semi-closed questions. The author propounds possible alternatives to develop secondary tourism education.

New challenges in translating contemporary American young adult fiction into Lithuanian

Brigita Dimaviciene

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Over the last years young adult fiction has overcome a variety of changes; however, it still has not gained enough of scholarly attention. In addition, little is written about the translation challenges when dealing with the translation of contemporary young adult fiction, especially when translating from popular languages, such as English, into lesser ones, as Lithuanian. With a large variety of genres in young adult fiction, it continues to expand not only in its forms but also in language. The latest development in technology that allows adolescents to interact with each other and share their personal details online much quicker have greatly changed their lives. In addition, such change has been quickly noted in fiction meant for this particular age group. The forms and content of popular young adult novels rapidly altered once such popular social media sites as *Facebook*, *Snapchat*, *Instagram* and many others became an inseparable part of lives of young adults. Interestingly writers of young adult fiction tend to often mimic the current life and language of contemporary teens. In their novels, authors imitate young adults by providing texts that are written in a certain form, vocabulary and symbols typical for social media. Aside from slang or swearwords, there are abbreviations, emoticons, and others symbols and expressions found in teen online language. Although teenagers may be well acquainted with such Internet language, it often causes problems for translators, since this is something that they have not dealt with yet. The aim of this presentation is to look at how Lithuanian translators work with such language and content found in contemporary young adult novels. The main translation strategies will be considered and analysed in the selected popular novels translated into Lithuanian.

English and sustainable development in the Sultanate of Oman

C.J. Denman & Rahma Al-Mahrooqi

Sultan Qaboos University, Oman

In the Middle Eastern nation of Oman, English is both a lingua franca and the dominant medium of instruction in universities and colleges. English is officially recognised as a national "strategic resource" and acts as a lingua franca between Oman's diverse linguistic groups. It has also been identified as a key to achieving sustainable development, global competitiveness, and enhanced international engagement. However, research from the region often reports a complicated mix of positive and negative attitudes towards English, frequently connected with the language's utility combined with a fear of cultural deracination. Due to the complex nature of these findings, the current research explored student and teacher attitudes to the use of English in higher education institutions in Oman. Data was collected through a 31-item Likert-type response scale questionnaire administered in English and Arabic to 415 students and 55 instructors, in addition to semi-structured interviews with 26 student and 9 teacher participants, in five tertiary-level institutions around Oman. Results indicate that student and teacher participants generally held positive attitudes towards English medium instruction, and offered a number of advantages at the personal, academic and professional levels. English was also characterised as an important bridging language between the nation's various linguistic groups, and was also described as allowing Oman to express its unique cultural identity internationally and to achieve sustainable social and economic development. Most students expressed a desire to receive their tertiary-level educations in English or in a combination of English and Arabic, while both student and teacher participants generally claimed English did not have any negative effects on learners' socio-cultural identities or Arabic use. Practical implications of these findings are discussed.

The use of articles in European languages**Carl Augustsson**

International Black Sea University, Georgia

There are a number of different ways of comparing languages, for instance, comparing vocabulary and grammatical structure. This article and presentation will be about the uses - or lack thereof - of the articles in the various languages of Europe. It is important to note that "European languages" in this context refers to "languages located on the continent of Europe" rather than "languages of Indo-European origin". As a result, non-Indo-European languages in Europe such as Hungarian and Basque will be mentioned, whereas Indo-European languages outside of Europe, such as Farsi and Punjabi, will not be mentioned. It is worth mentioning that languages from the Caucasus region—such as Georgian and Armenian—will be included, even though people argue as to whether this region is in Europe. An effort will be made to include minority languages, though for reasons of space, not all of Europe's minority languages will be included. There are two articles: indefinite and definite. The article will examine both. Among the first concepts to be presented will be which languages have both articles, and which languages have only a definite article. Also, the placement of the article (for example, before the noun or attached to the end of the noun) will be mentioned. Moreover, whether the article is inflected to show things such as gender, number, case, or class will be discussed. In addition, times when the article can be combined with a preposition will be presented. Finally, there will be charts showing the articles that are found in various languages of Europe.

Project-based learning, Cut out for second language acquisition?**Carolina Castro Huercano**

Flinders University, Australia

A Project-Based Learning (PBL) approach to teaching and learning has attracted the attention of a considerable number of researchers influenced by its reported positive effect on learners' motivation, autonomy and engagement. In Higher Education, the adoption of a PBL approach to teaching and learning is scarce, particularly in the domain of second language acquisition (SLA). This research investigates the perceptions of students at an Australian university on their learning environment when engaged in language learning tasks designed according to PBL principles, including online chats and digital story telling. The present case-study is concerned primarily with the effect that learners' affective response to PBL tasks and the learning environment have on their motivation. It involved a class of intermediate-level Spanish-language learners engaged in PBL tasks across two semesters. The analysis of the surveys and interview data suggests that university students experienced both challenges and gains during this learning experience. Specifically, participants' views indicate that the PBL experience had a positive effect on their second language (L2) Possible Selves and on their ability to develop autonomy and self-confidence in producing linguistic output in the L2.

Ontology of the self as the new language of the 21st-century man: The key concepts and cognitive challenges of Charles Taylor educational moral philosophy**Dafne Vidanec**

Balthazar University of Applied Science, Croatia

The author investigates the given theme at two levels: (1) conceptual presumptions and (2) moral ontology of self-being (the author's term for the notion of authenticity). In our age the very authenticity concept has been mostly researched by Charles Taylor, worldly known contemporary Canadian theorist and thinker. Taylor holds a stand "people grasps their life in narrative" (Taylor, 1989). This story-telling principle, which is unavoidably related with authenticity understood as moral ideal of contemporary man is widely discussed in Taylor's remarkable book written in the field of meta-moral theory (because it is based

on metaethical concept of good) and named "Sources of the Self: the Making of the Modern Identity". Considering epistemological roots of story-telling concept, it echoes the old Aristotelian axiom "that humans are naturally self-interpreting animals". The self-interpretation concept nowadays can be approached from varieties of the many-folded philosophical or non-philosophical conception rooted (1) either in positivistic (English empiricism or Hume's sentimentalism, Darwin's and Spencerian socio-biologism,) or in metaphysically shaped views (a bunch of streams based in certain theology or in neo-Aristotelian ontology presented in Heideggerian works, and before Heidegger, in the old German classical subjectivist concept of authenticity). Herein the authenticity as a form of self-interpretation concept will be discussed on a base of what author defines as ontology of the self: yet uninvestigated language of the 21st-century man. This elaboration is part of the author's long-term investigations in the field of Moral Philosophy and Philosophy of Education.

Media literacy as the tool of teaching

Daviti Akhvlediani

Ilia State University; Free School, Georgia

The article focuses on media literacy as a tool for teaching. Why is it so crucial to teach media literacy to students and what is the best age to teach this? In the era of digitalization and Internet, it is very easy to be tricked and deceived by the information that is spread throughout the Internet. How can a teacher help students to assess the information that they are facing so often in everyday life? What media literacy mostly deals with is teaching students how to discern the fake information from the real one. What is misinformation, disinformation, malinformation and what are the tools to be used in order to distinguish them? It is widely known that according to Bloom's Taxonomy, the highest skills for students are critical thinking skills like: analyze, evaluation and creation. Thus, it is plausible that if the students are able to discern the information on the internet, they will gain the highest skills. Teaching the students media literacy enables them to evaluate the existing situation in the world, makes them more active and what is more, they become more literate and aware of most debatable topics being discussed. What are hazardous sides of displaying personal life on the internet and onto media platforms and what jeopardizes are embedded in "digital footprint" is another issue that the students should be aware. Yet a lot of teachers are still concerned about the age of teaching it. Since the perception of information is different at different stages of mental development. Planning lessons on media literacy several times per month/term, will decrease the ignorance of believing everything existing on the Internet. Teaching it has mutual benefits: students become more engaged in the studying process and become real citizens knowing what to say, what to read, how to say and how to read.

Profession-oriented ESP courses for non-linguistic university students

Dzhamilya Godina

Plekhanov Russian University of Economics, Russia

Irina Yaroslavskaya

Plekhanov Russian University of Economics, Russia

The research deals with institutionally developed ESP (English for Specific Purposes) courses, one of the predominant and progressive language teaching techniques in tertiary education, as it is focused on the specific and profession-oriented students' purposes. The paper studies the analysis and material selection, its further adaptation according to particular students' requirements, changes in business environment and current demands for English language skills. The study results in that ESP courses should be more adapted to students' needs targeting productive skills, specialized vocabulary, language functions and intercultural competence. The study also discusses the ways and methods, which can increase professional competence development in the context of the multiprofessional environment of a modern economic university.

"A Game of Thrones" in the Contemporary Classrooms**Ekaterine Pipia**

International Black Sea University, Georgia

The deadly game for control of the Seven Kingdoms of Westeros brings millions of fans from different parts of the world to experience the medieval fantasy epic. George R.R. Martin's best-selling book series 'A Song of Ice and Fire', which was filmed in 'Games of Thrones', gained record viewership and international audience. The story about noble families trying to control over the mythical lands of Westeros, while an ancient enemy returns after being dormant for thousands of years, has become an intriguing area for young people. Having these people motivated and with a high level of energy in the classrooms triggers success in achieving real learning outcomes set by the stakeholders. Movie as the source of generating ideas, interests and motivation could be very productively applied to different aspects of English Language Teaching. In line with this perspective, the presented paper intends to work out the most applicable strategies for integrating the new trends, particularly GOT, in teaching and learning process at university level.

The formation of abilities and skills of educational research activity as a basis for the gnostic criteria for assessing the prospective teacher's preparedness for innovative activities**Ekaterina Samsonova**

Elabuga Institute of Kazan Federal University, Russia

The aim of the research was to identify the need to form the abilities and skills of educational and research activities as the basis for the gnostic criterion for assessing their readiness for innovative activities. During the research, the following tasks were set: analysis of the literature on the research problem, determination of the main indicators of the gnostic criterion of the future teacher's readiness for innovation activity, preparation of a questionnaire for teachers to identify their level of readiness for innovation activity, conducting a survey, analyzing the results. To solve the problems we used such methods as analysis, questioning, mathematical analysis of the data. The author put forward the following hypothesis: if the future teachers do not develop the abilities and skills of educational and research activities, then the gnostic criterion for assessing the readiness of teachers for innovative activity will reveal a low level. The results of the study showed a low level of mastery of teachers in the abilities and skills of educational and research activities, and, consequently, a low level of preparedness of teachers for innovation in terms of the gnostic criterion, which proved the hypothesis.

Strategies and aptitude for language learning - strategies, methodology, and cross-cultural perspectives**Ekaterine Topuria**

Georgian National University, Georgia

The process of language learning and teaching is fundamentally connected with the learning strategies within the process of studies. The modern definition and categorization of modern foreign language teaching is aimed at flexible and multifunctional decisions for planning the teaching process thoroughly. There does not exist any better choice in practice rather than communicative approach so far. However, the lust for more effective and rational teaching methodology of second language is an on-going process which should be rational, differentiated and should foresee foreign language teaching needs, learners' personal qualities, age differences. Thus, a teacher as a planner plays an important part in the process of planning the teaching strategies. He /she should be aware of teaching strategies theoretical background and use them in practice in accordance with the needs of students' profile. The aim of the article is to study a professional approach to language teaching in second language acquisition which should be based on loyal friendly relations between teachers and students. It will enable the educational system

to direct the focus from personal-communicative to oriental studies and enhance the up-growing of a person from didactical approach to self-study principles, control and development. In accordance with it the article discusses different authors' use of the term 'strategy'. While discussing strategies some scholars name 'operations' used by learners to acquire the language, to gather information, learn easily, fast, effectively (Oxford 1989). According to Shmeck, they aim at actions or thinking in the process of learning. Rubin sees strategies as techniques in the process of learning. Bialystok discusses strategies as means for working out information. Learning strategies help student to make more independent and control the learning process on his own. Now the most popular classification of acquiring a language belongs to Rebeca Oxford defining it within the following perspectives: a) cognitive, b) mnemonic, c) metacognitive, d) conservative, e) emotional, f) social. The presented study follows Oxford's classification and proves the theoretical judgments with empiric practical experiment outcomes led in Georgian classrooms. The research methodology is based on descriptive, observing and statistical analysis. The types of tasks are based on qualitative and quantitative maxims. The reached outcomes are presented in special drills demonstrating the existing reality and needed skills for the second language acquisition in Georgian classes enabling us to fix the strategies for individual, pair and group work activities in multi-national classes.

Socio-pragmatic analysis of phatic farewells

Ekaterine Vatsadze

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Phatic communication is a kind of communication which does not serve to exchange factual information but to establish a warm, friendly atmosphere. It provides successful communication among interlocutors, especially foreigners. Although English and Georgian Languages are not kindred ones, they reveal a lot of similarities in concept and usage of phatic farewell- one of the 8 groups of phatic expressions. Common English farewell is *Goodbye*, (God be with you), while Georgian equivalent is **ნახვამდის**, which means that interlocutors will see each other soon. Examples of English phatic farewells are *Have a good day, Have a nice day, Take care, See you later, Bye, etc.* . The Georgian equivalents are *კარგად იყავი (ბრძანდებოდეთ)* (*Good bye*), *ღამე მშვიდობის* (*Good night*), *არ დაგვივიწყო (Don't forget us)*, *არ დამეკარგო (Don't get lost)*, *აბა დროებით (temporarily)*, etc. In the Georgian language nominative meaning of expression is a desire to see the interlocutor soon, and in English it is to wish the listener God's protection. Communicative meaning in both languages is finishing the conversation.

Practice VaKE and overcome stereotypes in English language teaching

Elena Tsatsua

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Nowadays a well-recognized attitude in teaching is to inspire and prepare students for life. How do we manage to make our students step out of their comfort zone and have sincere conversations with teachers? I think it is a dilemma for the teacher to overcome the obstacles while achieving this goal effectively. One of the helpful ways I found in creating the team-work spirit among students is VaKE (Value and Knowledge Education) teaching method. The author of the approach says: "VaKE – is a teaching method which combines Values education and Knowledge construction" (Patry, 2001). This learning strategy is more student-centered where students construct dilemmas from all spheres in their community. The problem-construction process includes only some necessary teacher intervention; it also ensures a deep reflection on the chosen topic in groups, generalizing and presenting a solution to the dilemma in the end. The practice has shown that students have gained specific and general knowledge on the matter which they value as part of the society they live in. Consequently, they start working out a problem-solving skill. However, VaKE is a bit difficult to be adapted to the entire environment and all students. Stereotypical thinking is one of the reasons which hinder successful teaching-learning process. Stereotyping is very hard to avoid in education. The paper shows how in the process

of teaching English to Georgian students efforts are made to overcome stereotyping. Eight out of 14 students in the group were willing to participate in VaKE project.

Whose ceremony is this senior graduation ceremonies as a means of social control

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This research explores the process and the cultural and social significance of producing graduation ceremonies in an Israeli high school. It seeks to uncover the dynamics of structuring the ritual over time through a comparative study of two schools. The aims of the research were: to analyze the structuring process of the graduation ceremony throughout the final year of high school, by focusing on the inter-generational and inter-group relations within the school; to examine various graduation ritual models, as an expression of the organizational culture of the school; and to compare the graduation ceremonies and the process of producing them in two schools, similar in socio-economic status but distinctive in their organizational culture. The research is based on participatory observation conducted in two schools: a municipal school and a community school, throughout one academic year. During that time, observations of the planning and preparation meetings on the topic of graduation events and the rehearsals themselves were made. Throughout the planning sessions, as well as during the event itself, I conducted intensive note-taking, videotaped the rehearsals and held formal and informal interviews. The study's founding principle is that each school under scrutiny possesses a distinct organizational culture and school ideology. The community school displays a clear and consolidated ideology offering wide room for dialogues that serve as institutionalized arenas for negotiation between teachers and students, whereas the municipal school displays a diffused state ideology which has lost its significance. That is, it lacks a clear school ideology that can be criticized. The main assertion of this study is that, as an extension of the literature that explores rites of passage, the graduation ceremony constitutes a mechanism for social control of adolescents about to leave school, and through this ritual the adults attempt to regulate the transition; to soften criticism and resistance and to maintain the inter-generational relations. However, how these mechanism works vary by the organizational culture of the school, and these differences are expressed in the dynamics of building the ceremony, and in the cultural product. The study has three primary conclusions: 1. In each school, an individual dynamic developed generating a control pattern for regulating the tension between resistance (the students) and control (the adults). 2. Each school developed an individual model of ritual. The rituals are examined by the features that organize the performance, the sources of cultural inspiration and the nature of resistance. 3. In both schools, strict control processes oversee the graduation ceremony. The various control mechanisms lead to the eruption of fierce expressions of resistance outside the ceremony, as well as to the development of alternative rituals in a less controlled manner. However, by the very nature of resistance rituals, even if the order is upset temporarily, and foundations of anarchy and chaos rise to the "spotlight," ultimately social stability is maintained, and order is regained

A study for determining satisfaction levels of student education

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The aim of this study was to determine the satisfaction levels of the students of Selcuk University Social Sciences Vocational School about the education services provided to them. The research was carried out with descriptive research and relational screening method. In this method, survey technique is used as a means of obtaining primary data. Surveys were conducted face-to-face through interviewers. The study group of the research consisted of 300 students, who were chosen randomly from the first and second grade students of the 10 programs with 1st and 2nd education in 2018/19 academic year. Due to the constraint of time and cost, convenience sampling method, one of the random sampling methods was used. By using "Student Satisfaction Scale",

the satisfaction levels of the education services provided to the students were determined. SPSS 21 statistical package program was used to analyze the data. The frequency distribution and demographic characteristics of the respondents were examined, reliability tests and regression analyzes were performed.

A clinical examination of the use and misuse of individual consultations within ELT through a qualitative lens

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Oral feedback through personal student consultations is used to provide students with focused help that may best match their individual needs. Yet, are students' needs really being met through this practice? Students and teachers may have different views about their respective roles in the consultation process which may hinder the effectiveness of the consultations. A greater understanding of the personal student consultation process and the varying perspectives of the participants may help to enhance the effectiveness of these consultations. The purpose of this study is to clinically examine the consultation process and the student perspectives on consultations. Both questionnaires and qualitative analysis of the students' questions asked within consultations were used in this study. Findings reveal discrepancies in how students and teachers view their respective roles in the consultation process. Students also seem to take a more passive approach to the process possibly due to risk aversion within the teacher-student social structure. Thus, there is a need to carefully plan and implement the consultations with clear role expectations. Pedagogical practices for implementing personal student consultations and the ensuing benefits for students will be presented based upon the research findings.

The 21st century citizens and soft skills

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Globalization causes a lot of changes in technology, political, economic and cultural spheres of life. All these changes require citizens with 21st century skills who have knowledge, are skillful specialists, but also own the skills that give them an opportunity to navigate their environment according to the requirements, work well with other people without any difficulties, have success and find jobs not only in their country, but in any desired part of the world. The article deals with the importance of soft skills which are not taught directly in higher education institutions. Practice shows us that soft skills can be developed and used as part of teaching any subject. It is a self-directed process carried out by a student and assessed by both the student and the teacher during the learning process. Soft skills are connected with emotions which enhance thinking. They include the abilities to perceive emotions, to understand emotions and emotional knowledge and regulate them. The aim of the article is to show how soft skills can be taught at university on the example of one of the soft skills which can be developed at university.

Why Have Memoirs Lost Its Popularity in Azerbaijan After 1990?**Gunel A. Alasgarova,**

Oxbridge Academy, Azerbaijan

This paper will examine the reasons why memoir books are not as popular in Azerbaijan as in the world. The focus of this research is to determine whether there is a lack of memoir novels on the market or unpopularity of modern memoirs in the society. The hypothesis is that although there is some amount of works in this genre, they are not well promoted to the large auditory. The new generation does not have any fascination with it, because neither libraries nor schools or mass media advertise them. The data collection methods would be conducting a survey among people and several interviews of literature experts. Libraries and bookshops, as well as school literature textbooks, will be observed in the search of memoir works, as well. The survey will identify the reasons for the unpopularity of memoir works and the role of authors, libraries, and bookshops in this trend. While observing Azerbaijan National Library, it was found out that in modern Azerbaijan literature there are enough books in this genre which are not properly promoted by bookshops, social media, TV programs or school textbooks. Whereas, experts in this field indicated that the newly published novels are not engaging or appealing enough to be bought by a large audience. Additionally, it would be useful to include that memoir works are much more popular in the world in XXI century. These results partially support earlier articles that describe memoir as an unpopular genre in Azerbaijan in the XXI century, whereas this research claims that there are readable works which need for more advancement.

Comparative research to ameliorate conditions of the tertiary education (Ph.D.) in Azerbaijan**Gunel A. Alasgarova**

Oxbridge Academy, Azerbaijan

There are three steps in Azerbaijani education system for the higher education: bachelor, master and doctoral. According to the State Statistical Committee of Azerbaijan Republic, during ten years (2007-2017) in all indicators (the number of institutions carrying out Ph.D. programs, graduates of Ph.D. and those who defended the dissertation) the numbers almost doubled. However, the difference between the graduated (529) and defended (74) is almost seven times less in 2017. What are the bounders and limits that lead to low outcomes of the tertiary education? Why do almost more than half of the candidates drop out their research in the middle of their education? The research hypothesis is that although there were some reforms in higher education institutions and scientific organizations by the Cabinet of Ministers in 2010, this sphere is still whirling between the old Soviet education system and modernization (Bologna system). This paper examines the ways how to enhance the quality of the research thesis and what to do to help Ph.D. candidates successfully defend and present their work not only in Azerbaijan but in the world. The focus of this research is to present some suggestions in order to uplift the status of national Ph.D. among European countries and eliminate certain drawbacks. The data collection methods would be comparison of the local procedure with European Universities and in the future - a survey among Ph.D. candidates, advisors, heads of the Office of Doctoral Studies. On December 10, 2018, "Order of the President of the Republic of Azerbaijan on additional measures to improve the attestation of scientific and scientific-pedagogical personnel in the Republic of Azerbaijan" was given, which gives a lot of expectations. Within two months, the Ministry of Education of the Republic of Azerbaijan and Azerbaijanian National Academy of Sciences will prepare and submit a proposal for improving scientific research. It is hopeful, that some above-mentioned suggestions will be taken into consideration, although for further detailed proposals, a group of Ph.D. candidates should be surveyed.

Geisha culture maintenance in Arthur Golden's Memoir of A Geisha**Gunoto Saporie**

Art Council of Central Java, Indonesia

The paper is aimed at analyzing Chiyo in maintaining geisha culture. A library research was used to get information about the object discussed. Structural, sociological, and anthropological approaches are used in this paper. The structural approach was used to describe the intrinsic elements, such as character, conflict, and setting. Sociological and anthropological approaches were used to understand human action in the context of literature. The result of the analysis shows that Chiyo or known as Sayuri, learned geisha culture after began her new life in Gion. There, she learned and studied arts, entertainment of her patrons, participated in annual dance rehearsal, and other geisha activities. Then, she moved to New York, she opened small teahouse and still entertained all her guests by using her ability as a geisha. Sayuri experienced internal and external conflict. The conflict happened when she was still an apprentice geisha. The conflict made her become a tough woman. Setting on this thesis were divided into setting of place, setting of time, and setting of social.

Using gamification approach in the classroom to create engagement and active learning**Guranda Khabeishvili**

Ilia State University

A novel learning experience that increases student engagement and motivation could be created in a learning environment that incorporates a gamification approach. Gamification has become the most popular topic of the recent years. Although the concept of game is too old, the concept of gamification is a new concept in the field of education. The primary objective of gamification is to make the learning process more attractive to learners. Consequently, the paper sheds lights on various ways of implementing gamification approach in the classroom. It introduces different educational tools, such as Brainscape, Socrative, Mentimeter, PlayBrighter, kahoot and some more, which can help to improve learning engagement through creating an active learning environment, as well as, it can contribute to the development of the 21st century skills. The paper examines the ways to bring games to our classrooms, in order to activate the skills and promote an interactive learning environment. The aim of the research is to determine the students' awareness of implementing various educational tools in the classroom; hence, it discusses the students' perceptions on gamification methods in the learning process.

Design-based research: Definition, characteristics, application and challenges**Hamed Vaezi,****Hossein Karimi Moonaghi,****Reyhaneh Golbaf**

Mashhad University of Medical Sciences, Iran

In recent years medical education has developed dramatically, but lecturers often claim the existence of a gap between theoretical and practical knowledge. In the opinion of the experts in this area, lack of expansion and extension of knowledge frameworks is one of the weak points of research and studies in the medical education area. Because training occurs in complex environments where many factors are also effective, medical education should include both its structure and the theory as well as understanding and dealing with educational problems. In the first decade of the present century, new research methodology named "design based research" was developed, which most experts and journals refer it as a fundamental way to make changes in the quality and applicability of studies and educational research as well as to enhance and improve the practice of instruction in practice. The aim of present study was introducing design-based research and its concepts, features, applications, and challenges. This narrative

review was conducted in 2018. For this purpose, authorized English and Persian academic database include Web of Science, Science direct, Google Scholar, international database and library in medical research filed with keywords include design-based research, definition of DBR, DBR applications, medical education, and DBR challenges without date limitation until 2018.11.21 were screened. Overall, 68 articles were selected and after careful reading, 21 article with related subjects were selected for material extraction. Findings: According to authors' view, DBR which combined experimental research with design-based research, could be considered as an effective method for understanding quality, time and the cause of the phenomenon of educational innovation in practice. Also, DBR can be used to strengthen learning and knowledge and it can help to develop the human capacity for change and educational reform. The use of DBR as a scientific approach through the implementation of multiple data collection and analysis cycles can promote the proper implementation of innovations in schools and universities. Usually DBR is formed by initial evaluation of a problem that occurs in a particular context, and this assessment continues throughout design and implementation. One of the characteristics of DBR is the guiding team, which includes researchers, professionals, designers, managers, teachers, trainers and others which their expertise and knowledge may in some way help. The application of DBR in web-based training programs is very evident. The probability of non-returns in short-term projects is one of the main challenges of DBR. A conclusion was made: medical education has developed dramatically in recent years, but it has made little progress in promoting theories. DBR can be used as a bridge between theories and practice and provide the basis for close communication between researchers, designers, and participants which by using sophisticated methods and multiple sources of information, the success rate of an intervention in a particular environment is assessed and ultimately leads to improved theories.

Entitlement and belonging: The postcolonial pastoral mode in V.S. Naipaul's *The Enigma of Arrival*

Haydar Jabr Koban

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Postcolonial studies view the pastoral critically in light of the way it enabled Empire building. The relationship of the rural to the urban found in the traditional pastoral is transmuted into the relationship between the new world of the colonies and the old world of the metropolis. This paper considers the nature of this engagement, culminating in Naipaul's most ostensibly pastoral novel *The Enigma of Arrival* (1988), and enquiring into the ideological conditions that underpin an oeuvre that presents alternately as pastoral, anti-pastoral and 'post-pastoral'; or sometimes, as in *The Enigma of Arrival*, as all of these at the same time.

Environmentalism and post-colonialism: A postcolonial eco-critical study of Chinua Achebe's "*Things Fall Apart*"

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The narratives of great African writers who experienced living in a colony and being colonized subjects, like Chinua Achebe, have played an important role in shifting the universal viewpoint towards African literature. The study examines Achebe's novel *Things Fall Apart* (1958) in the context of the postcolonial eco-critical theory. Nature has a supreme power in African culture, which prohibits humankind from unfair conduct toward it. Being animate and eco-friendly are the remarkable structures that mark this culture different from others. Moreover, these structures provoke African people against colonization and exploitation. This novel depicts the African scene before colonization as a society, which still has its connection with nature. A society, which fights to keep the land and its natives as sacred components together and preserve them against the invasion of colonizers. Achebe has always tried to focus the attention of his people to these issues to revive the original African culture. The aim of this study is to reveal this attempt through various events and characters in the body of the novel. It attempts to retrace the historical developments and

new implications of postcolonial eco-critical study vis-a-vis colonialism as one of the disputed concepts focusing on Achebe's novel as well.

Incivility in medical students: Clarification of professors' opinions

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Incivility or challenging behaviors in the scientific environment are so harmful that they cannot be neglected. Therefore, these behaviors should be addressed promptly and effectively. The aim of this study was to identify incivility from other behaviors and evaluate the severity of these behaviors from the viewpoint of university professors in medical students. This descriptive cross-sectional study was performed on a sample of 110 faculty members in Faculty of Medicine of Mashhad University of Medical Sciences. To identify incivility from other behaviors, the majority (> 50%) was considered. Also, to determine the challenging intensity of each behavior, behaviors that had higher scores were regarded as very high incivility. Data were analyzed using SPSS software. Based on the review of external and internal resources and the viewpoints of professors, 32 behaviors were prepared in the form of a checklist for the faculty members to identify the challenge and severity of it. Behaviors such as student insolence, disturbance of class order, and non-respect of rules, as well as disruptive behavior with professors were recognized as the most challenging behaviors. Regarding the intensity of the student incivility, the disruptive behavior with professors, the non-customary jokes, the disruptive behavior with students, and the lack of compliance with the charter of patient rights were considered as very high incivility. The conclusion was made that students' incivility interferes in their own learning, others' learning, staff as well as other individuals' rights, and order and security of educational environment. Professors and instructors ought to identify these behaviors and manage them in a correct and an effective way.

Pictorial metaphors in social networks**Khatia Namitcheishvili**

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The paper explores specific features and the role played by a pictorial metaphor as employed in the social networks (for example, Facebook, Twitter, etc.) in a cross-cultural context (in the Georgian and English languages and cultures). It discusses the peculiarities and socio-linguistic features of this stylistic device in modern communication and puts the emphasis on the role of background knowledge, age and culture. Specifically, the aims of the paper include: 1. To show the forms, features and aims of using pictorial metaphors in social networks; 2. To show the similarities and differences in the usage of pictorial metaphor in social networks by Georgian and English communities and individuals. It is a qualitative research which includes a survey and a questionnaire comparing the culture-specific attitudes towards the issue. The theoretical background of the research is Charles Forceville's fourfold distinction of pictorial metaphor into: hybrid metaphor, contextual metaphor, simile, and integrated metaphor. The empirical data this paper is based on embrace the relevant examples from social network accounts of English and Georgian communities and individuals.

The comparative analysis of vocational education level of Turkish women with that of women from EU member countries**İbrahim Yaşar KAZU**

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Women are member of society who are not always at the forefront, but have important impact on the development and advancement of society. The more efficient women are, the more the community will evolve and progress. In the process of social and economic development, the presence of women in working life has a great importance. In addition, in terms of increasing their social status, women are required to take part in business life. Therefore, in order to perform social sustainable economic development, the effective presence of women in the process of social and economic development has a vital importance. Thus, providing vocational education for women should be taken into consideration. The studies that examine women and women's level of vocational education have gained importance in academic community. Women and family research centers are founded at universities which are under control of the higher education board and important studies and projects are conducted in these centers. The action plans and projects of Directorate General on the Status of Women in the Ministry of Family and Social Policies create awareness for women and their problems. It is considered that explaining the current level of vocational education of women enlightens the future policies and studies. In this study, related literature was reviewed and Turkish Statistical Institute data were used. Thanks to statistic data, vocational education level of women is tried to be evaluated from some aspects. In this study, the place of women in vocational education was tried to be defined in Turkey and EU member states. It was found out that providing vocational education for women is important for social development, however because of the present social structure and the policies which are followed in economics, it is concluded that the level of vocational education does not correspond to the expected one.

Linguistic characteristics of gender vocabulary in the English and French paremiology**Inga Tkemaladze**

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Manana Garibashvili

Iakob Gogebashvili Telavi State University, Georgia

In every language proverbs express general truths or practical rules representing the traditional values of a society. It is important to underline that the ideas or notions presented in proverbs across the world are often similar. Generally, it is only the choice of language, use of rhetoric/stylistic devices and application of imagery that varies from language to language and culture to culture. The study examines the linguistic images of males and females represented in the English and French phraseological units, mainly in proverbs. The aim of the study is to make linguistic analysis of the English and French proverbs in order to gain more comprehensive information about the role that gender plays in the English and French cultures, what types of femininity and masculinity exist in these nations and how they are expressed linguistically (morphologically and semantically), which parts of speech are used and how the proverbs are composed. Therefore, we will analyze a certain number of English and French proverbs having such words as man, woman, girl, boy, mother-in-law and father-in law, king, queen, etc., as well as the pronouns expressing masculinity and femininity.

The magnitude of international enrollment management in the era of technologies for small private universities**Ioseb Gabelaia**

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For universities to have a never-ending pipeline of students has become a huge battle in the digital era. Universities have their own strategies on how to target and recruit potential students. However, the truth is that the domestic pipeline of students is fading out and it opens doors to the international recruitment. The biggest reason for this is internationalization and digital culture. Digital culture has enabled youth to browse colleges and universities around the globe. Two decades ago, students only had one or two universities to select. At present, a global network allows students to search for and compare many universities around the world. Students are no longer interested in local schools, they want to have an international exposure. The concept of internationalization has opened doors to the students to study outside their local communities. Now institutions are focused on international recruiting, which forces them to build international student funnel. Universities are designing new programs for students, so they can easily adapt and succeed in a new environment. International recruitment is harder for small, private institutions. They need to implement new strategies to attract international students, which may be costly. They have to design international-student-oriented programs at which they are willing to study. The purpose of this paper is to identify what small, private universities must do to recruit international students. The study will showcase several recruiting practices for international student recruitment. To have a strong structure to build a funnel not only for one year, but two-three years ahead is vital. Small private universities need to work continuously on building a pipeline of international students. The results of the study will guide universities on how to be effective and to become one of the major international players on a global scale.

Why teach pronunciation?

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Many teachers find pronunciation difficult to teach, as for the learners it is a very hard job to develop a good, native-like pronunciation. Nowadays we often hear the question: Is it necessary to teach pronunciation? The answer is: poor pronunciation can create great understanding problems between communicators. Language teachers have lately become more aware of this and have shifted the focus of their pronunciation teaching. Teaching pronunciation to English language learners is a very important part of learners' language development. Pronunciation development is one of the most significant skills. Learners need to acquire it to become proficient in English. When learners try to study new words with their pronunciation they find it difficult, boring and inefficient and they either give up learning or start not paying too much attention to it. They think just having a good vocabulary stock can help them hold a successful conversation. But having a good pronunciation is a key to a language comprehension. The more words a learner can identify, the better he or she can communicate. So teachers should try to use effective techniques to make learning pronunciation easier and more pleasant. They should try to assure the learners that pronunciation is an essential component of communication skills.

University 4.0: What is it like and what to do?

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Due to the globalization and informatization of society, the requirements for higher education have increased significantly in the cognitive era of the 21st century. At present, university is undergoing significant changes, and it is seen as University 4.0. As far as the activities at the university of new generation are characterized by communication, collaboration, critical thinking, creativity and computer skills (5 C's skills) development, these objectives should be solved by means of all the subjects. In this study, we suggest backward design in order to model a course for pre-service foreign language teacher intercultural training. According to this approach, it is necessary to start planning such a course not from the content, but based on the actual learners' needs in their prospective jobs and social activities. In the future, foreign language teachers will act as intercultural mediators, and, therefore, they must possess competences in cross-cultural research and intercultural education. This article examines the advantages of backward course design model to meet these goals. More specifically, this research aims at demonstrating the ways to develop research and pedagogical competences in the context of University 4.0. In the study, the use of backward design helped to organize the course keeping in mind the priority of 5 C's skills. The findings prove that the students benefit in this respect as a result of their active involvement in cross-cultural observations, interviews, surveys, data analysis, as well as planning of classroom activities, peer-reviewing and public presentation skills.

Interest of teaching programming for the primary pre-service teachers

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In the teacher training school of Reunion Island, we have been training primary pre-service teachers in programming for the past three years. In this paper, it is shown that this teaching has a double interest: disciplinary and pedagogical. From a disciplinary point of view, the learning of programming allows the learner for better understanding the world in which s/he lives. It also, and above all, allows him to learn to think with rigor. From the pedagogical point of view, the learning of programming allows trainees to experience the interest of a socio-constructivist pedagogy. Most trainees have not learned programming in their school and

university curriculum. As a result, this subject is new to them and they find themselves in the situation of their own pupils. During the programming training, trainees are led to face problem situations that they will solve with the help of their colleagues. Living it will make them more likely to reproduce it in class with their own pupils. Another interest of programming is that it is no longer the teacher who evaluates the learner but the learner himself when he sees the result of his work when the machine executes his program. This leads him to revisit his program to find and understand his mistakes. To support these different hypotheses, we analyze two types of documents produced by the trainees: the first document is a booklet of "sufferings" in which the trainees explain how they experience the learning of programming: their successes, their failures and what it brings to them for understanding their own pupils. The second is the analysis they make of the programming sessions they have set up with their own pupils and the interest of such teaching. We make two type of studies of this documents: quantitative and qualitative.

Application of the Montessori system in teaching the foreign language to young learners

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Every year, more and more people start to adhere to the ideas of polyglotism - people reading, listening, speaking and writing in several languages. In this regard, the modern world society is faced with the task of promoting multilingual education. Here appear some questions: At what age is it better to start learning a foreign language? What kinds of systems are optimal for teaching children a foreign language? Some studies considered that early childhood is the best time to learn languages, during the first years of a child's life, the neural connection of the brain is just beginning to develop, the vocal cords are just adjusting and strengthen, which makes it easier to learn a second language. Using the right program and instruction a young learner can incorporate a foreign language like their mother tongue, available to listen and speak freely. Nevertheless, the development of the best system or program for teaching young learners foreign languages is still an open question. The current paper is looking for the effectiveness of the Montessori system in teaching a foreign language to pre-schoolers, due to the interesting activities that the Montessori method proposes, which are is an alternative way to design a program to focus in teaching foreigners languages to young learners.

The role of video in teaching and learning pronunciation: A case study plan

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Speaking fluently in a second language requires good vocabulary, grammar and pronunciation skills. Teaching of pronunciation is quite important for the development of speaking skills. In professional literature there have been a lot of attempts to integrate technology into improving the pronunciation of learners; however, few focus on using videos. The technique is also neglected in Kurdish contexts, Salahaddin University, Erbil included. Thus, the main aim of the presentation is to point out the efficiency of using video materials for both language teachers and learners within and beyond classroom learning and teaching environments to enhance students' pronunciation. To collect practical data a research project has been designed. In subsequent research, a pretest-posttest will be administered to 100 first year students at Salahaddin University, Erbil at English departments. Between the tests all students will be taught the same material using different methods, one based on video materials, while the other - based on the traditional approach to teaching pronunciation. Finally, the results of both tests will be analyzed to indicate the impact of using video in the process of teaching and learning pronunciation.

Review of e-learning: Advantages, disadvantages and perspectives of distance learning in Georgia**Lasha Tchelidze**

International Black Sea University, Georgia

Education is a field, which requires constant progress and implementation of new methods. The development of society totally depends on the level of education. The 21st century has already become the era of great technological changes. Technological advancement and internet development have become a source of new innovative products and services. Internet has been developing rapidly and has contributed to more comfortable services, such as online shopping, digital marketing, etc. With reference to education, technologies and online networks provide educational institutions with plenty of opportunities to offer new and more modern ways of teaching. One of these methods is distance learning, which has become popular all over the world. Distance e-learning is a term emerged in the 21st century and the method has already attracted the attention of many universities. The number of distance learners has been increasing notably and therefore it has become considerably profitable for higher education Institutions to run online degree programs and to deliver online lectures. Examples of different countries prove a high level of attractiveness of the method and emphasize the fact that number of distance learners is on the rise. According to this particular review, academics and lecturers have positive opinions related to implementation of e-learning. However, besides the high level of attractiveness, distance learning has disadvantages as well. Moreover, the implementation of this practice is concerned with several challenges and the perspectives may not be the same in every country. The aim of this article is to make a review of distance learning method and discuss examples of different countries, where higher education Institutions offer online degree programs. Moreover, the aim is to highlight the challenges and to analyze the perspectives of the method in Georgia based on the opinions collected from academicians from different Georgian universities.

Quality Assurance System of Higher Education and Main Challenge**Lasha Margishvili,**National Center for Educational Quality Enhancement,
Head of Higher Education Quality Assurance Office, Georgia

The session will look at the development and improvement of QA system in Georgia. It will present and analyze the aims of the educational reform in Georgia in the years of 2016-2018 and discuss changes implemented in the last two years; the session will also outline the perspectives of internationalization of the Georgian QA system, QA system of Medical education and present main current challenges faced by the higher education system in Georgia.

Impact of reflection on nurse-patient communication skills**Leila Jouybar****Bahman Pangh****Akram Sanagoo****Mohamad Ali Vakili**

Nursing Research Center, Golestan University of Medical Sciences, Iran

Reflection is carried out through deep analysis of the event or a certain clinical position. The aim of this study was to determine the impact of reflection on nurse-patient communication skills of nurses working in emergency departments. This interventional study was conducted in intervention and control groups and with a pretest-posttest design. 142 nurses working at the emergency departments of hospitals affiliated to Golestan University of Medical Sciences were enrolled in the study in 2015, and randomly divided into two groups. During eight weeks of the study, the intervention group was asked to write their clinical experiences with

regard to communication issues with their patients. Before the intervention, the communication skills of both groups were compared using a questionnaire. Data analysis was performed, using independent T-test, paired T-test, Mann-Whitney and Wilcoxon tests. Of the 142 nurses, 122 nurses had full participation. In the intervention group the median scores of verbal communication skills, non-verbal communication skills, general communication skills and communication skills based on patient safety were statistically significant ($P=0.001$), but there was no significant difference in the control group ($P>0.05$). The results showed that eight weeks of reflection by nurses was an effective intervention in dimensions of communication skills. We, therefore, suggest that reflective writing be encouraged as a vital tool for improving communication competency among emergency department nurses.

Mentoring to promote teacher leadership identities in educators

Lela Abdushelishvili

International Black Sea University, Georgia

Mentoring provides a powerful opportunity to improve students' learning outcomes through teachers learning with and from each other, making skills and experiences inter-generational. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. As a means of collegial professional learning, mentoring requires a careful planning and effective implementation, so that it becomes embedded into the culture of the school supported by design, not chance. Therefore, the presentation will focus on the issue of being a proactive and effective mentor and provide practical tips and pieces of advice for mentors to maximize their outcomes.

The challenge of "false friends of a translator" for Georgian learners of English and their learning strategies

Lela Ebralidze

Ivane Javakhishvili Tbilisi State University, Georgia

The present paper addresses the issue of "false friends of a translator," which deals with a special category of words that sound similar but have different meanings in different languages. There are several factors that can account for the problem of FFs, like the divergence of languages in their grammatical, syntactical, and lexical structures as well as cultural differences between the source and target language communities. The main reasons why "false friends" can be found in almost every pair of languages are the origin of languages, communication between nations, or borrowings from Greek and Latin. Another important factor is the existence of the so-called "true friends of a translator" – the universal or international words, which are common for almost every language and raise the expectations that other similar-sounding words should have similar meanings too. Despite their name, "false friends of a translator" can hardly mislead professional translators, who are usually well aware of them. So, the word "translator" in this term must stand for anyone trying to translate from SL to TL, particularly language learners, who are the group usually affected by FFs. Hence the "false friends" are a teacher's problem more than a translator's. This paper contains the classifications of FFs (into occasional and semantic, full and partial, into groups demonstrating semantic, structural, stylistic and pragmatic differences etc.) made by several scholars and offers the strategies for teaching them to Georgian learners of English. The mentioned strategies have been worked out based on the experiment involving 30 intermediate level (B1) English students.

Sociolinguistics- Essential Ingredient for TEFL Soup**Lia Todua**

International Black Sea University, Georgia

The paper reveals how much vital it is for TEFL teachers to consciously know or at least be aware of the fundamentals of Sociolinguistics in order to be able to apply them in their practice. Issues of Sociolinguistics essential for consideration when teaching EFL anywhere all over the world and for any possible purpose, e.g., language planning and policy, language varieties, language and culture, etc. are presented in the paper along with the rationale and explanation of their importance for the field of TEFL.

Concept of the city in Grigol Robakidze's writings**Lili Metreveli**

Ivane Javakhishvili Tbilisi State University, Georgia

Urban issues turned out to be particularly important to modernist literary discourse and, based on its ideological-esthetic principles, it created its own original model of the urban paradigm. It should be noted that fifteen-century age Georgian literature, irrespective of hard social and political challenges, was involved in the processes ongoing in the European literary world for many ages. In 20s of the twentieth century, Georgian modernism shared all conceptual and esthetic innovations of the European modernism, including its interest to the urban problems. Introduction of the spiritual-cultural values and conceptual paradigms of the European modernism in Georgian literary space is associated with the name of Grigol Robakidze. The writer was recognized as the first ideologist of Georgian modernism. In 1930, due to contradiction with the ideological principles of the soviet totalitarian government, Georgian thinker had to leave the country for Berlin, Germany and live there in political emigration. In his novel "Falestra" dedicated to the European writers, Georgian emigrant writer offers interesting interpretation of the city concept, the central one of the modernist esthetics. The novel describes opposing pair of Berlin and Tbilisi. The author demonstrates the contrasts between these cities, emphasizing geographical, historical, socioeconomic differences: on one hand, Berlin, the center of European urban civilization, desacralized topos and on the other – Tbilisi, center of Caucasus, sacral space. In the novel these two cities create opposing, western and eastern cultural models. It is notable that in interpreting the phenomenon of the city, the writer's esthetic position has influenced significantly reception of the concept of the city in Georgian modernism thinking space.

Analysis of feedback for improving the quality of students' learning in educational institutions**Logeshwari Dhavamami**

St. Joseph's College Of Engineering, India

Feedback is one of the most powerful influences on learning. This study provides an overview of feedback about curriculum by students, teachers, alumni, employer and parents in Institution at Tamil Nadu, India. Data were gathered from student evaluation form, teacher's observation on students and curriculum, employer feedback on the college and parent's feedback on curriculum. Descriptive statistics and content analysis were used to analyze data. A qualitative method was used to explore how students perceived the applicability and usefulness of their academic courses and coursework. This questionnaire is designed to make a survey of the institutional feedback. The questionnaire consists of five sections. The major sections are course feedback analysis by student, teacher's feedback, alumni survey analysis, employer feedback and feedback analysis of parents are discussed. All information from the analysis was used to design a feedback system which can be used to enhance the student's overall performance.

The truth behind the words in political interviews**Maia Alavidze**

Akaki Tsereteli State University, Georgia

Analyzing the public speeches of politicians is a very interesting and cognitive process - on the one hand, it makes it possible to predict their future actions and on the other hand, the public speeches of politicians are the most effective methods of impressing the audience. No other personal quality or ability than the ability to deliver a speech will give him/her a chance to speed up their career and achieve recognition than the ability to make an eloquent speech. There are some unwritten laws that are necessary to obey during the political interview. Namely, means of expressing politeness such as following the proper register and expressing your position correctly when the co-respondent's view is unacceptable. To answer unpleasant questions so as to preserve a positive image in the eyes of the public - is a great art. Very often politicians need to employ various communicative strategies to hide the truth and stay "cool" in public. Pragmatic analyses of political interviews reveal the categories that help us find the implicature of a text. They are: conversational principles introduced by Paul Grice, frequency of using pronouns, duration of a statement, types of questions, background signals and contagious reaction. The correct inference of implicature needs creative interpretative approach to a text, in other words it could be studied through a broad socio-cultural context. In the article I will show how to read the truth behind the words in political interviews using the above mentioned pragmatic markers.

Love and death in Erich Sigal's romance novel "Love Story"**Manana Aslanishvili**

Georgian Technical University, Georgia

The work views the concepts of love and death in Erich Sigal's romance novel "Love Story". The novel tells us a romantic story of two main characters, Oliver Barret and Jennifer Caviliery. We learn the story from Oliver, who describes his true love with Jennifer, the problems arisen with Jennifer and his father, his struggle with Jennifer's illness and at last her death. The basic themes in "Love Story" are love and death. The novel differs from other modern romance stories that are mostly about man and woman falling in love and getting married. Generally, this kind of novels has happy endings, as for "Love Story", it is a very sad novel with a tragic ending. The main characters - Jennifer and Oliver - are the spirit of true love from quite a different world. Their love, which is going to end soon, matures during the novel. Jennifer dies in the end from leukemia and leaves Oliver heartbroken and alone. Even his strong, pure and true love cannot keep her alive. Though the ending of the novel is tragic, it is not completely hopeless. Jennifer's death makes Oliver and his father closer than they have ever been. Another love story begins between father and son as they are reunited. Although "Love Story" contains all but one - the happy ending - the novel still provides a sentiment of everlasting love.

Interconnections between identity co-construction and impoliteness in family discourse**Mari Khukhunaishvili**

Ivane Javakhishvili Tbilisi State University, Georgia

The field of im/politeness research has experienced a dramatically increased interest in recent years. A number of theoretical models have been provided: the discursive/post-modern approach, the interactional approach; the social-psychological approach; the frame-based view; and the genre approach. There have been intense debates among scholars over some of the basics such as the ontological status of impoliteness/the figure of the analyst; the role of intention; analysis of the language and contexts that constitute impoliteness (what analytical framework or conceptual apparatus should we use?). Despite all these, the field is still in need of further research and refinement. Im/politeness has traditionally been related to the notion of the "face". In recent years though some scholars have turned to the identity theory and used the notion of identity in their conceptualizations of face and

im-politeness. The aim of this study is to examine interconnections between identity co-construction and impoliteness in family discourse, which is important not only because the family is a locus for identity co-construction and human socialization, but also because of the fact that the conflicts and strategies found in verbal interaction in the family environment are found in a wider society. The family is a mini-model of all relations and interactions within society and all its social groups. The analytic framework of this study combines the socio-constructivist approach to identity construction), which views identity as a discursive practice, socially constructed.

Instruments for testing reading comprehension

Maria Lalinska

Eva Stranovska

Zdenka Gadusova

Constantine the Philosopher University in Nitra, Slovakia

Requirements on the quality level of reading comprehension have constantly been increasing and currently individuals are faced with the need to work with text information in new and more complicated ways. It turns out that an increasing number of pupils and adults have problems with text comprehension both in mother tongue and foreign languages. Considering this trend, the team of researchers from Constantine the Philosopher University in Nitra (Slovakia) designed the APVV-17-0071 project *Reading Literacy in Mother Tongue and Foreign Language* and luckily enough received funding for it - to carry out the research in the field and apply its results in school practice. The presented paper deals with testing reading comprehension and, in particular, with design and development of the testing instrument for reading comprehension in mother tongue (Slovak and Hungarian) and foreign languages (English, German, French and Italian) with the aim to identify comprehension predictors. The paper is focused at the analysis of the English, French and German reading comprehension test instruments, objective and relevant testing techniques, and the criteria for their development.

Teaching speaking skills with real-life aspects in EFL classes

Mariam Kilanova

European University, Georgia

The paper deals with the issues connected to teaching speaking skills in EFL classes. Widely used teaching methods, generally, combine linguistic and intercultural aspects, but sometimes the wide variety of method options can be confusing rather than comfortable. The VaKE method differs from other teaching methods with its unique characteristic - uniting the values and the knowledge education in dilemma-based learning style (Patry, Weyringer. 2007). The VaKE approach was implemented as an innovative teaching method at European University, in intermediate EFL class. The method is mostly used in teacher training sphere but the beneficial contribution of the VaKE method can be seen in EFL classes too. Although English is widely taught at a higher educational level in countries, for which English is a Foreign, not the second, or the first language, the problem is in insufficient local environmental diversity, where the students could employ and demonstrate their English language competences. The paper is a qualitative study on the issues of improving the acquisition of speaking skills among the focus groups. Twenty intermediate students took part in the study. The data were collected through the questionnaires and non-participant observation method. The observation was conducted by the teacher and the evaluation data were being collected in written form for one semester. The aim of the study was to bring real-life aspects to the classes in order to motivate the students to improve their speaking skills in English as a foreign language. The research result showed the valuable benefits of the VaKE approach in the focus class. According to the result, the VaKE method could be implemented as an effective approach for improving speaking skills in different level EFL classes.

Examining attitudes towards of learners of Georgian as a second language**Mariam Mardaleishvili****Tinatin Sabauri**

Ilia State University, Georgia

Writing is an integral part of teaching Georgian as a second language, which has recently become a focus of interest of Georgian researchers and educators. Writing is a communicative skill, which in its turn is one of the 21st century skills. To compete in local academic and economic fields, non-native speakers of Georgian must possess good Georgian writing skills and without mastering them, it is impossible to achieve academic success. Although both teachers and students acknowledge the significance of teaching and learning writing Georgian as a second language, this area remains to be challenging and problematic. Given this background, it is important for teachers to understand writing attitudes of learners of Georgian as a second language. The present article gives a different insight into this problem, while it explores the problem from learners' perspective. The research questions of this study are as follows: What are learners' writing attitudes? What are learners' self-efficacy beliefs regarding writing? What are learners' recommendations and wishes regarding in-class writing activities? Is there any difference between the attitudes of first year and second year students? To answer these questions, focus groups shall be conducted with students at Georgian as a Second Language and Integration Programme at Ilia State University, Tbilisi, Georgia. The article shall describe the findings of the focus groups and give recommendations that can help teachers plan and organize their lessons more productively. As the article discusses teaching of writing of Georgian as a second language from students' perspective, it can contribute to research in this field and give some interesting material to teachers.

**Overcoming the challenges of feedback on EFL writing through Screencast technology: Learners' perception
(Case of Higher Education Institutions in Georgia)****Mariam Merkviladze**

Ilia State University, Georgia

Within the large and mixed-ability EFL classes teachers and educational experts face the challenge of engaging EFL learners in writing. Giving timely and constructive feedback has been reported as one of the fundamental aspects for enhancing EFL learners' writing skills. Although, there have been wide-ranging discussions over the effectiveness of diverse modes of feedback since there is increasing number of technological alternatives for providing feedback on EFL learners' writing. One of the most recent alternatives is considered to be screencast technology. A screencast is a digital video recording of a users' screen or desktop. It can capture actions taking place on a computer screen. Screencast technology enables teachers create video/audio for providing feedback by recording the computer screen and at the same time recording screencast feedback. Screencast feedback is relatively new that consequently raises the need to explore its effects. The primary objective of the current study is to explore EFL learners' awareness and perception about screencast feedback on their writing. Therefore, the current paper will contribute to effective incorporation of screencast technology for providing feedback on Higher Education EFL learners' writing skills.

Kahoot technology in the educational classroom "Games for Learning?"**Mariam Zakariashvili**

Telavi State University, Georgia

The new century brought new teaching methods with it. Therefore, it has become important to enrich the traditional academic learning environment with modern educational technologies and to provide opportunities for digital learning outside the classroom. The intensive introduction and use of innovations, digital technologies, and virtual communications in the learning

process are considered by the "digital generation" to be a key requirement for improving learning outcomes. Students will often state that they like instructors who employ active learning strategies to get students engaged with the class topic. However, sometimes, particularly in large lecture courses, it is difficult to get some students to participate in classroom activities and discussions and assess whether they truly are learning and retaining the course material. Kahoot is the perfect solution to create a fun and interactive way for all students to learn and comprehend the information. In order to determine the success of the use of Technology Kahoot in the educational process, experiments were conducted as part of the project "Games for Learning?" at Telavi State University with the students from various disciplines. The expectations were met. Game formats are always a fun way to create student excitement toward learning. Kahoot is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction.

Gloomy symbolism and mystery of Edgar Allan Poe's poetry

Marina Zoranyan

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Symbolism is an artistic and literary movement that emerged in France in the late nineteenth century. It expresses ideas through symbols and emphasizes the meaning behind the forms, lines, shapes, and colours. The literary device 'symbol' is often used by writers to add different shades of meaning to their works. The term 'symbolism' was first introduced by poet, essayist, and art critic Jean Moréas in his *"Symbolist Manifesto"* to distinguish the Symbolists from the related Decadents of literature and of art. The word symbol derives from the Greek symbolon (σύμβολον) meaning "token", it is a sign, whether visual or verbal, which stands for something else within a speech community. There are different types of symbols: universal, conventional and personal symbols. The outstanding American writer, poet and literary critic Edgar Allen Poe is one of the prominent and significant representatives of Symbolism in American literature. His works of art are full of imagination, implications, symbols, mystery and suspense. Poe's symbolism is evident in his poem *"The Raven"* which is rich in symbols reinforcing both the plot and the themes. *"The Raven"* (ibid.) belongs to the genre of Gothic literature that can be defined as writing employing dark and picturesque scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, and dread. It is a narrative poem which is marked for its musicality, rhythmic quality, stylized language and mysterious atmosphere. The symbols skillfully employed by Poe create an aura of mystery, gloominess, despair and mournfulness around the main hero and the narrator rolled into one. Poe uses symbolism in his poem to express a deeper meaning, to force the reader to see his views on life, religion, love, and death. His awesome and expressive symbols create the aura of mystery, gloomy atmosphere and hidden allusions.

The advantages of a flipped classroom in teaching academic writing at the university level

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Iliia State University, Georgia

Madona Giorgadze

Iliia State University, Georgia

The present paper assesses the effectiveness of the innovative teaching model of a flipped classroom in the Academic Writing course. Within the course, each student writes a research paper on a selected topic. The course covers a number of details young researchers should take into consideration and includes two components: acquiring academic writing techniques and conducting research on a specific topic. Within the framework of the academic writing course, the student-oriented model of a flipped classroom includes a textbook, reference lecture materials and video lessons. These resources enable students to familiarize themselves with theoretical materials independently and to devote lectures and seminars to discussing different questions and

problematic issues, developing practical writing skills in students, critical writing and analytic thinking skills through peer reviews. The final purpose of the flipped classroom model is to enable students to devote more time in seminars to productive interaction with peers, teachers and interactive tasks. This approach is based on Vygotsky's theory, which postulates that learning materials should be close to the Zone of Proximal Development. The paper looks at the observation of 200 undergraduates of one and the same faculty. 100 students took the academic writing course with traditional teaching methods, while the other hundred students took the one with the flipped classroom model. The paper compares results and assessments in specific components of the course. The group of students taking the course with the flipped classroom model received relatively higher marks in their homework tasks. This group of students also had fewer problems and difficulties while doing their homework as the teacher had devoted more seminar hours to practical work, discussion of mistakes and not on explaining theoretic material as it was the case with the other group of students taking the course with traditional methods. The comparison of final assignments has demonstrated that the students who had taken the course with flipped classroom obtained above the average standard in all ten criteria of assessment, whereas only 62 % of students who had taken the course with traditional methods demonstrated performance above minimum criteria. The findings of the conducted research have shown that teaching academic writing with a flipped classroom model is far more effective and productive both for students and lecturers than the one delivered with a traditional approach.

Persian students' experience of flipped classroom: a case study

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Mojtaba Sepandi

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Information technology has renovated the style of teaching from traditional to modern. Flipped classroom is one of the active and modern teaching and learning practices. In this paper, we aimed to show the result of applying a flipped class in a postgraduate course in Iran. This research was carried out in order to investigate the case of students in a flipped classroom in Baqiyatallah University of medical sciences in Iran. Interviews were used to collect the data in this research. The course was Research Methodology, a compulsory course for all postgraduate students regardless of their major and it was taught in Persian. The class had a number of 5 students, three males and two females. All students were from the Faculty of Health and from the same major. A face-to-face meeting in the classroom was conducted once a week for two hours, and a virtual meeting was conducted outside the class by using online Telegram application. Students had to watch video lectures outside the class, read Power Point material, post questions and respond with comments. Duration of videos varied from 45 to 60 min. In the classroom, the lecturer asked one student to present what he/she had watched and read outside the class. Subsequently, they discussed in a group, solved a contextual and real problem regarding research topics and performed other learning activities. In the final week of classes, individual interviews were conducted to collect the data. It would provide students with the occasion to describe their experience in their own words. Length of Interviews ranged from 15 to 20 min. All 8 students participated in focus group discussion. Findings from interviews showed that 100% of students always watched the video lesson before coming to the class. Students in this research stated that the flipped videos provided by the lecturer were interesting. Regarding the duration of the flipped videos, students stated that long videos were boring. Power Point presentations were also provided to support students' understanding of the subject. The report showed that students read the Power Point materials more than once a week and they had a positive view towards this material. Students' interaction on Telegram had helped them in understanding the contents by exchanging ideas. They could be prepared before coming to the class. Moreover, observations showed that students who are shy and do not have interaction with their classmates prefer to interact in the virtual space. All this showed the importance of interaction and communication in the flipped classroom. As the study showed, flipped classroom was more engaging than traditional classroom and most students had positive attitudes towards this new mode of teaching and learning. The findings of this study are in coherence with mastery learning theory which asserts that students could achieve the same level of learning when they are provided different instruction of learning. In this study, students learned based on their own preferred time outside the class, and

it showed a positive effect on students' learning improvements. Students also had more time to interact with the instructor and to obtain feedback whether personally or in group.

Integration of WhatsApp for in-service EFL/ESL teacher training: Observations for the Hong Kong context

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The Hong Kong Polytechnic University, Hong Kong

Rickey Lu

The Chinese University of Hong Kong, Hong Kong

WhatsApp is currently the most popular instant messaging platform worldwide when compared by active monthly users. Due to the ubiquitous nature of the platform, the usage of WhatsApp as a learning tool has been analyzed extensively in different educational contexts. In the fields of EFL and ESL, attempts at using WhatsApp to enhance language learning and teaching have been extensively documented, to varying degrees of success. However, the use of WhatsApp as a means for EFL/ESL teacher training has not been examined in as much detail. Potential abounds for the platform's usage in teacher training, as well as for its incorporation in other forms of adult education, including higher education, vocational schools, and professional training/development. Here, we examine the possibility of using WhatsApp for in-service ESL teacher training. We place a particular emphasis on the Hong Kong context, where English is widely studied as a second language and WhatsApp is used by a significant portion of the population. The potential impact of increased WhatsApp integration in teacher training includes increased learner-learner interaction, heightened instructor-learner interaction, and strengthened perception of enhanced competency in information and communications technology by both instructors and learners. Data analysis also points at enhanced learner knowledge retention and increased levels of learner motivation. The instantaneousness of communication and resource sharing via the platform further add to the generally positive perceptions of the technology.

The role of metaphor in forming Theresa May as a political leader

Medea Nikabadze,

Akaki Tsereteli State University, Kutaisi, Georgia

The article deals with the analysis of conceptual metaphors in the political discourse. Metaphor is important in forming a politician and it also attracts the attention of the audience. It gives the text strength and expressiveness and makes it as a strong tool to have an influence on people's consciousness. Many researchers have studied the role of stylistic devices in, but we are going to discuss the role of metaphor in forming a specific political figure- Theresa May, the Prime Minister of Great Britain. The method of statistical analysis showed us that the direction of the metaphor by which Theresa May is characterized as a political figure, can be as positive and negative. So, we divided Theresa May's metaphors in two types: positive and negative. By identifying these explicit patterns, this study highlights the importance of understanding the metaphors as a way of forming a politician.

Investigation of occupational anxiety levels of students studying public relations at associate and undergraduate Levels**Mehmet Erhan SUMMAK**

Selçuk University, Turkey

University education is one of the main determinants of one's future profession. In this process, a person may experience anxiety regarding his/her future and profession. The level of feeling anxiety affects social life and educational life negatively at certain stages and may lead to despair. The anxiety is particularly related to not finding a job after graduation and the professional competence when they find a job. The fact that unemployment among youth and university graduates is widespread in our country may cause anxiety and hopelessness levels to increase even more. Due to the above mentioned importance of the subject, a research has been conducted to examine the occupational anxiety levels of students who are studying public relations at associate and undergraduate levels according to some variables. This research was carried out with descriptive relational screening method. In this method, the survey technique was used as a means of obtaining primary data. The surveys were conducted face to face by interviewers. The population of the research is composed of the students studying public relations at associate and undergraduate levels in the academic year of 2018-2019 at Selçuk University. Due to the constraint of time and cost, convenience sampling method, one of the random sampling methods, was used and 300 samples were selected. SPSS 21 statistical package program was used to analyze the data. The frequency distribution and demographic characteristics of the respondents were examined, and reliability tests and regression analysis were conducted.

The effect of education based on learning style on students' metacognitive skills**Melih Dikmen**

Firat University, Turkey,

Murat Tuncer

Firat University, Turkey,

The aim of this study was to examine the effect of structured education according to learning styles on students' metacognitive skills. In the research, pre-test and post-test control group model was used from quasi-experimental research methods. The experimental and control groups were formed through unbiased assignment from the students studying Turkish at Science Teaching Department in the fall semester of Firat University Faculty of Education in 2018-2019. 55 students from the Department of Turkish Teaching and 54 students from Science Teaching were included in the study. In the experimental group, 12-week instruction was conducted in the structured learning environments according to the Grasha-Reichmann Learning Style, while in the control group the learning activities were carried out in the usual flow. In order to determine the students' perceptions about metacognitive thinking skills, the scale developed by Tuncer and Kaysi was used. The learning styles scale developed by Grasha and Reichmann was used to determine the dominant learning styles of the students. Before starting the experiment, pre-metacognitive thinking skills of the students in the experimental and control groups were measured. At the end of the experiment, the students' last-metacognitive thinking skills were measured and the process was completed. When the findings of the study were examined, it was determined that there was no significant difference in the pre-test scores of the students in the experimental and control groups for the metacognitive thinking skills scale. When the post-test of metacognitive thinking skills scale was examined, a significant difference was determined between experimental and control groups. When the mean scores of the scale were examined, it was determined that the significant difference was in favor of the students in the experimental group. As a result, it can be said that the education according to the dominant learning style enhances the metacognitive thinking skills of the students.

Development of a framework for assessing collaboration in note-taking**Mik Fanguy**

Korea Advanced Institute of Science and Technology, South Korea

Advances in cloud computing have enabled learners to create collaborative notes online. Such collaboration enables greater opportunities for discussion and scaffolding and may be helpful to students who struggle to understand course material, particularly in EFL contexts. However, as few studies have examined online collaborative note-taking as a learning strategy, there is a lack of consensus on the characteristics of effective collaboration in note-taking. Therefore, a framework is proposed to assess and visualize the level of collaboration students are engaging in during note-taking. The framework is used to assess and score the following the following aspects of collaboration: evenness of participation, turn-taking, editing the writing of others, comments, and volume. These scores are combined to create an overall collaboration index for a set of notes. Assessment and scoring of each component variable in the framework will be described, and sample assessments and visualizations of student notes will be given.

Language of social media: An investigation of changes that soft media have imposed on language use**Milana Abbasova Yunis**

Khazar University, Azerbaijan

In modern period social media have tremendously affected the English language with the usage of immense amount of neologisms, abbreviations, acronyms, numeronyms, logograms and emoticons. Social media are making their presence felt as old words get new meanings, shortenings pass from written language to oral, causing ambiguity. The current study uses qualitative methodology to explore the changes which are imposed by soft media. The results and findings of the research work implemented at Khazar University among 60 respondents from different fields of study, age and gender, reveal that even though shortenings have a long history, nowadays, due to social media, the usage of the shortenings has rapidly increased and brought a new style of spelling into the English language.

The homeland image in the Palestinian diasporas literature**Mohammad Dawabsheh**

Arab American University, Palestine

The experience of the contemporary Palestinian diasporas is one of the most widespread and complex diaspora experiences. It represents a central issue in the Arab-Israeli conflict, which justifies its presence in many studies, most of which went to research on the statistical side, as well as their implications for the Palestinian community structure from multiple perspectives, including political, social and cultural ones. The literature of the diasporas distinguishes its inability to build a relationship with the emergency places. It is always in a state of nostalgia for the roots, "to the homeland" Mahmoud Darwish felt the characteristics of exile. We read in his poems a rebound towards the values of the homeland, with its material and moral components, A Message from Exile "and in other poems where the writer seeks To find a place where he does not feel alienated. Mostly to the search for a place that does not feel alienated, and no wonder that Darwish wonders about the limits of exile when he says: " Where do we go after the last border?" The research will focus on the picture drawn by Palestinian writers in the diasporas of Palestine, the internal and external image of the homeland. The researcher used the analytical descriptive approach because it is the closest approach to study the subject.

Examination of primary school and branch teachers' attitudes towards mainstream students; by gender and age sub-dimension**Muammer BAHSI**

Firat University, Turkey

Atakan KOSE

Firat University, Turkey

Mainstreaming is a private education applications system based on giving the opportunity to those who need special assistance for their education and maintain education together with their peers with normal development at formal and private preschools, elementary and secondary schools and informal education institutions with supportive educational services. The success of mainstreaming application depends on the co-operation of the stakeholders - parents, teachers, school administrators, students with normal development - and their parents. In other words, mainstreaming is team work. An important factor that will increase success in mainstreaming education is the teachers' attitude. Teacher's attitude has an important impact on the development of mainstream students. Giving results regarding the context of research purpose and sub-objectives, it is stated that the inclusion students disrupt the classroom order and have to be in a special class instead of a normal class. Male teachers were more involved in the idea that inclusion students are not required in classrooms. Attitude towards inclusion education were found to be negative by teachers aged 51 years or older. This research is a descriptive study, based on screening models. The research was applied to 258 teachers working in 36 primary school and secondary school in the province of Elazığ. In the research analysis, SPSS 22 package program was used for analysis of results.

E-twinning in Turkish education system**Muammer BAHSI**

Firat University, Turkey

Pakize ACAR

Firat University, Turkey

Education is a long-term investment tool. A good education should adapt to the present and meet the requirements of the period. The 21st century digital skills make it necessary to use technology in every aspect of life. In a world where every day the forefront of technological developments and these developments in Turkey are reflected in the education system, it affects the learning and teaching process, will inevitably lead to the integration of educational technology. The process of integration of technology has been initiated with various innovative steps in order to gain the skills of the future, especially the developments in Europe and to rebuild the future. Scientix - STEM Alliance in science and mathematics; innovative classes that keep up with development; future classroom laboratories and many other projects such as eTwinning, which are the most important pillar of virtual online interaction, have been tried to create areas focused on innovation and development. The aim of this study is to introduce innovative educational approaches used in Turkey and European countries in particular to explain the importance and functions of the e-twinning action. The e-twinning allows communicating, collaborating, developing and sharing projects; and it provides a platform for staff (teachers, principals, librarians etc.) in participating schools in European countries. The e-Twinning platform has been tightly integrated into the Lifelong Learning Program since 2007 and has been a part of the European Union's education, training, youth and sports program Erasmus+ since 2014. In Turkey, with thousands of people participated to eTwinning in a few months, was started to preparing communicate and projects. According to May 2018 statistics; In our country, more than 129,000 users from more than 52,000 schools are registered in the portal and participated in more than 23,000 projects. Considering these results, the eTwinning platform in our country is a platform worthy of examination and research.

“The Bride” by Bapsi Sidhwa: A feminine narrative challenging the masculinities of nature and culture**Muhammad Jawad**

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Bapsi Sidhwa occupies an important place in post-colonial fiction. She stands next only to Ahmed Ali and Zulfikar Ghose. Pakistani fiction in English has been somewhat dreary. The milieu at home and the problem of language compel many creative writers in Pakistan to write in the language of the majority - Urdu. Bapsi Sidhwa, for whom English is a vernacular, writes for the Western World as the audience in English is larger. It was Bapsi Sidhwa who drew attention of the world to the quandary of Parsee community in the subcontinent, though Perin Bharucha in 'The fire worshippers' and B.K.Karanjia in more of an Indian handled issues related to Parsee life much before she died. Thus Bapsi Sidhwa occupies a significant place. This article explores the novel "The Bride" by taking male exploitation of women and nature alike as a point of departure. Relying on the eco-feminist notion that women are just other forms of life which can be used and abused by men at their will, the article takes a step further by suggesting that nature can also become a masculine force in binding and limiting the feminine spirit. First the so-called cultural surroundings of Lahore showcase the dummy life of women and then the natural terrains of Kohistan are shown facilitating the imprisonment of a free girl. Men, nature and culture become common oppressors of womanhood in the novel. In words of Robert Ross, this novel specifically deals with the scenarios of patriarchy and the masculine traditions controlling male-female relationships. *The Bride* is a post-partition novel by a renowned Pakistani writer Bapsi Sidhwa, which presents a narrative that primarily depicts the struggle of a girl, named Zaitoon, for her survival. There are other narrative strands in the novel, but the primary thread is the heroic struggle of Zaitoon, a child of partition, who has lost her parents and is brought up in Lahore: a hub of culture and civilization. She is later forced to marry a tribal man, and live with him in his tribe which resides amidst chilly mountains. She faces the brutality of her husband and manages to flee, but only to be left wounded by the unbending mountains and gruesome forests. There are parallel stories of other women who are suffering in the hands of men whether they live in cities or tribes.

The adaptation into Turkish of scale related to students' motivation towards science learning and its evaluation in terms of some psychometric features**Murat TUNCER**

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Motivation, having a strong effect on human behaviors, has made it one of the crucial variables in learning - teaching processes. Acting in this sense, the scale of motivation towards science learning developed by Tuan, Chin & Shieh (2015), has been translated into the Turkish language. The participants of this study involved 258 pre-service students studying at the faculty of education in Inonu University. Firstly, exploratory and confirmatory factor analyses were processed for data collecting tool. Secondly, this process was continued by scale's sub-dimensions' assessment through the step-wise method and multiple regression analysis successively. Finally, in order to determine the data collecting tool's percentage of classification achievement, discriminant analysis was applied. After all possible presuppositions for each analysis were evaluated, and then the decision in application of affiliated true analyses was put into practice. In this respect, skewness, kurtosis, multi-collinearity, Wilks Lambda, canonical, correlation and Chi-Square analyses were computed. As a result of application of exploratory and confirmatory analyses, scale was tailored into the form of six factors and thirty items. In regard to multiple regressions, six models were managed to produce. Of all regression models, predicting the model observed in the most ratio was sub dimension LES (Learning Environment Simulation), and it can be addressed that this sub dimension has explained 62 % percentage of the total variances. In this study, pre-service students were also inquired based on motivational variable whether they could be classified or not in terms of their departments. In this aspect, discriminant analysis was used. Discriminant's general classification achievement was accomplished as 27.5 %. When they were

considered regarding to the departments that they were studying, the highest classification percentage was obtained from music teacher education (44%), then science teacher education (38.8 %) and mathematics teacher education successively (37.5). When they were regarded on basis of their foreign language learning programs, they were classified properly in sequences as such; Turkish language teacher education (5.4 %), English language teacher education (16.7%) and French language teacher education (26.2 %). Finally, Motivation towards Science Learning Scale was adapted into Turkish successfully. Teacher candidates would be able to be classified in 27.5 % properly by means of application of this adapted scale.

Violence representation in “And the Mountains Echoed” by Khaled Hosseini

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This paper explores the topic of violence as it is represented in Khaled Hosseini's *And the Mountains Echoed* (2013). My aim is to look at the possibilities of translating violence into fictional context. I will accordingly analyze the novel in order to see how nonfiction/reality of violence is represented in a narrative form. For this I will apply Johan Galtung's theory on violence triangle. These include incipient forms of violence defined by Galtung as invisible violence; structural and cultural violence will be revealed by certain consequences, leading to the existence of the visible violence, the so-called direct violence that can be prevented by stopping or treating violence as it is in its early stages.

How self-actualized teachers enhance students' learning responsibilities by creating student-centered classroom environment (Georgian Case)

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In this era of challenges, of constant competition in every field of humans' life, people have become more motivated to acquire all the needed skills to meet and satisfy the 21st century demands. The process of adaptation to the new challenges, learning all the skills for winning the competition comprises all those principles which are based on the process of humans' self-actualization. The main concern of the human beings became to be well-aware of their talents and abilities and to maintain their potential application for successful realization. Education as the important aspect of the humans' development plays an indispensable role in not only educating, but also motivating humans to be self-actualized and self-realized. Motivated and self-actualized teachers and instructors make their learners find their role in their learning, accept their responsibilities and the desire to be empowered and self-actualized. On the basis of human nature of the learners, they are confident only then when they know why the teachers want them to be active, collaborative, responsible and why they make students understand the benefits those skills can give. Motivated teachers motivate students, make them see and feel their role and responsibilities in their learning and make participation in the classroom life collaborative.

Independent Learning through Play and Questionology (ILTPQ)

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The most important basis for leading students to independent learning is creating a passion for learning and providing happy and enjoyable circumstances. At all educational levels today, games are applied and they are not limited to any age group. Deploying the serious games in different fields of sciences represents the importance of the game-based on learning environment. Questioning has a key role in most educational approaches such as the cognitive approach (including Montessori's method, Waldorf, etc.), the developmental approach (such as Jean Piaget's ideas, the High Scope) and the Humanistic approach (including Maslow's view, the pattern of Reggio Emilia approach, the active family pattern, etc.). The development and progress of all sciences has begun and continued with powerful questions. Young children ask about 400 questions a day to their parents, educators and caregivers. But in many cases, this questioning is getting weak and in some cases stops. Our role as educators as well as parents is really important in reinforcement or extinction of questioning. This article considers the role of two variables, playing games and questionology in independent learning. Questionology in all sciences can be used as a powerful tool. In learning, this tool can help students develop their critical thinking skills. This skill is considered as one of the 21st century skills required by UNESCO. Through questioning, students can get help to look at a phenomenon from different angles. These tools develop divergent thinking. Strengthening divergent thinking will develop the creative problem-solving skills, communication skills, and many skills that require systems thinking.

According to our experience with elementary students, questioning skill was a very effective tool and had amazing results. Our exercises were very enjoyable with the question's storming because we held these activities in the form of a game and this exercise led them to independent learning. Children have learned that in order to acquire knowledge and skills, the first step should be the question, and the better questions they get, the better ways they find to get the answer. Reza Momtaz in the books "The magic of question" and "Questionology" introduced a unique method of questioning in Iran and helped plan a question-based curriculum. The authors' 30 years of experience in Learning Through Play (LTP) helped to create a new method named Independent Learning through Play and Questionology (ILTPQ).

Patriarchal hegemony and women's inferiority in Iraqi proverbial discourse: A feminist critical perspective

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This research examines critically the stereotypical representations of woman and woman's position in the discourse of Iraqi folk proverbs from a feminist stylistics perspective. Sara Mills' (2008) theoretical framework is adopted to analyze a sample of Iraqi proverbs drawn from written and oral sources. The analysis reveals that the sub-categories of woman in general and wife in particular are the most frequently targeted in Iraqi proverbs. Personal attributes are the most salient properties associated with Iraqi women compared to physical attributes. Women are generally represented negatively in the Iraqi proverbial discourse where proverbs are generally manipulated to disparage and denigrate women. The traditional ideals of hegemonic masculinity, patriarchal ideology and gender inequality are encoded in the discourse of these proverbs. That is, the institutionalization of male domination and the secondary position of women are grounded in the structure of Iraqi society. Finally, a number of conclusions and practical implications are presented.

Teaching English through L1 (Georgian)**Natia Zviadadze**

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Elene Berekashvili

Akaki Tsereteli State University, Georgia

Tea Liklikadze

Akaki Tsereteli State University, Georgia

The paper describes a case study conducted at Akaki Tsereteli State University aiming at identifying English language teaching areas in the context of First Language (Georgian) interference. This small-scale study using qualitative and quantitative research instruments focuses on exploring English noun modifiers (both in pre-posed and post-posed positions) such as describers, modifiers, classifiers, partitives etc., comparing them with the corresponding Georgian equivalents or in some cases, finding out the absence of similar formal expressions. The study is interdisciplinary as it involves linguistic analysis as well as certain methodological theories to formulate teaching recommendations for mono-lingual classes on the basis of the studied material. Although limited in scope the study provides rich linguistic data for analysis and allows us to suggest that discussing the issue from methodological angle is beneficial in today's English teaching world with so much emphasis on multi-lingual classes, with a wide range of textbooks designed for multi-lingual consumption and with so little consideration of mother tongue interference consequences.

Influence of digital media and the internet on EFL education**Natia Vasadze**

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The presented paper aims to identify the influence of digital media and internet in learning English as a second language by young and adult students. The twenty-first century is an era, where current education is ultimately based on digital media and internet. Currently, these two aspects are closely linked with the daily life of people. Nowadays, human beings have adopted computer skills so that they cannot imagine life without using them. Moreover, these skills are well integrated not only in everyday life but in learning and mastering foreign languages. Therefore, this paper explores the impact of digital media and internet in EFL education.

Engaging English students through multimodal learning environment**Nato Pachuashvili**

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With the rapid movement to more computer-based teaching, traditional printed materials have been converted into more multimodal, interactive, technology mediated e-learning. Information is now shared through diverse media, such as online social and work-related networks, and in diverse social settings that "extend well beyond the traditional classroom" (Flewitt 2011, p. 1). The advent of digital technology has not only changed the ways people communicate, but it led linguistics to an appraisal of other modes of making meaning, including face-to-face interaction and printed texts. Educationalists have started to incorporate images on the pages more than they used to appear. Images and other meaning making modes, such as sound, graphics, gestures etc. have begun to play an important role. If writing used to be seen as the primary information carrier and images as secondary, now, visuals and other modes described above are increasingly prominent as carriers of meaning. The study of multimodality offers a

fundamentally different perspective on communication in that it does not assume that language is the starting point, but it takes into account many different communicative modes that people use to interact and considers how these modes work together to create meanings. These modes have found their way into learning resources with a significant impact on classroom habitus as students increasingly engage in multimodal design. The aim of the project therefore is to explore the relationship of the designs of students' class assignments and their potentials for learning. In particular, the project concerns to explore how the different modes such as images, writing, typefaces, layout, and other semiotic resources of the power point slides created as part of the students' class assignment, can make meaning and thus create potentials for learning. It will also assess whether selecting certain semiotic modes have been successful in creating and communicating meaning, what the students can gain while working on multimodal text creation and what might be lost. The study will further question whether working on multimodal text creation can enhance their collaboration and their capacity to gather knowledge and share with others. The participants in this project are year 1 and year 2 university students who made Power Point slides as part of their assignment in the classroom. My interest as a lecturer is to explore pedagogies that work with students' diverse representational resources and how the classroom can become a space founded on multiple modes of representation.

The role of education during different periods of world history

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Education today is a very important issue. First of all, if we start and look at the developed countries, we see that educated people are creative. They are creating a lot of techniques and modern buildings, also pieces of art and different things, so we can think that education and knowledge which we got in the past is not useless and we can use it like a base and then create our own new knowledge on that base. The question what role education plays in the modern period first of all should be answered by looking back at our past. The past where education started and where is its roots, of course, is Mesopotamia and the area of the Nile, but we also should not forget Athens that fathered scientific education and gathered knowledge that contributed to the improvement in the world. Then we can move to the Renaissance period and we can say some words about the Middle Ages and in conclusion it will be interesting to analyze the modern era education such as one of the main periods in people's life which has played a great role in the development of society and the ways how people are using their knowledge during their professional activities.

On the accuracy of introduction and translation of modern concepts in the Georgian political discourse - a case of sustainable development

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Internationalization is probably one of the most frequently encountered concepts in the modern political, economic, education, healthcare and many other discourses. The concept highlights tighter link between the states, which has resulted in the intensification of policy and various initiative borrowing and lending. Accordingly, through the movement of policy, many terms and concepts are adopted/adapted from one context into another, and sustainable development is one of the many terms which can be found in discourses in completely different contexts. The paper looks at the specificity of the policy borrowing and lending and how new concepts are introduced and translated into new contexts, especially, in the field of education.

The role of cinematography in pedagogy -teaching through films**Nino Chitishvili**

Ivane Javakhishvili Tbilisi State University, Georgia

The aim of the following work is to show those effective peculiarities, which can be gained by including films in educational processes. We watch films daily, go to the cinema once a week, discuss films with our friends, but not many people know how much importance we can give to films in terms of pedagogy. Each film, like books, teaches us something new, but in the modern world, where the future belongs to cinematography, it is timely to give films a corresponding application in different lesson plans. Cinematography has a huge power with its visual side, literal load, showing the climax of events and with its capacity to govern and change the auditory, their viewpoints, teach and breed them according to its will. That is the reason why it has got its respectable place in pedagogy, as one of the means in the eclectic and difficult process of growing up. In the article you will meet the discussion of the advantages which can be followed by including films in the teaching process at various lessons. On a closer inspection, the article discusses intercultural learning, feelings of emphasis, destroying stereotypes, learning new languages. The work also provides us with corresponding titles of films, which serve all the purposes mentioned above. As well as this, the article is also a guide for those teachers, who plan to use films at their future lessons. The work also provides various activities which should be fulfilled before or after watching a movie at the lesson. Finally, the fastest way of acquiring new languages is to watch more films. An authentic environment, visual sides, listening and role-playing, all these skills are joined in one film and it also requires to use the upper levels of critical thinking, which makes a student speak the language, discuss and master the authentic language, different dialects, which are used in everyday conversations. This is the feature that highlights the power of cinematography, the power of speaking the authentic language, not only the language items which are given in books and are sometimes completely separated from reality.

Concept of "war" in modern English**Nino Gharibashvili**

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The concept of "war" has had a great socio-political actuality up to recent times. There are many fields, such as linguistics, philosophy, sociology, psychology, history and politics, dealing with the problems of analyzing and representing the concept of "war". Despite the fact that cognitive linguistics is rich in theoretical and practical works exploring different avenues in the analysis of the sphere of knowledge representation, this direction is still marked by some incompleteness. From our point of view, some incompleteness associated with the problem of knowledge representation stems from the synergism of cognitive linguistics. Linguists dealing with the problem of knowledge representation have to find answers to the questions in different scientific fields. The article aims at constructing the frame of "war" by means of identifying frame elements and constructing nominative fields. The article can be considered to be the attempt to find clear answers within the premises of one particular scientific field. The process of defining the above-mentioned problems implies the process of identifying and analyzing culturally marked mental constructs. The connection between the individual and the world is manifested in the frames existing in the consciousness of the human mind. The frame combines sensory and rational aspects; it displays dynamics and statics of a particular object or phenomenon.

Utilizing interactive digital books for academic vocabulary enrichment in English as a foreign language classes**Nino Avaliani**

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Irma Mesiridze

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Maia Chkotua

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Nowadays, due to the needs of the new generation, language specialists seek for modern teaching methods, which are mainly linked to technology application. Youth is addicted to technology, video games, and mainly to such devices which are being carried by them on a daily basis. However, there are always two sides of the coin and the good side entails using the addiction to certain technological tools for teaching and learning purposes. At the present time, smartphone is considered to be the most addictive, available, easy to carry and necessary device, which is mainly used for entertainment purposes, to be more precise for playing games. Although, not all of the games are about entertainment, due to the lack of reading books among youth, game developers try to create deductive games that will teach and develop language by introducing modern and academic vocabulary. And that is exactly when the new concept, namely, gamified fiction, is faced. In the present article, two vernacular mobile games are introduced, namely "Choices" and "Chapters", which the researchers utilize as a foreign language vocabulary enhancer within a group of 30 university students. Small scale research findings are presented in the given article to highlight the benefits of utilizing technology in terms of increasing students' motivation and enriching academic vocabulary in English as a foreign language classes.

Problems and strategies in professional English-Georgian translations of informational texts**Nino Nijaradze**

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Ketevan Dogonadze

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Translation is no longer defined as mere transfer of the words and phrases of one language into equivalent words and phrases of another language. Rather, it is viewed as a process of creating a 'communicative equivalent' of the original text aiming at the equivalent effect on the reader, which is a challenge universal for all translators. In addition, characteristics of source and target languages determine what particular aspects of the source text cause special difficulties in the process of translation and consequently, require the use of specific translation strategies. This study attempts to identify strategies used in English to Georgian translations of informational media texts, and analyzes them in terms of their types, frequency and effectiveness. It builds on prior research analyzing Georgian students' use of communication and translation strategies in written translation to compensate for their lack of mastery of lexical and grammatical transformations required for producing an adequate target text. Comparing the findings of these studies allows to draw certain conclusions concerning the effects of translator expertise on the use of strategies.

Researches in mobile learning field: A content analysis

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There are differences in almost every area of human life in the context of rapid progress of technology and changing human needs. It can be said that this difference and change triggered a mobile age. The differentiation of the dimensions and functions of the mobile devices used has replaced the fixed and stationary understanding of mobility and communication concepts. The change in human needs has been affected in the educational environment. Numerous researches have been conducted for the use of new technologies and changing concepts in educational environments. The concept of mobile learning in the world as well as in Turkey is one of the popular research area. The increasing number of researches in the field of mobile learning made it necessary to carry out studies investigating these studies. The aim of this study is to investigate the tendencies and trends of the researches in the field of mobile learning. This study examined articles in the field of mobile learning and the theses written in same fields in Turkey. This study is focused on determining what points of researches main themes, presenting the current situation from a wide perspective and guiding the researcher. Content analysis method was used in this study which included articles, master's theses and PhD theses. The researches analysed in the paper were reached using the online thesis web page of The Council of Higher Education of the Republic of Turkey and articles indexed in Web of Science and TR-INDEX. 47 theses and 186 articles were examined in terms of their contents, forms, methodologies and results. The data collected based on the determined criteria from those researches are analyzed as percentage and frequency. With the data obtained, suggestions have been developed for researchers who want to work in the field of mobile learning and these suggestions are presented.

The impact of flipped classroom model on Information Technologies course through attitude and achievement

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A face-to-face education is conducted in the classroom with traditional teaching methods. Traditional teaching, as is known to all, limits the attendance of students to the classes using classical methods such as expression and question-answer, in crowded classrooms due to time and place limitations. The study was structured as a quantitative research. The literature review results of the flipped classroom model for the Information Technologies and Software lessons were analyzed and an experimental research model was used to collect quantitative research data in the study to investigate the benefits of this strategy in a holistic and in-depth manner. The participants of this investigation involved 48 secondary school students in Turkey: experimental group (N: 22) and control group (N: 26). In the experimental group, activities such as video, presentation, game, animation, simulation, podcast, concept maps, graphics and schematics, etc. were applied out of class. In the control group, the course was taught with traditional teaching methods. "Attitude scale towards computer lesson" and semi-structured interview technique were used as data collecting tool. The attitude scale for the informatics courses was analyzed in terms of gender, age, family education grade, opinions about the course and attitudes about the computer. Attitude scale and achievement test analysis results indicated that "there was a noticeable difference between the achievement of the students in the experimental group who received the education of information technology and software lesson with the flipped classroom model and the students who took the course through traditional teaching methods." As a result of the research, it has been determined that the flipped classroom model enhances student-centered learning in Information Technologies and Software courses, enriches the training environment, but is time consuming and lacks technical tools. It has been determined that the inverted classroom model in Information Technologies and Software lessons is a more effective method of increasing student achievement than the traditional teaching method. It was

determined that the flipped classroom model in Information Technologies and Software lessons is a more effective method of increasing student achievement than the traditional teaching method.

Indiscipline, guidance, and counseling programmes among tertiary institutions in Lagos State, Nigeria

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The purpose of the study was to compare the incidence of indiscipline and guidance and counseling programmes among Federal and State-owned tertiary institutions in Lagos State, Southwest, Nigeria. This study was borne out of persistent students' revolt and unrest in Nigerian tertiary institutions with its concomitant breakdown of law and order, disruption of academic activities, closure of institutions and the disruption of lives and property among others. A sample of 300 students, 270 staff (including academic and non-academic, heads of disciplinary committees, deans of student affairs and counselors) from 6 federal and state-owned tertiary institutions were selected through stratified random sampling. Three structured questionnaires with reliability coefficients that range from 0.78 to 0.91 were used to collect data for the study. The data was tested at 0.05 level of significance and analyzed using descriptive, paired samples statistics and regression analysis. Findings from the four hypotheses generated for the study revealed that student indiscipline occur more in state colleges of education and polytechnics than in their federal counterparts. It was also higher in federal universities than the state. The study also revealed a significant difference in the causes of indiscipline and assessment of guidance and counseling programmes in state and federal universities and no significant difference in state and federal colleges and polytechnics. It was recommended that guidance and counseling department in tertiary institutions should create a well-structured program that will enable it to address issues of indiscipline among students and that counselors should use small-group counseling approach and student-focused interventions.

The effect of measurement and evaluation course based on DALE'S cone of experience on teacher-candidates' academic achievement: Pilot application

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In this paper, a pilot study was conducted to investigate the effect of assessment and evaluation course based on Dale's cone of experience on the academic achievement of the students. The aim of this study was to determine whether an external variable was affected by the experimental treatment. A total number of 63 students, including one experimental and one control group, were employed in the study in which the selecting of the groups were applied according to the cluster analysis. In experimental studies, the equivalence of experimental and control groups is an important requirement. However, as the external variable effect was investigated in this study, the technique of known group was used. The students in the work group achievement scores were used in the assignment of the experimental and control groups. According to the cluster analysis, the characteristics of the students who were grouped as successful and unsuccessful were analyzed before and after the experimental study. According to the research hypotheses, if the external variable or variables do not have a significant effect on the experimental study, the success difference between the groups will not be deteriorated. For this purpose, the data collection tool of the study was evaluated in terms of validity and reliability, and this tool was used for pre-test and post-test. At the end of the study, it unveiled that the pre-test and post-test scores of the experimental and control groups differed significantly in favor of the experimental group (the group of successful students). Accordingly, the experimental study does not affect any external variable in the research process to a significant extent. In the result of this pilot application, it was observed that the original experimental study could be performed.

It is recommended that the technique of the known group should be applied as a pilot study prior to experimental studies. Otherwise, the effect of an external variable (interest, attitude, self-efficacy perception etc.) on the experimental study can be evaluated as a result of the instruction carried out. Like these incorrect operations can be considered as planning errors. The research planning process failure causes incorrect findings and is assessed as an incorrect data in terms of studies such as meta-analysis.

Is it OK to upload pupils' pictures on Facebook? How do students and teachers perceive limitations in the use of social networks with pupils?

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Gordon Academic College of Education, Israel

The purpose of this study was to explore the knowledge and attitudes of pre-service teachers and teachers in practice towards Facebook connections with pupils. In particular, the study focused on the question of photographs, to what extent teachers are allowed to upload pictures of activities in which they participated, and which were attended by students, such as field trips, ceremonies, and workshops. A pilot study involved 43 participants, 28 pre-service teachers, and 15 senior teachers. The participants completed A Google questionnaire that included background question, knowledge questions Such as from what age it is allowed to open an account on Facebook. What is the instruction of the Ministry of Education's regarding Facebook friendship between pupils and teachers? Finely a cluster of attitude question, such as Is Facebook friendship undermines authority or generates caring? Summarizing the results demonstrated a great deal of confusion despite the explicit instructions of the Ministry of Education, no one was confident about their answers. The authorities did many actions to assimilate the code of behavior into the education system; teachers should not get friends with pupils on Facebook unless it is a separate page dedicated to learning. The lack of clarity in teachers perception resulted in several approaches, for example, regarding photograph issues, the first is – everything is forbidden: taking pictures, uploading these in school internet site or out of school. The second was reliance on the guardians; everything is permissible if parents gave a prior agreement. Some of the participants admitted they simply do not know. It seems that The general picture is chaotic. No significant difference was found between Pre-service and the senior teachers' results. Digital media are creating complex cases.

The role of comprehensible output in enhancing critical reading skills and vocabulary development

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The comprehensible output hypothesis (COH) presented by Swain (1985) highlights the importance of noticing a gap in one's linguistic repertoire in order to be able to reflect on points of weakness in competence and, hence, be able to acquire new language forms that will later be tested through actual use. Such important SLA theories have rarely been put to test in the language classroom. Some critical researchers like Krashen even attacked the output hypothesis claiming that asking the students to perform at a level that exceeds their currently available resources might be counterproductive and lead to raising the affective filter, thus hampering acquisition in the long run. This research study puts the COH to test in the context of reading comprehension where learners were asked to react to the content of reading texts by commenting, giving opinions and adopting viewpoints. Students were asked to prepare their response and present it to the classroom in a 1-2 minute turn. Then they were expected to answer questions directed to them by the teacher and other classmates. Results show that being involved in such intensive attempts at providing comprehensible output, students developed their vocabulary maintenance strategies as well as other important skills such as paraphrase, scaffolding, critical thinking and reflection. A follow up questionnaire showed that

students would not have been able to develop all these skills had their role been limited to comprehending the passage and answering a set of questions afterwards as is usually the case in traditional reading classes and tests.

The impact of STEM applications on the scientific process skills of 4th Grade Students

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Tugce KAVAK

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In the world of science that is progressing each day, producing their own information instead of receiving directly information from individuals is essential. Considering that it is a process of obtaining information, the use of scientific process skills is inevitable when acquiring knowledge. Scientific process skills are basic skills that make individuals active, develop the sense of responsibility for students' own learning, facilitate learning and increase persistence, and gain research methods. Scientific process skills used by scientists in their work are skills such as observing, classifying, hypothesising, conducting experiments, measuring and making inferences. In this study, the effects of STEM applications on the 4th grade students' scientific process skills were investigated. The study was conducted in the first period of 2017-2018 academic year and continued for a total of 10 weeks. The study group consisted of total 42: 21 in the experimental groups ($n = 21$) and 21 in the control group ($n = 21$). They were primary school (4th grade) students in Elazığ province. A pre-test and post-test were held. The study is quasi-experimental design. While STEM applications were carried out with the students in the experimental group, with the students in the control group the current teaching program was implemented without STEM applications. In this study, a scientific process evaluation test consisting of 40 questions, which was developed by Smith & Welliver and produced by Başdağ (2006), was used. The data collection tool was applied to both groups before and after the applications. The pre-test and post-test data of the control and experimental groups were compared by using the T-test. As a result of the practices performed, it was seen that there is a significant increase in the scientific process evaluation test scores of the 4th grade students in favor of the experimental group, $t(40)=2.547$ $p<.05$. The results of the study showed that STEM applications contributed to the students' scientific process skills.

Developing critical thinking skills

Rusudan Gotsiridze

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The article deals with the questions concerning the development and application of critical thinking skills in the process of teaching. Critical thinking is a natural way to interact with ideas and information. Students should learn to consider new information from different points of view, to make conclusions regarding its value and accuracy. Using "Critical Thinking" technology at the lessons of foreign languages, provides students' cognitive activity and self-improvement. Critical thinking involves reflection and the analysis of ideas. Good critical thinkers are able to break a broad idea into many parts and examine each part, question biases and come to a reasonable conclusion. Due to critical thinking students can become better decision-makers, and with practice, master the ability to save time to make those decisions.

Changes in the English language national tests**Rusudan Tkemaladze**

National Assessment and Examinations Center

The Unified National Exams are high-stakes exams which have been referred to as one of the most successful reform initiatives in the Georgian system of education. Since 2005 when the administration of the test started, its format has gone through essential modification and refinement. This session focuses on the latest format of the English language National test and the changes made to it for the year of 2019. Participants will be involved in the discussion and will have the opportunity to analyse one of the past exam papers demonstrating the importance of grammar in writing an essay.

The impact of computer-assisted language learning on retention of grammatical collocations: A case of intermediate EFL learners**Sahar Shirali**

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This study aimed at finding out if computer-assisted language learning (CALL) could have a positive impact on the retention of grammatical collocations by the Iranian intermediate EFL learners. A group of 30 learners aged between 10 to 15 at Bahar English institute in Shiraz participated in the study. They were selected based on availability sampling. At first, all the learners' grammatical performance was tested by the standardized intermediate grammar test which is accredited by British Council, having 25 multiple choice items, and with the pass rate of 75 out of 100. The participants were divided into two groups; one group enjoyed learning grammatical collocations through computational applications after receiving in-class instructions, and another group was the control one by receiving just in-class grammar lessons. The first group enjoyed a period of 6 weeks receiving computer-assisted grammatical instructions and exercises. After that, both groups' performance was checked through the post- and delayed post-test. The results showed that CALL can be considered beneficial to cultivate intermediate EFL learners' performance on the retention of grammatical collocations.

Motivating students in learning literature: A dilemma between the teacher role and the students demotivation case study : Hassiba Benbouali English department Students**Senkadi Abdelkader**

University of Hassiba Benbouali Chlef, Algeria

At the department of English language at the University of Chlef, Algeria, literature is considered as an essential module within the whole curriculum. Through literature students are supposed to develop language skills, enrich their cultural awareness, and enhance their personal involvement. Along my experience with the first-year LMD students, I have found that students seem to be demotivated in « loving » literature. This research was carried out to investigate the effective ways of teaching literature to the first-year students in order to find persuading answers to the following question: How can a teacher motivate EFL students in learning literature? The question leads us to predict the following hypothesis: students are demotivated due to the way of teaching. Questionnaires will be the main means of collecting data among students and teachers. This may also underline the effective role of the teacher in EFL classrooms in order to improving the students' willingness, motivation, and stimulate their competence in admiring some of the literary pieces of different genres.

A Meta-Analysis Study on Gamification in Education**Şeyda Özcan**

Turkey

Ahmet TEKİN

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With the technological developments, studies on the gamification that has entered the literature are increasing. Gamification, in non-game environments, encourages the person to reach the goal by using game elements (such as awards, badges, points) and adding fun to the environment. In this study, a meta-analysis study was conducted to investigate the effect of gamification on academic achievement, performance, attitude, participation and motivation by combining the independent studies conducted on the gamification used in education. Literature review were performed with "gamification, gamification in education, effect of gamification" keywords in Turkish and English languages in different databases. The study is included 65 data from 41 quantitative studies consisted of doctoral thesis, master's thesis, articles containing statistical findings appropriate to the meta-analysis and carried out between 2008 and 2018. The effect of gamification in education on academic achievement, performance, attitude, participation, motivation was evaluated according to Cohen et al. (2007) effect size classification. The effect of gamification on academic achievement, performance was found positive and moderate scale and the effect on attitude, participation and motivation was found positive and modest scale.

Personality characteristics of underachieving gifted students**Shadi F. S. ABUKHATER**

United Nation for Relief and Work Agency, Palestine

The question addressed by this study is what, if any, set of personality characteristics distinguishes intellectually gifted high-school underachievers from gifted high achievers and underachieving students of average intellectual ability. Method. A sample of 78 gifted underachievers, 76 gifted high achievers, and 69 average underachievers was selected from a pool of 1,327 high school students on the bases of intelligence test scores and school achievement data. The subjects were administered a comprehensive battery of personality inventories, including Costa and McCrae's NEO PI-R, designed to measure the Big Five personality factors, Holland and Baird's Preconscious Activity Scale, which may be regarded as a measure of originality, and the Tellegen Absorption Scale, measuring openness to absorbing and self-altering experiences. Results & discussion. A canonical discriminant analysis comparing the three groups yielded two significant functions. The first function efficiently discriminates between achieving and underachieving students regardless of their ability level (canonical correlation= .412, Wilks' λ = .743, p = .000) and most saliently correlates with Conscientiousness (.873), whereas the second function differentiates gifted from average underachievers (canonical correlation= .325, Wilks' λ = .895, p = .000) and most saliently correlates with Openness to Experience (.711), Originality/Preconscious Activity (.481), and Agreeableness (-.429). An additional analysis comparing only gifted underachievers to gifted high achievers also yielded a significant discriminant function (canonical correlation= .459, Wilks' λ = .789, p = .000) whose structure matrix confirms that the former group is marked by higher levels of Openness to Experiences (including those described as absorbing/selfaltering) and Originality, yet lower levels of Conscientiousness and Agreeableness. From these results it is argued that underachieving gifted students may indeed be distinguished from both gifted achievers and average underachievers, and by much the same set of personality characteristics found to be typical of creative persons; just like the latter, gifted underachievers can be described as unconventional, nonconforming and somewhat disorganized individuals, who seem to be driven by a need for novelty and challenge, for self-understanding and self-expression, rather than sheer achievement motivation. The results clearly indicate that underachievement in gifted students is a complex phenomenon, related not only to a lack of organizational skills and deficits in self-regulation, but also, and simultaneously so, to more desirable personality traits conducive of creativity

Ideology in literature: Socialism in Ngũgĩ wa Thiong'o's novels**Simona Klimkova**

Constantine the Philosopher University, Slovakia

Ngũgĩ wa Thiong'o is not only an outstanding representative of Kenyan literature (or African literature for that matter) and a significant critic of African writing, but he is also regarded as one of the most powerful voices of postcolonial (literary) studies. Never hesitant to articulate his opinions, no matter how radical, Ngũgĩ wa Thiong'o managed to stir a few controversies here and there. His prolific writing career, which covers novels, plays and numerous essays, is a great example of an engaged artist. In Ngũgĩ wa Thiong'o, the figure of the writer is combined with that of a critic and social activist. These roles are naturally interwoven both in his life and work creating interesting intersections worth a detailed inspection. The proposed paper seeks to dismantle the ideological influence behind Ngũgĩ's novels which draw heavily on Marxism and the work of Franz Fanon. His novels have been marked by his socialist visions from the early stages of his writing career and thus have been often labelled as political and ideological. Therefore, the paper casts a critical look at *the interaction between his art and historical/political/economic reality which has shaped his narratives as an essential stimulus*.

The role of occasionalisms in mass media**Sopiko Dumbadze**

Batumi State Maritime Academy, Georgia

Language is such a unique and multifaceted phenomenon that it will always be a subject of study. The research of new lexis helps people communicate successfully. Language development is directly related to cognitive development. Vocabulary replenishment with new lexical units is one of the key factors of language development. Material wealth of a nation is always reflected in a language. Not all the newly formed words are accepted into the language as usual lexical units. Used by individuals occasional words are formed according to the existing models in a language, although, they always stand out for their originality and uniqueness. Occasionalisms are widespread mainly in the system of mass communication means. Mass communications immediately respond to the social, political or economic changes of society and to the progress of scientific-technical development. Media market requires a communicator to use maximum amount of different means in order to draw attention of mass audience. The effectiveness of media discourse technique is measured by its influence on cognitive or emotional components of a recipient's psyche.

The use of kinesics in verbal communication at burial ceremonies amongst the Igala-speaking people of Kogi State – Nigeria**Sunday Ogala**

The Federal Polytechnic, Nigeria

Every community and society portrays their culture mainly by their language. It is a known fact that language and culture are intertwined. One cannot talk of culture without language, and vice versa. In fact, language is the primary vehicle by which a culture transmits its beliefs, values, norms and world views. Language is a unique identifier of a particular group of people. The Igala speaking people of Kogi State, Nigeria are a group of people with unique identities and culture. This study looks at the ways the Igala people use kinesics (body movements), a kind of nonverbal behaviours that accompany speech, in their verbal communication at a ceremonial event – burial ceremonies. The paper establishes a relationship between the verbal and nonverbal mode of communication when used simultaneously, and identify the types of kinesics that are used in such ceremonial event and their frequency, among the Igala speaking people of Kogi State, Nigeria. The study shows that the Igala people use four out of the

eight categories of illustrators (a type of Kinesics). The four mostly used illustrators by the Igala people are: *batons*, *underliners*, *deictics*, and *rhythmics*. The others not used at this setting are: *spatials*, *ideographs*, *kinetographs*, and *pictographs*. The study discovers that though nonverbal behavior is acknowledged as an important ingredient in any communicative event, and that it contributes to the overall understanding of verbal communication, there is no formal consciousness of its usage among the Igala people.

Some perspectives of intertextuality: Nathaniel Hawthorne's "The Scarlet Letter" and John Fowles's "The French Lieutenant's Woman"

Tamar Kobeshavidze

Akaki Tsereteli State University, Kutaisi

The nearly iconic postmodern novel "The French Lieutenant's Woman" is a fine example of the theory of intertextuality and Roland Barthes's idea that "the text is not a unified object and every text is woven out of numerous already existing texts". The crucial core of the theory of intertextuality is a dialogue of discourses and texts. John Fowles novel has a dialogue with a lot of literary, historical or political texts and includes plenty of allusive connections in its narrative structure. The objective of this paper is to research the literary kinship between John Fowles's novel "The French Lieutenant's Woman" and Nathaniel Hawthorne's famous work "The Scarlet Letter", and to show what the two authors living in different epochs, having two fundamentally different literary techniques and representation have in common. Nathaniel Hawthorne's novel about sin and its redemption written in the nineteenth century and valued as a classic of American literature still enjoys wide continued popularity. Like Hawthorne, Fowles in his novel reveals his interest in the past of his country and creates a female character who dreamed herself out of her familiar existence. Both writers convey the habitual way of thought and psychological peculiarities of their compatriots of the past. The parallels and allusions from Hawthorne's classical novel used by John Fowles in his original literary work open new perspectives of understanding the meaning of his text as well as new layers of the meaning of the pretext (The Scarlet Letter).

Trends, challenges and technologies in higher education

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Advanced societies are in a process of transformation to knowledge societies, i.e. social realities are being shaped by knowledge-based processes and reflective enlightenment. Society and the economy are concentrating more and more around knowledge. Globalization, economic system and cultural evolvement of the society require contemporary approaches of the education system. The mission of universities is to instill harmonious personality, knowledge, wisdom, goodwill, and creativity in a person and to contribute to the development of education, science, culture and health for the welfare of the entire society. The universities' respond to climate change, that is, they offer the students new trends and challenges. Old and traditional ways of teaching will wear out and contemporary approaches become substantial. In a sense, education must lead to empowerment: through education, individuals should acquire the capacity to make decisions and act effectively in accordance with those decisions, and this in turn entails the ability to influence the rules of acting through any of the available options. The biggest innovation in English language teaching is applying technology and the global trends in strategies. Current world is characterized by an extraordinary spring in the process of using ICT in the field of teaching a foreign language.

Providing coherence of learning outcomes and assessment methods in a syllabus**Tamar Tskhvilitava**

Ivane Javakhishvili Tbilisi State University, Georgia

Implementation of strategies-based syllabus and materials design for teaching English for specific purposes (ESP) vocabulary to university students majoring in agriculture requires the use of both active teaching and learning methods and adequate assessment procedures. Traditional assessment methods and tools are not enough to assess the variety of skills. Development of the effective learning assessment system with a variety of assessment methods to verify the achievement of students' learning outcomes is the focus of this research. The paper presents the module 'Assessment of the students' learning outcomes' that was developed for the faculty of Agriculture University in Georgia that is in process of modernization of programmes in accordance with the modern requirements and approach. The development and approbation of the module is discussed. The trainees' feedback is analysed and the conclusions on further improvement of the module are drawn.

The importance of effective professional communication in English for specific purposes (the example of Legal and Business English)**Tamari Dolidze**

Grigol Robakidze University – Alma Mater, Georgia

The paper highlights the importance of effective professional communication in English for Specific Purposes (ESP) based on Legal and Business English and displays recent international developments occurring in the above-listed professional areas supporting the professionals to acquire appropriate skills and knowledge in order to communicate effectively and efficiently in English in a professional environment.

Modern internet-fables and their linguo-cultural characteristics**Tamila Dilaverova**

Batumi Shota Rustaveli State University, Georgia

In the modern era, communication between nations represents an essential element of development, but one can never manage to have a proper communication without proper knowledge of the language. Knowing a language does not only imply knowing some grammatical rules and words, but it necessary means knowing the cultural characteristics of the language speakers, because the language reflects the way its speakers think and act. Some Cultural peculiarities are explicitly reflected in the nation's cultural heritage, monuments, literary works, tales, even in clothes. Folk tales play a very important role in conveying these cultural characteristics and a "fable" as a genre, occupies one the most important places. A fable, has existed for a very long time. Fables are universal because they are absolutely appropriate for any century and for any society. Even in the era of the internet, fables turned out to be actual. Internet offers a wide range of re-made fables. These fables became the subject of our research, because they contain some modern slangs and jargons and their language is not that much literary and somehow in modern fables, the function of didactics has disappeared. But, besides the changes in the language, there are some changes in the fields of their occupation, everyday activities and the ways of moneymaking. Because of the numerous changes, these new fables can be called "anti-fables". Anti-fables are the very new kinds of fables, that can be absolutely suitable for internet generation and perfectly reflects modern reality. All these changes are the reflections of thoughts and actions of new generation and these anti-fables can become a new internet literary genre.

Signals of the beginning of British and Georgian talk shows and their contrastive analysis**Tatia Leladze**

Akaki Tsereteli State University, Georgia

In each communicative act, there are special markers which show the beginning of communication. It is known that signals of the beginning play an important role in any genre of discourse. In different genres of discourse (television discourse, interview, dialogue, mail etc.) these markers differ from each other according to channels, environment and culture. The beginning includes strong ritualized elements and has a simple structure. It serves social, emotional, organizational issues and creates the right context for conversation. The subject matter of this paper is to reveal frequently used signals of the beginning in British and Georgian talk shows and their contrastive analysis. The contrastive analysis of British and Georgian talk shows has shown, that signals of the beginning are differently presented in British and Georgian talk shows. It should be noted, that beginning texts of these talk shows have much in common, and it was not surprising because of ritual factors. Signals of the beginning include both formal and informal lexical and structural characteristics which are common in everyday conversation.

Speaking as a speech act in the process of teaching a foreign language**Tamar Alfaidze**

Akaki Tsereteli State University, Georgia

Liana Dzotsenidze

Akaki Tsereteli State University, Georgia

The article deals with speaking as one type of a speech act and its characteristics including age peculiarities which play an important role in a language learning process. Preschool children acquire learning abilities so that they cannot understand this process as a learning one. Whereas, school children or adults are becoming more conscious of these learning stages. The article includes a number of practical activities which are effective while teaching different age groups. The environment of teaching foreign languages might be significantly different. Accordingly, teaching techniques must be different too. For example: it depends on the situation in which the learner is: the situation where the communication is carried out in native language or they communicate at school or university. It is obvious that in this case we focus on the methods that are used in teaching a foreign language in the environment where communication is carried out in native language. Thus, working on forming lexical sets includes – introduction of lexical sets, repetitions and forming lexical habits. In order to reach a proper speaking level while teaching, linguistic materials need to go through certain stages. Firstly, linguistic materials should be learnt (lexical, grammatical and phonetic units), then their usage in a combined way (whole phrases) and after that it's possible to use the lexical materials in a real speaking circumstances.

The problems of development of African literature**Tinatin Shurghaia**

Tbilisi Javakhishvili State University, Georgia

Modern African literatures have some common typological features. These similarities in both "black" and "white" Africa are due to the similarity of the historical destinies of the peoples of the continent during the last century. The ideological struggle which had place in African countries during the period when people stood face to face to the problem of choosing the road to public development. This had its influence on the fiction. The great majority of African novels are created in European languages. Some critics proposed that African literature should be created only in the indigenous languages because writing in European languages will cause problems for African writers.

Measuring student experiences on the use of blackboard in blended learning and teaching: A case study at Jazan University, Kingdom of Saudi Arabia.**Tirumala Paruchuri**

Jazan University, Saudi Arabia

A Learning Management System (LMS) called Blackboard has recently been introduced to Jazan University (in 2018) as a support tool for Blended Learning classes in College of Business Management for Girls, Jazan University. This study measures the impact of Blackboard on students in order to improve the quality of existing learning environment. The study focuses only on the graduating students (Level 8) taking the course Information System for Accounting. (MGIS – 478) and the researcher adopted a quantitative approach through a questionnaire. The data collected was analysed using Likert scale. Illustrations were done through tables and charts to showcase the results. The results of this paper indicate how Blackboard is influencing individual performances like accessing of the course materials (content), assessment (test), improving communication (through announcements, discussions and virtual lectures) with the lecturer. The recommendations of this study are that students should be trained well in the use of the LMS and sufficient computer resources should be made available.

Technology in teaching: A research in Selcuk University**Tugay ARAT**

Selçuk University, Turkey

The use of rapidly developing technology has become a necessity in the field of education as in every field. It is no longer possible to transfer and learn the information only through traditional teaching methods. The use of technology in education at the point where the developing communication technologies come is an obligation and supports the traditional teaching. The use of internet, computer or mobile technologies in education increases the persistence of learning in terms of addressing more than one sense, gives the ability to do research on the internet, and allows individuals to share their knowledge with each other. Another dimension of the subject; With the increase in the internet package facilities of the mobile service providers and the Wi-Fi facilities offered to the students, the access of individuals to the information becomes widespread. Nowadays, there are educational videos on almost everything on the Internet. This allows individuals to gain lifelong learning with mobile technologies. The use of technology has become extremely important in researching scientific knowledge, producing knowledge, and creating creative generations. The aim of this study is to evaluate the attitudes of Selcuk University Tourism Faculty students in the use of technological tools in teaching. Attitudes were evaluated by using "Technology Attitude Scale".

Ecocritical analysis of William Golding's 'Lord of the Flies'**Vamcydher Kilar,**

Jazan University, Kingdom of Saudi Arabia

William Golding's "Lord of the Flies", is a study of basic human nature and psyche. With the help of his young characters, he portrays the horrors of evil which reside nowhere but inside human beings. Though the young kids are in a place which is far from corruption, a place with no outside influence, still the evil, inherently present inside humans, the insatiable thirst to conquer and to tame the external anyhow unleashes itself, which leads to the destruction of both nature and the order and harmony provided through it. This paper would be an attempt to study man's anthropocentric nature in the context of Golding's novel, and how the nature within becomes a threat to the nature surrounding. The characters of Ralph, Simon, Piggy, Samneric seem to signify the code of nature. These are the characters who are the carriers of order and harmony which are best seen in nature and can be learnt through it, as Ralph and his conch – nature and the order, Piggy – wisdom, Simon – the spiritual side, Samneric – sense of

togetherness. These teachings of nature are hardly understood by man, and the beast residing within soon overpowers all order and wisdom. 'Mankind's essential illness' at last comes into force. This ill-force is represented by Jack and his team which at the onset is referred as 'something dark'. This force creates a system of anarchy where the only objective is to conquer and tame everything. In this quest to conquer, wisdom and spirituality are butchered and togetherness is subdued. Golding through all the events and characters presented in a way tries to offer the 'anthropocentric' attitude of man. He brilliantly portrays this destructive attitude of man to nature. He presents human as entropic, contrary to nature which is a system of symbiosis. This anthropocentric human leaves nature "shuddering in flame". This approach makes man claim everything for him, forgetting that nature is a separate self-balancing entity. Golding's novel *Lord of the Flies* is the story of a group of young boys who accidentally reach on an isolated island. It is about how these young innocent boys try to manage their affairs and establish law and order. But soon all innocence is lost and the inner evil, which exists within humans, overpowers, and what we see is destruction and anarchy. This may be the effect of the world war on the writer, which gave the idea that no law can hold the darkness within human. The novel also highlights how this evil in human tries to control everything, including nature. The lust for power destroys both the external order created by man and the internal order and harmony of nature. Golding has brilliantly shown the 'anthropocentric' nature of man. Man in desire of power moves on to destroy everything, even the very source of his existence. With the help of this group of boys, Golding tries to picture the havoc which the inherent evil in man has brought down upon nature. In fact, the novel is all about the failure of man to establish order and harmony. The boys become the representatives of the culture and civilization from which they have come. Even while living away from the civilized world in the folds of nature, the boys run into conflicts and end up in destroying the harmony of nature. The desire for power finally leads to violence, which brings destruction and death. In this quest for power, they don't care even for their life giving source, i.e., nature. From the very beginning of the novel we can find traces of this dark side of human nature: "Within the diamond haze of the beach something dark was fumbling along [Italics are author's]" (Golding, 1962, p. 26). The language used here itself defines the characteristics of nature—diamond-like haze, and human—as something dark. The young boys immediately think over the need of law to maintain order. They portray the picture of the civilization they have come from, where external law seems to be the only way to maintain order and harmony. The first thing the boys think about is to maintain order, to set up hierarchies, to have control of the power as they believe, ". . . we ought to have a chief to decide things" (p. 29). This need immediately takes up the democratic method for fulfillment: "Let's have a vote. . . . Vote for chief"(p. 30).

"The Demystified Self": A Study of Modern Arabic and English "Mirror" Poems

Wafaa A. Abdulaali

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Although much has been written on the "Mirror" English poems, none of them was studied side by side contrastively and comparatively with the Arabic "Mirror" poems. This paper investigates the use of the "Mirror" as metaphor, signal, or projection tool, as self-image, identity or visionary insight, or as a stylistic technique in modern English and Arabic poems, to arrive at a collective view of the meaning of the "Mirror" in these two vastly different cultures. In general and in simplistic way, the function of the mirror is that it reflects an ideal image, a truth, or an illusion. Umberto Eco excludes the image reflected by mirror from his semiotic system, and believes that it cannot be a sign. According to Lacan, the Mirror Stage of human development which he believes the child reaches at the 18th month of age, is the doorstep of recognizing themselves as independent from the Other. Yet, the Other has a prime hand in shaping their personality as the child ushers in the new world of interacting independently with the outer social order by means of language as the media to form the identity, and make up the "I". This process reaches its peak with the "Aha Experience—Aha Leibniz" which is the "situational perception of the "child in front of the mirror." Lacan's mirror stage goes through three rising steps: the Imaginary, the Real, and the Symbolic. This paper approaches the selected English and Arabic poems using this triple "Aha Experience—Aha Leibniz" in analyzing them and in "demystifying the Self" of each poem. In ancient Occidental mythology, the reflection of the self in water, or a pond, that is the Narcissus myth, is a punishment tool of the gods for Narcissus's misdeed. The revenge left a graceful flower that grew in its stead and became an eternal symbol of all ages. So, in Occidental heritage, the mirror is more than a reflection, it is a symbol, a moral lesson as well. Feminist poets like Adrienne Rich

and Audre Lord tackle certain autobiographical, feminist issues such as the conflict between the “I” of the woman, and the “Other” of the patriarchal society. Sylvia Plath marvels at the mirror’s neutrality that is “unmistaken by love or dislike.” In Arabic/Muslim culture, the history of the mirror as a tool goes back to the Sufi (mystical) heritage, where the Sufi-knower sees the unseen in the mirror, in a mystical revelation of the concealed Truth that is beyond the reach—the Divine Being. The Sufi Al-Bustami addressing himself in the mirror, says: “You were my mirror/ Now, I am the mirror” in a manifestation of the mystical “solution” and the “Unity of Presence” to eliminate the distance between the Creator and His Creatures. Likewise, Ibn Al-Faridh says that he is the mirror of the Only God and through him God shows Himself, and speaks. Ibn Arabi believes that “the world is the mirror of the Truth, and the Truth is the mirror of the world.” Hence, in mystical Arabic heritage, the mirror is a high and sublime symbol. In a thumbnail, the mirror is considered to be a mask, or a technique to convey more unbiased image where the self is revealed and moves freely in a space of its own although it is in some way more subjective, even in a confessional mode, which is truthful and genuine, as well. In modern Arabic poetry, the mirror was firstly introduced by the Syrian poet, Adonis (1930-). Adonis’s mirror is of numerous types: the allusive, the mythological, and the physical, among others. The Palestinian poet, Mahmoud Darwish speaks about the sense of loss represented by the loss of identity in exiles. In the mirror, Darwish sees the oneness of the Self/Other, which is retrogress, expressing a painstaking self-alienation in the diasporic homes. Through the triple of: the mirror, the seer and the seen, the Palestinian poet Mohammed Haseeb al-Qadhi reflects on the search for identity and a lost home, hence his diasporic mirror. The diasporic mirror is of numerous types: the dark, the silent, the laughing, the black, the broken, the fragmented, and the bare mirror, which reflect one overarching theme which is displacement and the loss of home and identity. The mirror then is stylistic, thematic, technical, figurative, narrative and expressive tool. Finally, Al-Qadi creates the mirror of the phoenix where he sees the revival of Palestine from the ashes of exile and diaspora. The paper studies other English “Mirror” poems by John Ashbery, Elizabeth Bishop, Denise Levertov, H.D, Anne Sexton, Diane Wakoski, side by side with Arabic poems by Nazik al-Mala’ika, Badr Shakir Assayyab, Abdul-Wahhab al-Bayati, Salah Abdul-Saboor, Afifi Matar, Amel Daqal, Gulala Nouri, and Rasmia Muhaibis.

Proactive learning with design thinking to enhance the undergraduate students' business project assignment

Wawta Techataweewan

Srinakharinwirot University, Thailand

Design thinking is a method for developing innovative solutions by purposely incorporating the concerns, interests, and values of humans into the design process. This paper has analyzed the effectiveness of a proactive learning approach to Principles of Modern Management course through the use of design thinking method. The key factors analyzed were attitudes and learning achievement. The quantitative research method was used to collect data through a learning attitude test and an evaluation form. The experimental group comprised 102 third-year students of College of Social Communication Innovation purposely selected from one class during the second semester of the academic year 2018. A pretest-posttest experimental design was applied. Students were divided into 10 groups to conduct the assignment business projects. Mean, percentage, standard deviation, and t-test were used for data analysis. After the experiment was completed, qualitative data collection was conducted with a focus group that consisted of 10 students who were the leaders of their respective groups. The research results revealed a positive impact on the use of design thinking on students’ attitudes towards the general education courses that are proactive learning. Students were satisfied with the usefulness of design thinking while working as a group and implementing project processes. This research describes how to use design thinking for proactive learning in business project assignment.

Educational technology policies of Far Eastern countries**Yalın Kılıç Türel**

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With the continuous change and development, technology which has become an inseparable part of social life and which is the basic dynamics of the competition among almost all countries of the world, has a key role to reach information in an easier and faster way. The developments in technology are effective in all aspects of life and the field of education is no exception. Advances in the technological tools have led to a number of changes in educational activities in a number of countries. To manifest themselves in the current competitive world, countries should integrate technology into their educational practices. In order to use technology effectively in the field of education and to achieve the right technology integration, countries are changing some of their educational policies or applying new projects from the beginning. For this reason, the aim of this study is to examine the policies related to technology integration in education of Far Eastern countries. Those countries have also high scores in the PISA exams. Thus, we attempted to examine the past and planned future technology policies of those eight countries: Singapore, Malaysia, Vietnam, Taiwan, Hong Kong, China, Japan, and South Korea. The study was carried out by descriptive screening method and the data were obtained by document examination technique. As a result, we found that these countries integrated technology in education in order to support lifelong education, develop self-directed learning skills of individuals, eliminate the limitations of the crowded population by providing them e-learning opportunities. To increase such activities, periodical projects were developed and struggled to advance the effective use of information and communication technologies and thus, established network systems and technological devices such as computers, interactive whiteboards, and tablets as well as provide pre- and in-service training for teachers.

Using mobile applications in foreign language learning**Yalın Kılıç TÜREL**

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Technology is changing every aspect of our lives. Especially, mobile technologies that emerged as a result of internet connection started to develop rapidly by getting rid of cable limitations. Thanks to the multimedia skills of mobile devices that have become a part of our daily life, learning can be done anytime and anywhere. With the use of mobile devices and wireless network connections, the "mobile learning" has been used frequently in the education sector and has become the subject of most interest by researchers. Foreign language is of great importance in the 21st century, where cultural changes have developed along with technological development. Foreign language learning is as complex and problematic as it is important. It is known that learning a foreign language is fairly difficult, because there is the unique structure of each language in foreign language education. It requires great efforts to use, understand and improve the foreign language's own written and oral form. It is argued that foreign

language learning is no longer effective by the traditional method in the 21st century, cause of technology develops in every field and can no longer be followed. Researchers suggest different ways to simplify the foreign language learning process, and foreign language learning through mobile applications is one of these ways. The use of mobile applications in foreign language learning is preferred by various learners. There are a number of mobile applications used in foreign language learning. According to the studies "Duolingo", "Memrise" and "Voscreen" were found to be very effective in learning foreign languages. In literature, several researchers have studied language learning through social media, online games and SMS. When the studies related to the topic are examined, the use of mobile applications in foreign language learning increases the motivation in the course, makes the lesson interesting and provides users with the opportunity to learn language everywhere and has a positive effect to language learning.

Virtues, philosophy, and learning in student-managed investment fund

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The Student Management Investment Fund is a two-semester course offered to seniors majoring in Finance. The paper provides perspectives from the faculty offering the course and from the student perspective. In the first semester the course focuses on understanding business cycle phases, industry analyses, and quality of earnings. Registered students are addressed as analysts. After successful completion of the two course sequence, the students are expected to: 1. Formulate an investment policy statement including summary of client-specific circumstances, risk/return objectives, and constraints. 2. Describe their fiduciary roles in professional money management. 3. Apply investment and financial management theories relating to portfolio management practice. 4. Evaluate investment opportunities based on economic, industry, and fundamental analysis. 5. Analyze and evaluate financial statements. Analysts build upon their technical skills learned in accounting, investments, and managerial finance courses. Besides imparting technical skills the two courses also aim to build a sound work ethic among analysts that would become an inherent aspect of their characters. The purpose of the courses is to instill the virtues among the passionate cohorts of analysts. The analysts registered for the courses show a high passion and are motivated to demonstrate high level of performance. As a teacher my goal is to curb the volatility of the emotional index. The first virtue that I emphasize is Temperance. It is moderation – a mean between excess and deficiency of an appetite. The appetite for risk is subject to temperance due to the swinging of volatility in the markets. Analysts learn to transact on the basis of shifts in volatility. A limit to desire and fear is temperance. This limit is not a shackle but a guarantor that the portfolio passes on to the next cohort as a well-organized group of assets in perpetuity. Humility is a virtue that allows analysts to practice temperance. Humility represents a type of wisdom. It is understanding that each one of us has special talents and abilities that are being sharpened in this learning endeavor and knowing that each one of us is smart but not all knowing. Humility allows each one of us to find the mean with temperance – between deficiency and profligacy. To be humble is to have a perspective of one's ability and talents, and a self-acceptance of one's imperfections. Humility carries with it a willingness to admit mistakes and seek advice, and a desire to learn from them. Humility is a key to progress. Humility enables a team spirit. It leaves people free to esteem their special talents and with the same honesty to esteem their neighbor's. Analysts recognize each other's talents and abilities and create synergies. Humility allows appreciation of the value of all things including creation of the endowment by gifts from donors. Fortitude is a character trait built by the awareness of purpose concomitantly with persistence. Passion is the driving force of the mission of the courses. Passion creates the appetite for obtaining what is enjoyable and useful. Passion alone is not sufficient as it has to be followed by action supported by reason. This sequence allows analysts to take a position in a stock or undo it. The expectations may not be necessarily met by changing market dynamics. If unsuccessful in the interim, analysts have to build a sense of fortitude – courage to weather the storm at both the individual and collective levels. Fortitude builds Resilience. It is a quality of the human mind that enables an individual to spring back from a loss or trauma. It is a system of adaptation and results in a positive outcome despite adversity. Resilience allows functioning in adverse circumstances. Resilient individuals possess the ability to withstand the most negative consequences of stressful challenges and maintain vigor and commitment to achieve the goal.

Prior to D.R. Peacock: Notes on the earliest English-Megrelian lexicographic resource**Zaal Kikvidze**

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The paper is a discussion of the Megrelian data contained in George Ellis's book *Memoir of a Map of the Countries Comprahended Between the Black Sea and the Caspian; with an Account of the Caucasian Nations, and Vocabularies of Their Languages* (1788). The final part of the book presents specimens of the Caucasian languages, including those belonging to the Kartvelian branch. There are 128 entries. The resource is organized in the following way: the leftmost column displays headwords in English, followed by translations into Georgian, Megrelian, and Svan. The latter two (Megrelian and Svan) segments are deficient: not all of them contain translations into all the three languages. There are 62 entries with Megrelian equivalents. Detected spelling and/or transliteration errors and translation inadequacies may seem abundant for a sample consisting of only 62 entries; however, G. Ellis's lexicographic resource should be valued for adequate representations of Megrelian linguistic data and for being the earliest work in the history of English-Megrelian lexicography.

Computer education in elderly**Zafer Özdemir**

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Increasing numbers of elderly people are using technology and internet for purposes like dealing with internet banking, online shopping, communicating with others or receiving information. For that reason -designing computer courses according to requirements and increment of trainings for elderly students have been getting more important day by day. This study focus on 79 elderly people who are over the age of 60 from different demographic structures that attending Refreshment University, a social responsibility programme, hosted by Nişantaşı University in Istanbul. The aim of the programme is to transform the perception towards elderly population which is gradually increasing in Turkey and to create a new unique university programme. In this descriptive study, computer usage profiles of elderly students who attended to the course were examined and these profiles were presented together with the difference analysis between genders, average computer-internet usage experience by year.

Evaluation of teacher's abilities to choose appropriate teaching methods and forms as their key professional competence (Case Study)**Zdenka Gadusova**

Constantine the Philosopher University in Nitra, Slovakia

Jana Hartanska

Constantine the Philosopher University in Nitra, Slovakia

Teachers' evaluation is a very topical and sensitive issue in many countries, including Slovakia. The paper presents partial achievements of the research project APVV 14-0446 *Evaluation of teachers' competences* carried out by a group of experts at Constantine the Philosopher University in Nitra (Slovakia). It deals with one of the teachers' competences, in particular, how teacher's ability to choose appropriate teaching methods and forms can be assessed by their evaluators and themselves. Using two types of developed evaluation sheets – one for evaluator and one self-evaluation, a case study with will-be-teachers and their mentors was carried out in upper secondary schools in the Nitra Region last winter. Its first aim was to find out whether student

teachers can use these instruments during their first teaching practice experience and what aspects of the competence both the evaluators and the evaluated student teacher can identify and record. The second aim was to find out in what way the instruments can help them in analyzing and assessing the observed aspects of the competence. In the paper, the collected researched data from both the instruments are analyzed and compared in detail.

Mobile-assisted language learning in higher education

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In today's world, technology has taken its place almost in every domain of human life. Education and more specifically foreign language learning is one of those domains without any doubt. The widespread use of mobile devices such as smartphones, tablets, laptops or iPads lead to the spring of Mobile Assisted Language Learning (MALL). MALL involves the use of mobile devices in order to contribute to foreign language learning processes. There are quite a number of mobile apps developed for foreign language learners. Therefore, those mobile apps have been subject to research studies in terms of their design, content, pedagogical features and effectiveness in improving language skills. Most of the studies focused on the effectiveness of the mobile apps for individual use to learn a foreign language without attending to a course or a school. In contrast to those studies, the current study tries to question whether mobile apps can be used to extend learning outside the classroom but in line with the courses conducted in the classrooms. That is, the study tries to explore whether mobile apps can be effective tools for reinforcing what is learned in classrooms. For that end, 32 students attending to vocational English courses at a state university in Turkey are instructed target vocabulary items related to their field and they are also required to study those vocabulary items outside the classroom through a free mobile app suggested by the instructor. Students' level of learning target vocabulary items is measured at the end of a three-week of study. In addition, their reactions to learning vocabulary through a mobile app are explored through semi-structured interviews. The paper outlines the findings of the related research and proposes pedagogical implications for teaching English at higher education.

What is P4C and how it works

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The article deals with P4C, a learning and teaching method which generally stands for "Philosophy for Children". But it can also mean "Philosophy for Colleges" and "Philosophy for Communities". The practice of Philosophy for Communities was introduced with the aim of helping students become reasonable as well as rational. The method involves talking and thinking together with a group of peers keen to explore issues of shared interest. The main emphasis of the method is on the importance of questioning or enquiry in the development of reasoning. The P4C approach is very adaptable, it is easily used in adult groups as well as in schools, for recreational and educational purposes, it covers learners of all ages and all levels of language skills. P4C helps learners develop their vocabulary, makes them feel more confident while discussing different issues. Through this pedagogy, a learning community can emerge in which the dialogue between students is both challenging and productive. Their description of an event or a place turns into a discussion, when they start to solve problems, express their feelings, share opinions, approve or disapprove of different ideas, agree or disagree with their opponents, etc. In other words, they start using the functions of the language they will need in future. Students are effectively learning the language of critical evaluation, articulating their own ideas and developing these emerging ideas in collaboration with others.

Globalizing Knowledge and Experience: NATO-Georgia Professional Development Programs: Framework and Teaching Methodology**Irina Bakhtadze**

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Exchange of educational and professional training programs has become comprehensive throughout the world and promotes implementation of equally high standards in different fields for a wide range of participants. Internationalization of knowledge and experience is now essential for democratic countries, and in particular for the members of international organizations to achieve common goals defined by the organization.

Georgian people's aspiration to become NATO (North Atlantic Treaty Organization) member created the basis for the steady progress towards stronger democracy, economic development and more effective defense institutions and modernized armed forces. An important aspect of successful practical cooperation of NATO with Georgia is NATO-Georgia Professional Development Program (PDP), which is NATO capacity-building program of direct assistance to Georgian Ministry of Defense (MOD) and other security institutions. It was launched in May 2009 at Georgia's request and works successfully in cooperation with the local NATO Liaison Office in Tbilisi. The aim of the Program is to enhance Georgia's ability to exercise democratic civilian control of the armed forces and other security institutions, to conduct MOD business effectively, and to manage Euro-Atlantic integration efficiently. The programs based on training, experience-sharing and skills acquisition conducted by the experts and specialists of NATO member countries address a wide range of topics, such as: Strategic Leadership Program (SLP), English language training, business communication, professional writing, etiquette, non-verbal communication and dress code, defense policy, planning and budgeting, human resource management, core management competencies development, education management and support to the National Defense Academy, information analysis, cyber security, and public relations as priority areas. Training of Trainers offered on regular basis for National Defense Academy Instructors aims to prepare local experts and trainers. The Courses are targeted for civil servants, militaries, representatives of NGOs, educational institutions, businesses and mass media. The training sessions employ a wide range of teaching methodology, as well as broad framework of teaching including working exercises, explanatory introductions on terminology and concepts, plenary sessions, syndicate groups and reports, brainstorming. The analysis of the teaching learning process and brief review of the results, the reforms and enhanced strategic communication with Alliance member countries carried out via the NATO-Georgia Professional Development Program are highlighted in the article.

Speaking as a speech act in the process of teaching a foreign language**Tamar Alfidze****Liana Dzotsenidze**

The article deals with speaking as one type of a speech act and its characteristics including age peculiarities which play an important role in a language learning process. Preschool children acquire learning abilities so that they can't understand this process as a learning one. Whereas, school children or adults are becoming more conscious of these learning stages.

The article includes a number of practical activities which are effective while teaching different age groups. The environment of teaching foreign languages might be significantly different. Accordingly, teaching techniques must be different too. For example: it depends on the situation in which the learner is: the situation where the communication is carried out in native language or they communicate at school or university. It's obvious that in this case we focus on the methods that are used in teaching a foreign language in the environment where communication is carried out in native language.

Thus, working on forming lexical sets includes – introduction of lexical sets, repetitions and forming lexical habits. In order to reach a proper speaking level while teaching, linguistic materials need to go through certain stages. Firstly, linguistic materials should be learnt (lexical, grammatical and phonetical units), then their usage in a combined way (whole phrases) and after that it's possible to use the lexical materials in a real speaking circumstances.

