11th International Research Conference on Education, Language and Literature

IRCEELT CONFERENCES

Book of Abstracts

May 22-23, 2021
ONLINE

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THE 11th INTERNATIONAL RESEARCH CONFERENCE

ON EDUCATION, LANGUAGE AND LITERATURE

მეთერთმეტე საერთაშორისო კვლევითი კონფერენცია განათლების, ენისა და ლიტერატურის საკითხებზე

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Dear Colleagues,

Welcome to the 11th 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 about 100 participants, experienced and well-known teachers, professors, and educators from 12 different countries, such as Albania, Belarus, Croatia, Georgia, Greece, Iraq, Israel, Philippines, UK, Slovakia, Russian Federation, Thailand, Turkey, United Kingdom, and USA.

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

History of education

Philosophy of education

Methods of teaching languages

Classroom management

Education management

Educational psychology

Language education

Intercultural Education

Language teacher education

Language curriculum development

Language teaching methodology

Educational Planning

Linguistics

Primary School Education

Environmental Education

Material Development in Language Teaching and education

Educational Technology

Innovation in language teaching and learning

Motivation and Language Teaching

Foreign Language Teaching

Vocational Education

College and Higher Education

Curriculum and Instruction

Distance Education

Computer-Assisted Teaching

Basic ethical values in education (Environment, cleaning, etc.)

Arts Education

Material Development in Language Teaching and education

Nursery Education, Pre-school Education

Human Resources in Education

Innovations and effective practices in education and language teaching

Language and culture

English, American and other literatures in English

Language testing and assessment

Language program evaluation

English for specific purposes

Independent / Autonomous Learning

Mathematics Education

Measurement and Evaluation in Education

Science Education

Special Education

Mobile Learning, Multi-cultural Education

Lifelong Learning

Guidance and Counseling

Other New Trends in Education Related Topics

Prof. Dr. Natela Doghonadze

General Coordinator of IRCEELT Conferences

IRCEELT-2021

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KEYNOTE SPEECHES

The 5 most powerful leadership lessons from 2020: Communication, transparency, inclusivity, pacing and wellbeing.

Dr. Karen Edge

University College London, UK

Across political, corporate and educational organizations, the COVID19 pandemic has tested leaders and followers in unprecedented ways. While there is a healthy body of evidence examining crisis leadership, the pandemic has evolved alongside growing global advocacy movements to prioritize gender and racial equity. In this context, 2020 provides an opportunity to reflect on leadership lessons to carry forward into 2021 and beyond. Drawing from the academic and corporate research and personal observation, this interactive talk will frame five leadership lessons to support leaders, researchers and educators as they continue to build productive, caring and purposeful organizations.

Teacher burnout and COVID-19 pandemic

Prof. Dr. Natela Doghonadze

International Black Sea University, Georgia

The paper discusses teacher burnout problems in general and during the pandemic in particular. Due to burnout, many teachers in the USA left their positions, as they found the job too stressful. Literature names anxiety, living conditions, self-acceptance, the situational, and perception of the virtual classes as the causes of teacher burnout during the pandemic. A quantitative research – a survey – was held online. 47 volunteers from 18 countries participated. The conclusion was made that the level of burnout increased among the teachers with all levels of experience except the beginner teachers. Another conclusion dealt with the difference between the burnout levels and teacher experience. There were certain differences, but no statistically significant regularity was discovered. Among the burnout characteristics the respondents named psychological (stress, depression, low mood, guilt, exhaustion, frustration, tiredness, and panic), health-related (weakness, insomnia, head, eye and spine-ache) and physical- state-related (lack of energy, being overloaded) factors. Among the causes of burnout they named educational (lack of resources and face-to-face contact, increased workload, cheating, multitasking, low student motivation), technological (internet quality, spending too much time in front of the computer), managerial (vague future, insufficient reward system, lack of student involvement, exceeding administrative control), health and lifestyle, family-related and financial problems. Among the ways to overcome burnout the respondents named profession-related (devotion to one's profession, colleagues' support, professional development possibilities, feeling one's usefulness), managerial (planning daily schedule, limiting work hours), psychological (positivist thinking, professional self-confidence), and other factors (sports, music, hobbies, etc.).

Building Bridges between Vocation and Higher Education

Prof. Dr. John Pijanowski

The University of Arkansas, USA

Drawing upon the scholarly literature and his own experience creating and leading a professionally focused gateway to higher education program Professor Pijanowski will present how these programs are constructed and offer exemplary models for how they can serve students and communities. When done well these collaborations have dramatic positive effects on student learning, motivation, and higher education attainment. Moreover, students who complete these collaborative programs are better positioned for job placement after graduation and when coordinated with industry leaders can serve as valuable workforce pipelines. We will explore lessons learned from decades of various versions of these partnerships in the United States with an eye towards how it may be successful in a Georgian context.

Good News about L2 Reading-Skills Development

Prof. Dr. Fredericka L. Stoller

Professor Emerita of English at Northern Arizona University (NAU), USA

The ability to read well in English is certainly one of the most important skills needed by students who have academic aspirations. In academic contexts, reading provides a major source of input for learning language and course content. Furthermore, reading typically generates increased interest and motivates students to explore topics further through additional reading. Yet, skilled reading is not a simple endeavor. The good news is that we can all help our students develop their reading skills, whether we teach reading directly or indirectly in language and/or content classes. In this presentation, I'll focus on principles of L2 reading-curriculum design that can be adapted for a range of instructional contexts, different classroom types, and diverse student groups (including young, adolescent, and adult learners). I'll divide the principles into three groups: core reading-curriculum principles, reading-skills development principles, and instructional-design principles with the hopes that those who attend the keynote address can identify principles that can be adapted for their current teaching, curriculum revitalization efforts, and/or research.

Re-learning the Craft: Instructional Design and Technology for Online Faculty Development

Dr. Aigerim Shilibekova

Vice President, Canadian Association of Instructional Designers

Professor, University Canada West, Canada

"The illiterate of the 21st century will not be those who cannot read and write,

but those who cannot learn, unlearn, and relearn."

— Alvin Toffler

The global pandemic had forced higher education institutions worldwide to shift to remote teaching to ensure the continuity of educational processes during unprecedented times of crisis. For some teachers and instructors, such transition was not problematic as they were involved in online education before the pandemic and had an established skillset needed for teaching online. However, for the majority of teaching staff around the world, it was a true challenge. Because as common sense would advise and prior research would indicate, the experience of teaching online to a greater extent is different from teaching face-to-face. Indeed, teaching in a technology-enhanced learning environment requires faculty to develop skills not only in instruction and facilitation with digital tools and technology, but also design and adaptation of their materials and content. Therefore, the author claims that efficient faculty development aimed at building basic instructional design skills have become a crucial necessity, more than ever before, to ensure effective teaching and learning online. In this session, the author will present why and how instructional design skills and technology should be incorporated into online faculty professional development programs.

WORKSHOPS

Learn and Apply: Using Social Media for Language and Content Application

Crystal Bock Thiessen

University of Nebraska Lincoln, USA

Social media has transformed over the years from a place of entertainment to a contemporary and engaging learning platform that is immediate and personal. Reviewing language and content through social media posts is a great way to help students connect their learning to bigger issues outside of the classroom. This virtual workshop will demonstrate how to set up a social media project for unit or semester-long content and language review. Participants will learn how to guide their students in social media posts that will improve their skills in summarizing knowledge, enhancing language with imagery and new vocabulary, and applying critical thinking.

Integrating the four skill areas in language learning: An instructional routine

Garrett Larson

International Black Sea University, Georgia

This workshop provides teachers with an instructional routine they can utilize in language classrooms to prepare students for academic courses at English-medium universities. Drawing upon empirical research, Motley's (2016) Talk, Read, Talk, Write, and his own teaching experiences, Dr. Larson will provide practitioners with a cohesive weekly routine that employs all four skill areas (i.e., listening, speaking, reading, and writing). Based on his experience, students who receive such instruction are highly receptive and engaged in the subject matter. This workshop will provide teachers with an additional routine they can add to their existing courses, or they can develop courses around this instructional model. Beginning with the theories and empirical research that support such a routine, Dr. Larson will then provide teachers with instruction, illustrated with examples, on how to develop these lessons for their own classrooms.

Using Service Learning to Increase Student Engagement and Language Retention in the English Language Classroom

Kyla Mcmillan

US State Department, USA, English Language Fellow, International Black Sea University, Georgia

This workshop will highlight the benefits of using service learning as a methodology in the English language classroom. Service learning begins in the classroom and then moves out into the community where students engage in projects such as organizing a clean-up or creating an information campaign. Students engage in higher order thinking through service learning by integrating multiple skills, problem-solving, and reflecting on and evaluating their project. Service learning

offers a unique opportunity for students of all backgrounds to use their language and communication skills in real-life situations, giving them the confidence and motivation to challenge themselves. This workshop will cover how to implement a service-learning component in everyday lessons, as an extracurricular activity, and even through distance-learning. During the workshop, attendees will delve into authentic examples of student community projects and brainstorm ways to incorporate service learning in their own classrooms.

Perfect primary practitioners: a reality or a dream?

Ana Fernandez Viciana

Facultad Padre Osso, University of Oviedo, Spain

Feliciano Ordoñez Fernández

Facultad Padre Osso, University of Oviedo, Spain

Valéria Árva

Faculty of Primary and Preschool Education, Eötvös Loránd University, Hungary

In our joint workshop, we would like to give an account of a research project that has been carried out at two faculties of primary education: Facultad Padre Osso in Oviedo, Spain and Eötvös Loránd University, Budapest, Hungary. At both institutions, we train primary classroom teachers, some of whom specialize in teaching foreign languages. The aim of the research is twofold: on the one hand, we intend to investigate the language background of first-year primary teacher trainees. On the other hand, we want to explore their views on language teaching and their beliefs on the ideal primary language teacher. The research project started in the autumn of 2020 with circulating a questionnaire among these students. At the workshop first, we report about the analysis of the data collected, with a special focus on the results concerning the ideal primary language teacher. Next, we are going to invite the participants to join the discussion by sharing and discussing their own views about what the ideal primary foreign language teacher is like.

Perceptions of Accented English: Promoting Awareness of Speaker Variation and Social Justice in the ELT Classroom

Kevin Hirschi

Northern Arizona University, USA

Maria Kostromitina

Northern Arizona University, USA

Everyone has an accent, but not all accents are perceived equally. The way people speak can mark their identity with a geopolitical region, socioeconomic status, ethnicity, or as a second language speaker which, in turn, can trigger stereotypes others have about a particular accent (Bradac et al., 2001; Lambert et al., 1960). This workshop will present research on speech perception constructs of Munro and Derwing (1995), consolidate an understanding of the differences

of accentedness and intelligibility in L2 learner speech, connect accent with social justice issues (Lev-Ari & Keysar, 2010; Masey & Lundy, 2001), and challenge participants to recognize their potential bias as speakers and teachers (Lindemann & Subtirelu, 2013). Participants can expect to recognize the importance of accent and the complex role it plays in learners' lives. Additionally, participants will be equipped with activities to promote awareness of social justice issues related to accented English.

ABSTRACTS

Verbalization of Positive and Negative Politeness in Internet Discourse

Alesia Shevtsova

Mogilev State A. Kuleshov University, Belarus

Over the past few decades, the development of Internet technologies has largely transformed the concept of interpersonal communication. Modern psychologists and sociologists express concern about the fact that the main communication of people moves to the online format, displacing the once more familiar live communication. At the same time, it should be noted that on the Internet people do not see the interlocutor, remain anonymous and can make more straightforward statements about other communicants. The article is devoted to the analysis of some ways of linguistic implementation of positive and negative politeness on the Internet comments. The author has carried out an analytical review of the theoretical material (P. Brown & S. Levinson research etc.) in order to systematize the main strategies for updating negative politeness in general and its differences in comparison with positive politeness. The analysis of the actual material has confirmed the theoretical conclusions about the most popular strategies, as well as identified their language markers.

Peculiarities of Translation of Blessing and Cursing Used in Dialect (Case of Translation From Georgian into English)

Ana Gigauri,

Iakob Gogebashvili Telavi State University, Georgia

Literary translation has always played an important role in the development of society. It enables different nations to share cultures. Therefore, a translator plays a substantial role. He/she should not only convey the meaning of the original, but also maintain the stylistic-aesthetic traits of the literary work. The following article deals with the characteristic features of translation of blessing and cursing expressions used in dialect. The examples for discussion have been taken from "Granny, Iliko, Illarion and I" by Nodar Dumbadze. For comparison we have chosen the English translation of the above-mentioned novel. The novel has been selected because of the abundant use of blessing, cursing and dialect. The findings are based on the comparison of the Georgian-English samples.

Turkish EFL Teachers' Attitudes Towards Teaching Grammar

Çağla Atmaca, Gülce Güler, Tuğçe Çakal

Pamukkale University Turkey

Grammar teaching has been investigated extensively in various contexts; however, it is still a hot issue in second language acquisition. Thus, this quantitative study aimed at finding out Turkish EFL teachers' attitudes towards teaching grammar and learners' and teachers' difficulties dealing with grammar teaching and learning. For this purpose, 92 in-service English teachers in Turkey participated in the study. After legal permission was taken from Turkish Ministry of National Education (MoNE), a questionnaire which consisted of two parts, namely their grammar approach and learners' and teachers' difficulties with grammar, was applied. The questionnaire was in the form of 4-point Likert scale and required the participants to check the items only once based their level of agreement or disagreement according to the anchors, and it was concluded that the questionnaire had an adequate internal consistency (Cronbach's α = .89). The collected data were analysed through descriptive statistics on SPSS. For the first part, that is grammar approach, it was found out that the item "Participating in language activities in real life is the best way for learners to develop their grammatical knowledge." had the highest mean score (M= 3.35) while the item "Excluding grammar from the language teaching program is beneficial to the learners." had the lowest mean score (M= 2.40). As for the second part, that is learners' and teachers' difficulties with grammar, the item "My learners want the teacher to explain grammar clearly/explicitly." had the highest mean score (M= 3.26) whereas the item "Teachers find it time-consuming to use real-life materials." had the lowest mean score (M= 2.37). The findings show that grammar is an indispensable part of language learning and exposure to target language beyond the classroom walls is crucial for practicing grammar but EFL learners may have limited opportunities to contact native speakers in everyday life. Still, language teachers can bring real life into classroom settings via movies, songs and videos, though some teachers may find it time-consuming. Although learners may desire explicit grammar teaching, teachers can refer to various implicit/inductive teaching practices as well help their learners to draw conclusions and reach the rule themselves depending on the input provided.

Digital Assessment Tools

Tatia Mardaleishvili, Diana Bogveradze

LEPL General Giorgi Kvinitadze Cadets Military Lyceum, Georgia

Worldwide pandemic has completely changed the way we teach and interact with our students. Online educational technologies have gained speed. There are lots of reasons to use educational technologies for student assessments, such as saving time, making the learning process more comprehensive and friendly, offering fast feedback, etc. Digital assessment tools ease the lives of both teachers and learners: due to modern technologies, students can get answers to their questions without needing to interrupt each other. All their activity can be tracked by a teacher on the spot. Finally, digital testing is fun for students, which creates a better learning environment: working with an interested audience makes teaching easier and more desirable for learners. The assessment does not just happen after an online course or module

or unit. It can (and should) happen before the learning, during the learning, and after the learning. Assessment has a triple function—it is diagnostic, formative, and summative—that help us assess where students are before, during, and after the learning. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Summative assessment is an evaluation of student learning at the end of an instructional unit by comparing it against some standard or benchmark. Assessments should really be about measuring learning outcomes. And learning outcomes should be about students demonstrating what they know, and more importantly, what they can do (their skills). Learning outcomes can be low-level (recalling information) or high-level (analyzing information). There are numerous tools of conducting digital assessment, but we are going to present just a few, namely: Seesaw.com, Plickers.com, Socrative.com, and Nearpod.com. Teachers will find them useful, as these tools will help them track their students' progress and provide them with more objective feedback and grades.

Phraseologisms as a Gender Explicator in the Cultural Civilizational Aspect- An Example of English and Georgian Language

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Phraseologisms are ethnocultural in nature, which leads to the existence of national and cultural specifics in them. They are sometimes referred to as idioms, proverbs, figurative expressions, or figurative words. They carry extensive contextual and subtextual information, which is often driven by the cultural and civilizational factors of a nation. Different stereotypes in different epochs shape them and on the contrary, phraseologies also play a big role in shaping stereotypes. Gender plays an important defining role in phraseologies as a social gender, that is socially deterministic. These roles change in the process of civilization, periodically re-evaluating views and stereotypes. Since anthropocentrism has become the in the center of attention, everything related to man has become relevant. How an individual sees his or her own or the opposite sex in context and how it is all reflected in language. In the given paper, phraseologies such as proverbs, idioms, figurative expressions are observed on the basis of the study - the contrast between Georgian and English phraseologies, where the cultural aspects of cultural civilization, similarities and differences are interestingly expressed in gender.

Teaching the works of Chaucer, Shakespeare, and Milton at Georgian Universities

Edward R. Raupp

Gori State Teaching University, Georgia

Arguably, the three most important early writers in the English language – indeed, one might say the founders of the language – are Geoffrey Chaucer (1343-1400), William Shakespeare (1564-1616), and John Milton (1608-1674). Yet our experience at the higher level of education is that students have had little exposure to the life and times of these writers

or of their work. Our study shows that, while some Georgian school leavers have been exposed briefly to a bit of Shakespeare, few have chanced to encounter Chaucer and none to Milton. Moreover, while teaching what we might call "The Big Three" of English language and literature, much might be said at the master's level: a bit of Shakespeare, little of Chaucer, and none of Milton. It is, therefore, essential that those who teach any or all of these great writers develop a strategy to fit the needs of the students while meeting the objectives of the course. In many universities, the syllabi for these courses tend to focus on one or a few of the works of the writers. This is especially true of Chaucer – focus on The Canterbury Tales, and Milton – deal only with Paradise Lost. We have taken a different approach on two levels. First our premise is that students will relate more effectively to the works if they know something about the man. This requires students to identify with the life and times of each writer. Second, we broaden our survey of the material and study what some might call the "minor works": Chaucer's The Book of the Duchess, The Legend of Good Women, The Parliament of Fowls, and Troilus and Criseyde. And Milton's Paradise Regained, Samson Agonistes, and his sonnets and prose. As for Shakespeare, we go beyond Hamlet and Macbeth to Coriolanus and other less well-known works.

Creating Open, Professionally Appropriate Dialogue with Students

Eka Gotiashvili, Tamar Tvaladze

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The article deals with teacher-student relationships focusing on main problems teachers meet in the educational process. One important question involves deciding how open and involved a teacher wishes to be with students. The article emphasizes three general types of teacher-student relationship: 1. Almost complete openness, in which we share a wide range of personal concerns and values with students. 2. Openness related to our reactions and to our feelings about the school environment. 3. An almost exclusive focus on a role-bound relationships. We provide some recommendations based on personal experience which will help teachers create open and professionally appropriate relationships with students.

Manipulation in Intolerant Discourse: A Belarusian Case Study

Ekaterina Vasilenko

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In the last few decades intolerant discourse has gained increasing research interest due to the challenges facing today's globalised and multicultural society. Hate speech as a verbal constituent of intolerant discourse has been studied worldwide with the focus on specific discourse communities. This paper discusses online hate speech on the example of the Belarusian discourse community and is based on the Internet users' comments to the news related to LGBTQ people, women and foreigners. The study concentrates on the pragma-communicative organization of intolerant discourse, i. e. communicative strategies and tactics used by the speaker in order to influence the interlocutor's discourse picture of the

world. Particular attention is paid to the communicative strategy of manipulation understood as the speaker's desire to convince the addressee to accept certain statements as true without considering all the arguments. The paper highlights the following tactics implementing the communicative strategy of manipulation within the framework of intolerant discourse: distortion of information, attribution of statements or views, inversion, generalization, shifting of emphasis and appeal to authority (the latter may be seen as a tactics of persuasion as well).

The Impact of Teaching Civic and Tech through the English Language on Teachers' Professional Development

Ekaterine Pipia

International Black Sea University, Georgia

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

Integrating Connectivism Theory in Online Studies of English

Ekaterine Topuria

Akaki Tsereteli State University

The teaching and studying process via the internet because of the COVID-19 pandemic has been a matter of discourse for a long time. Many theories and approaches serve the process of the online language teaching to achieve the best results, taking into consideration the fact that most of students rely on internet rather than on bookish materials. In the mask-dependent society it has become not social to lead a bare-face communication. So the new platform for expressing oneself indirectly appears to be the matter of not only health insurance, but also the matter of language communication. The aim of the article is to see the challenges of one of the theories, connectivism, for the ESL online classes. The theoretical value of the article lies upon the judgment that theories of behaviorism, cognitivism, and constructivism are the three broad learning theories. These theories, however, were developed in a time when learning was not so impacted by technology. Over the last twenty years, technology has reorganized the way we live, communicate, and learn. Technological tools redefine and reshape our thinking. To achieve the goals of connectivism, the methodology of the enquiry of the community appears to be important. On the basis of enquiry we prove that online comments or evaluations

help us to declare: 'I store my knowledge in my friends. And I can collect it through collecting people'. Thus the practical value of the article is to understand how to learn 'outside yourself': to find connections between ideas and fields that can create innovations not only in technology, but also in the practical bias in language learning. The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feeds back into the network, and then continues to provide learning to individual. This cycle of knowledge development (from personal to network to organization) allows learners to remain current in their field through the connections they have formed on the internet. Having even a lower level of knowledge of a certain issue may be easily filled in the internet community of better-informed fellows within the field in an interesting chat or blog comments.

The Impact of Learning a Foreign Language at School on the Development of Students' Emotional Intelligence

Ekaterine Tsuladze

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Variation in general abilities of human beings gave birth to the concept of intelligence. Thus, the necessity of the formation and development of emotional competence in teaching foreign languages has been substantiated. The concepts of "emotional competence" and "emotional intelligence" have become a buzzword in many fields including education. Within the context of foreign language learning, it is being applied in educational institutions for language competence. Teaching foreign language emotional speech at school has a significant developmental potential. The article is devoted to the development of the emotional intelligence of students in foreign language lessons. The principles of emotional intelligence are analyzed and considered; the most effective development opportunities have been identified emotional intelligence; the types of exercises that contribute to the manifestation of students' activity are considered.

Collaboration and Challenges in Continuous Professional Development

Elena Tsatsua

Ivane Javakhishvili Tbilisi State University, Georgia

Nowadays, the topics referring to the continuous professional development of teachers are often discussed; we are concerned about the ways we can reach our goals for bringing changes in the educational system in general. However, the transformation is not that easy and sometimes we cannot reach the destination because of the existing obstacles. This process is particularly problematic in developing countries like Georgia. Continuous Professional Development takes time and needs deliberate considerations of risk factors which mainly hinder the process ahead. In 2019 I established the non-governmental organization - English Teachers' Space in Georgia which aims to support ELT in the whole country. I started my occupation in the regions where my intentions have been supporting and encouraging teachers to avoid

competition and enforce collaboration which is the bridge to real development and improvement of educational processes in the state schools of Georgia. My organizational principles are based on David Allen Kolb's Reflective Cycle (American Educational Theorist born December 12, 1939, in Moline, Illinois). His theories focus on experiential learning which is tightly knit to individual and social changes, people's career development, and professional education. This approach is extremely significant to enhance educational transformation, therefore, it needs to be intensively introduced among teachers to help them collaborate. I am going to present the brief occupational story of English Teachers' Space spreading the collaborative culture in the regions which have been followed by a number of challenges. Everyone is welcome to participate in the ETS supportive and voluntary projects by sharing their experiences with Georgian teachers.

"The City Wore the Mask of a Capital": Dublin in James Joyce's "Dubliners"

Eliso Pantskhava

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The image of the city acquires special prominence in Modernist literature. The urban cityscapes simultaneously serve as real geographical areas and universal symbols in works of great modernist authors. This is especially true about James Joyce's Dublin - the permanent setting of the works by the great Irish modernist. A collection of short stories "Dubliners" belongs to the early period of James Joyce's creativity and its title highlights the importance of Dublin for the collection- the capital of Ireland is not a mere setting, but the unifying factor, the main image of the collection. Joyce represents the capital city as the centre of paralysis, or hemiplegia, affecting its citizens, despite their age. The paper discusses the importance and symbolic meaning of the city in the text. Joyce manifests naturalistic precision while mapping his city. The meandering of the characters around the streets of Dublin acquires symbolic importance - circular routs and the characters' futile attempts of breaking the circle demonstrate the inability of Dubliners to escape the paralysis of their physical, cultural, religious existence. I try to explore the role of Dublin in shaping the fates of its citizens and the methods, used by Joyce to depict the main city of Ireland, which is just "wearing the mask of capital," remaining deeply provincial in every aspect of its existence.

Challenges in Teaching Aviation English and Radio Phraseology at Undergraduate Level

Elizaveta Dalakishvili

International Black Sea University, Georgia

Nowadays the field of teaching English for Specific Purposes (ESP) is widely spread all over the world including various branches like English for aviation. A lot of international organizations are working on the issues of the accidents and incidents. It takes a lot of time and effort to find out the main cause of disaster or failure: whether it was human factor, a technical failure or a construction error. They never give up before figuring out the solution, as their primary goal is safety. It is one of the complicated types of a job full of responsibilities where everyone is working in coordination with each other and following the instructions and regulations given by the international organizations. The current paper is linked

with learning aviation English, which needs improvement, especially in our country, Georgia. The problems experienced in teaching technical phraseology arise from the essence of teaching English for specific purposes to English as a foreign language students. This paper aims at discussing the challenges in teaching aviation English and radio phraseology at undergraduate level and takes them into consideration while working on the syllabus or/and an educational program, which can help reduce the encountered issues.

The Effects of Family Educational Background and Occupation on Student Teachers' Teaching Self-Efficacy Beliefs

Elmedina Nikoçeviq-Kurti

University of Prishtina, Republic of Kosovo

A key component of a pre-service admission process is to look for evidence that applicants possess qualities important for efficient teaching. Given the importance of teachers' self-efficacy for their future professional activity, educational institutions must understand possible factors that might enhance or hinder these beliefs. This study investigated the effect of student teachers' family educational background and occupation on their teaching self-efficacy beliefs. The survey was conducted on a sample of 210 student teachers in the 3rd and 4th year of studies enrolled in a 4-year bachelor program for elementary teacher education at the University of Prishtina. This study was based on quantitative data, collected through a survey using the Teachers' Sense of Efficacy Scale (TSES) for measuring student teachers' self-efficacy beliefs. The results show the impact of student teachers' family educational background and occupation on their teaching self-efficacy beliefs. The findings reported higher self-efficacy beliefs of student teachers whose fathers had a higher education. Also, the results showed that student teachers whose parents work in the teaching profession have a higher level of student-teacher self-efficacy. This study contributes to understanding how different environmental factors contribute to students' teaching self-efficacy beliefs, which also predicts their teaching competencies.

Diversity of EFL pedagogical material utilized during the COVID-19 pandemic in Turkish Ministry of Educational Institutions

Erdogan Bada

Cukurova / Hakkari University, Turkey

Yonca Caylakli Ozkan

Cukurova University, Turkey

With the COVID-19 pandemic, almost all world educational institutions had to embrace distance education, and with this there came many challenges that we all, young, adult, and old, have to grapple with. For the first time, language teachers, along with practitioners of other subjects, found themselves left to their ingenuity regarding material design, delivery of content to students and maintaining stable attendance in sessions by their students. Considering all these extraordinary

circumstances, this study aimed to deal with the type of material regarding multiculturalism developed and presented to students by teachers of English in Turkey. The study conducted with participants in an MA program in ELT delved into teachers' tendency and application of introducing content of subjects including elements that are beyond inner circle cultures and pertaining societies. Participants of the program, all Turkish Ministry of Education teachers, took part in the study through open-ended questionnaires and interviews. The collected data was quantitatively analyzed through SPPS v21.0, and a content analysis procedure was carried out through NVivo for converging and diverging themes. Our findings suggest that while the participants staunchly adhered to the material prescribed by the Ministry, with content reflecting target and native societal characteristics, outer circle content was rarely touched on by either the material or the teachers themselves.

Teaching English to art students during the pandemic

Gulnara Gorgiladze

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The COVID-19 pandemic has affected nearly 1.6 billion learners in more than 200 countries (more than 94% of the world's student population). Of course, this had to be followed by various challenges, some of which were the same for all branches of higher education, while others had to be differentiated according to the study majors. It hasn't had a really negative impact on art students of English, as, anyway, much of teaching English has been done via computer-assisted (CALL), mobile-assisted (MALL), blended and flipped learning before the pandemic, and both teachers and students were used to it. During the pandemic not only synchronous regime became important, but also asynchronous one, where flipped learning occupies an important place. In teaching English to arts students in the pandemic situation a very effective way tuned out to apply viewing online lectures on art and then discussing them in class online. The paper describes the possible ways to do so

Reimagining Classrooms: What if Students Led the Classroom, not Teachers?

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To improve education practices and meet the challenges of ever-changing environment, it is vital to introduce a paradigm shift in education. A student-centered educational environment is a strategic component of modern higher education. Correspondingly, higher education institutions (HEIs) worldwide are expected to create the most favorable educational environment for their students to achieve the learning outcomes. For as long as schools have existed, teachers have been the main source of knowledge in the classroom. Nowadays, we have more resources available than ever before. This gives teachers ability to make their classrooms less teacher-centered and more student-centered. Teachers and educators must

embrace the students of today. They have to realize that their students can construct their own learning. Consequently, this paper discusses the concept of student-centered learning and sheds light on the core principles for supporting / creating student- oriented learning environment. This article is significant by identifying the indicators for evaluating student-centered classroom environment, which can help to promote more, the implementation of this form of instruction in HEIs of Georgia.

A Narrative Inquiry into Second-Career Native Speaker English as a Foreign Language Teachers' Challenges and Reflections

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Across the globe, a growing number of people choose teaching as a new career path. Even thoughtheir major is not language education, native speakers of English increasingly switch professions for a variety of reasons. The present study aims at investigating the motivational factors of second-career teachers, the challenges they encounter, and their suggestions to mitigate the process. The principles of narrative inquiry were employed to understand the experiences of second-career native speaker English as a foreign language (EFL) instructor. There are 3 participants holding a degree from different majors: religion and philosophy, theatre, history, and philosophy. The data collected via semi-structured in-depth interviews show that their career choice largely came from their desire to help other people, explore other cultures, their belief, passion, and faith. Moreover, the findings reveal that second-career teachers encounter challenges such as classroom management, disciplinary problems, and getting students to participate. They mainly suggest that these teachers should be provided with more adaptation programs addressing the needs of such instructors. Another offer is to observe experienced teachers.

What is in a Laughter? A Glance at Humour in Environmental Protests

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The rise of opposition between the authoritarian regime and the non-authoritarian public is a page in history of worldwide communities. Protesting against governmental laws, actions, and regulations, the anti-party, whether the activists, the protesters or the organizers make use of different tools to communicate with their regimes. The verbal and the non-

verbal tools are canonical in the street protests and/or online political dissents having different shapes. In our pandemic age of increasing inequality, this article speaks of humour as a powerful tool in environmental protests. In their banners, cartoons, posters, caricatures, pictures, and memes, the environmental dissenters spell out the way the regimes are crushing not only the human rights, but also the biodiversity rights of sharing with us the earth creatures and substances, including animals, plants, water, and soil. Some illustrative examples of verbal humour, non-verbal humour and mixed humour are given where necessary. Our descriptive article is basically built on the claim that a joke in environmental protests should not be conceptualized as fun and joy or a punchline of a story anymore; rather, it is the profound role of humour functioning as satire, irony, pun, and sarcasm speaking to a variety of environmental issues of the day. Global warming, animal extinction, pollution, and desertification are good representatives innon–violent actions and movements to save Mother Nature.

Integration of E-reading in Teaching Reading in English as a Foreign Language (EFL) Class

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Reading is a complex process, constant interaction between the reader and the text. Understanding different texts is essential, as without comprehension reading is a meaningless process that does not provide the reader with any significant information. Since reading is crucial in learning, teachers are required to help students develop appropriate knowledge and skills in order to become enthusiastic and competent readers. In the recent years, there has been significant increase in the advancement of technology and the adoption of digital tools in teaching and learning process has brought fundamental changes in the way teachers teach and students learn. As technology-assisted education is becoming an indispensable and challenging part of learning, it has become absolutely vital for teachers to enhance the integration of technology into their classrooms. Adoption of E-reading in teaching EFL has undergone rapid development and has a positive effect on learners' reading engagement. This paper aims to identify both advantages and disadvantages of e-reading in EFL class. It will also investigate the challenges and opportunities of eBooks in teaching reading and examine how these opportunities could be significant and motivating in promoting reading habits. Except of this, the article will try to shed light on how technology-mediated learning facilitates reading and transforms it into enthusiastic process. Finally, the paper will outline negative features of e-reading and impediments that are being faced by educators in educational institutions.

Active Listening Through Critical Thinking

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Listening is very important skill a person will normally have. It is so essential because good listening is probably the easiest way to connect with other people and build relationships. How well a person listens has a major impact on him/her and

on the quality of his/her relationships. On the other hand, listening is the most difficult skill to acquire. We listen to obtain information and to understand, to learn or just for enjoyment. The way of improving foreign language listening skills is to practice 'active listening' as, like any skill, to develop listening skills, a learner has to work on them. Active listening means that a learner should be fully concentrated on what is being said and, most importantly, a learner should try to understand the complete message being sent. Active listening is a skill that can be developed with practice. It is a skill that looks, sounds and feels obvious. Active listening is not mysterious or complicated. A learner should know some qualities of active listening that s/he can put into practice. Active listening involves not only the effort to decode verbal messages, but it also involves non-verbal communication. Next important quality is responding to what somebody just said and doing it by reflecting back what one has just heard. And also it is very important to keep the focus on the speakers and let them talk. This might seem obvious, because you are listening. It is very important to keep your talking turns and questions concise. So, a learner listens, thinks and tries to ask questions. This process involves critical thinking. Critical thinking is asking questions, understanding discourse, making reasoned judgments that are logical and well thought out. It goes without saying, that active listening has to involve critical thinking.

Needs Assessment of Research Support as Initiative Process of Service Design for Academic Library Service

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Service design is a process to increasingly manage customer experiences for innovative solutions through the research and development cycle. This study aims to conduct needs assessment for research support services of academic libraries in Thailand on overall satisfaction and prioritization of four services such as reference service, training service, circulation service, and facilities. The sample includes 405 graduate students and faculty from the top eight research universities. Data are conducted via questionnaires and then analyzed through descriptive statistics such as frequency distribution, percentage, mean and standard deviation. The needs assessment is analyzed with Modified Priority Needs Index (PNImodified). The research results reveal that the overall services' satisfaction is at a moderate level while the four services of needs are prioritized from most to least as follows: reference service (PNImodified=0.23), training service (PNImodified=0.17), facilities (PNImodified=0.16), and circulation service (PNImodified=0.14), respectively. The most needed items are 1) research funding sources guides (PNImodified=0.31), research writing (PNImodified = 0.27), copyright and patent suggestion (PNImodified = 0.27), and interlibrary loan (PNImodified = 0.27). This survey will be further contributed to three stages of IDEO service design model for research support of academic library service.

The Influence of Online Learning on Student Academic Misconduct in Georgia

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This paper adds to the small body of research on academic integrity and academic misconduct in Georgia (Bakradze et al., 2016; Doghonadze et al., 2018; Poisson & Hallak, 2018; Schönfelder, 2019). Previous research described widespread cheating and plagiarism (both intentional and unintentional) in Georgian universities. This study investigated how the global pandemic and the consequent move to online learning influenced student academic misconduct in Georgia. Students from two private universities in Georgia responded to an online questionnaire including both closed and open-ended questions eliciting their perceptions of the prevalence of and motivations for academic misconduct during the pandemic. Data from the closed-ended questions, derived from Brimble and Stevenson-Clarke (2005), revealed that students self-reported more frequently engaging in academic misconduct during the pandemic. They also believed there has been more frequent cheating among their peers. Content analysis of the open-ended questions and follow-up interviews presented a more complex picture. Generally, student motivations for cheating aligned with previous research. Such motivations included pressure for grades, competition with peers, the ease of cheating and lack of academic support. Students observed that professors have begun adapting assessment to the online modality by speeding up exam times, replacing multiple choice with open-ended responses, and checking more frequently for plagiarism. With the exception of quicker exams, which created more stress, students generally felt that diversifying forms of assessment encouraged academic integrity. Respondents also showed wide-ranging levels of awareness of and respect for their institution's academic integrity policy. Fostering a university-wide culture of integrity as well as better academic support are recommended.

Energizing Self-Development in the Georgian Defense Forces

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Learning which occurs outside the formal structure of a school or course (institutional), or apart from experience and the direction and coaching of a master guiding an apprentice (operational or "on the job") is referred to in military education as self-development. Self-development is recognized as one of the domains of leader education and training. Self-development is often misunderstood, or its value diminished because of the importance applied to the institutional or operational domains. The high operational tempo which consumes so much leader time, and personal or family time lost in self-development sometimes causes frustration and bewilderment regarding self-development in the U.S. Army. Self-development is broken down into three types: structured, guided, and personal. The activation and nurturing of guided self-development in the GDF can improve leaders and serve as the bridge between institutional education and the unit of assignment, but a functional and relevant self-development domain can also lend credibility to the counseling and evaluation system. While many leaders within the Georgian Defense Forces have made admirable efforts in the arena of

personal self-development, the other types of self-development should be considered, and guided self-development improved upon to continue the improvement and professionalization of the force.

Emotion as a Key to Learning Foreign Languages

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Notwithstanding other determinants, emotions affect pupils' behaviour and actions as well as the foreign language learning process. Drawing on the latest approaches in learning neuroscience, emotions move to the forefront, especially in the field of neurodidactics, neuropedagogy, and neurolinguistics. Neurodidactics is an interdisciplinary science aimed at researching human brain functioning and its patterns, as well as learning processes. As a matter of fact, neurolinguistics investigates the mechanisms of speech behaviour and information processing in relation to neurophysiological processes and the anatomy of the nervous system. The role of emotions should not be underestimated in foreign language acquisition; negative emotions such as uncertainty in speech production, frustration from low language proficiency can be linked with a low affective filter; they might also be accompanied by the fact that one finds a particular language too difficult or is anxious about speaking it. Therefore, it is important to work with emotions. In addition to other factors, emotions also indicate a learner's approach to a foreign language and its acquisition. The more positive the attitude to the target language is, the easier and more effective is learning it.

The Features of The Setting In Short Stories By Ambrose Bierce

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This research aims to study the features of the setting in short stories by Ambrose Bierce (1842–1914?), the distinctive American writer and the journalist of the second half of the 19th century. The research is based on the collections "Tales of Soldiers and Civilians" (1891) and "Can such things be?" (1893). In his early war stories, the writer frequently uses a rural area or forlorn places in the setting. The main attribute of the space at this point is its 'historical intensity' (in Mikhail Bakhtin's term). Due to the writer's intention to grant a sense of history to the most recent events, the buildings on the pages of his stories are often dilapidated. Such intention arose from the long-standing tradition of "creation" of national history that forged an American identity. The Gothic tradition affected the representation of the space in writer's later works. These stories often have small town or urban settings. A separate building as well as the city in general possesses various Gothic attributes on this stage. The city or the building turns into the meeting point where past and present make a synthesis. If the characters in Bierce's early stories are ruled by the powers of history, the heroes of later stories intend

to ignore it and even try to challenge its forces, and they never emerge victorious. It could be concluded that the features of space representation in the writer's prose reflect Bierce's concept of history.

International Experience of Metacognitive Reading Strategy Use in English As a Foreign Language Teaching

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Reading strategies that help readers improve their reading skills and increase their ability to read independently, have recently become of teachers' interest. Several factors are known as facilitators in language learning process that seem to be helpful for learners. This article investigates what international experience exists in teaching reading by metacognitive strategy use and shares other researchers' experiences concerning different reading strategies. Accordingly, the paper assesses the feasibility and benefits of the metacognitive reading strategy use for EFL learners. As far as the fundamental purpose of teachers is to help learners develop their self-study skills, exploring the best methods of developing metacognitive reading strategies will be interesting for them. Therefore, based on different case studies, the article will highlight the benefits, challenges, and barriers for metacognitive reading strategy implementation in teaching reading and try to offer some practical strategies for applying metacognitive instructions.

Entrepreneurship Education and Mathematics in Teacher Education: A Discourse Analysis

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In this paper we analyse the qualitative data on the role of entrepreneurship education and mathematics in teacher education. The research is based on texts found in policy documents on entrepreneurship education and mathematics at the national and institutional level (strategy of education, science and technology, strategy for entrepreneurship education, curriculum) and the scientific papers on the topic concerning entrepreneurship education and mathematical education at the faculties of teacher education in Croatia. Using critical discourse analysis, dominant discourses were identified that relate to students, teachers, entrepreneurs and higher education institutions that are directly or indirectly responsible for developing entrepreneurial skills through education programs. This phase of investigating on the importance of entrepreneurship education and mathematics in teacher education is the base for the further phase of research that will encompass interviews with students and teaching staff in order to explore the possibilities of combining entrepreneurship and mathematics in primary school.

Using Story Telling as a Tool of Positive Reinforcement in Education Across the Disciplines

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The goal of positive education is to reveal a person's combination of character strengths and develop his or her ability to effectively engage those strengths. Positive education is the unity of traditional education principles with the study of happiness and wellbeing, using Martin Seligman's PERMA model and the Values in Action (VIA) classification. Seligman, one of the founders of positive psychology, has incorporated positive psychology into education models as a way to decrease depression in younger people and enhance their wellbeing and happiness. By using his PERMA model (or its extension, the PERMAH framework) in educational institutions educators and practitioners aim to promote positive mental health among students and teachers. This model is based on *Positive Emotions, Engagement, (Positive) Relationships*; *Meaning*; and *Accomplishment*. Positive education promotes human development, teaches students how to make themselves happy, decreases depression, facilitates high academic performance, increases motivation among students, and boosts resilience. Story telling as the method of positive psychology enables raising happiness levels and leads to even higher performance levels. Storytelling—or narrative—is fundamental to how we think and make meaning of the world. Thus, the future holds for positive education and applying it across the disciplines to boost higher levels of creativity, leadership skill and emotional intelligence. Besides, it enables people to have improved academic performance and better mental health. Story-telling as a rigorous educational tool is useful to enhance better performance and well-being of trainees. Story-telling is closely related to positive psychology in the sense that story telling or narrative is fundamental to how we think and make meaning of the world. The presentation will cover the basic structure of stories, the personal side of stories where we look at how stories influence identity, cognitive patterns, emotions and behavioral choices and the public side of storytelling where we examine the influence of stories we tell and share with others and how they can be used to make change around the world. In particular, how the emotional impact of personal and social storytelling influences beliefs and behaviors, making them a valuable tool for positive personal and social change.

Allusions to Tannhäuser Showing the Theme of Redemption in Oscar Wilde's Works

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Oscar Wilde, an Irish poet, playwright, novelist and critic, known as the leader of the late 19th century aesthetic movement associated with the slogan "art for art's sake", can be seen as a controversial figure. Paradox, the most distinctive aspect of Wilde's style, was also characteristic of his personality. The extravagant dandy ridiculing the Victorian morality, who ended up in prison *for* "gross indecency", was also the author of poignant fairy tales preaching Christian ideals. He combined shocking cynicism of a hedonist pursuing beauty and *pleasure with deep* sympathy for the poor and faith in love. Many of Oscar Wilde's works contain Biblical allusions, particularly allusions to the Christ. Redemption through love and death is the recurring motif in his writings. The purpose of the present paper is to study Wilde's allusions to Richard

Wagner's opera *Tannhäuser* (1845) based on the legend about the mediaeval German minstrel Tannhäuser and the tale about the Wartburg Song Contest.   A number of works including fairy tales The Selfish Giant, The Young king, The Fisherman and His Soul, the humorous short story The *Canterville Ghost*, and the poem The *Ballad* of *Reading Gaol,* introduce the main hero who receives God's forgiveness for his self-indulgence or sins shown by making a dry tree, staff or thorn blossom. Allusions to Wagner's *Tannhäuser can be found in the novel* The Picture of Dorian Gray as well. Considering the motifs of repentance and redemption, the portrait of Oscar Wilde, the author ostracized from society, seems different.

Non-Native English Speaker Students' Common Syntactic Mistakes when Translating from Georgian into English

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The research concerns challenges which Georgian students experience when translating texts from their native tongue into English. In particular, the study focuses on syntactic errors which students training as future translators/interpreters make in this respect. The most typical mistakes are generalizes and classified for better understanding their causes and frequency in this way to elaborate approaches and activities for their elimination.

The Use of Modeling Tasks in Mathematics Remedial Teaching

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This study explores the contribution of a long-term teaching process of modeling tasks within the framework of remedial teaching. The goal of the study was to examine the power of modeling tasks in the development of mathematical concepts. The research was carried out at a remedial education center with 7 third-grade students who worked in two groups. The data were collected through follow-up of each student as well as follow-up of each group as a whole. The findings show a significant improvement in students' concept of decimal number structure and its implementation in addition and subtraction.

The Language of Hate in Political Discourse (On the Examples of English-Speaking And Georgian Politicians)

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Freedom of speech is the basis of democratic society. It enables every member of the public to express their idea which might not be acceptable for the rest of the community but it should not include the language of hate that expresses loathe or encourages violence towards a person or group belonging to a certain race, religion, sex, or sexual orientation. Unfortunately, it remains a serious problem to draw a clear dividing line between the freedom of speech and hate speech in the social and political life of many countries as it can lead to the restrictions on freedom of expression. The article aims to study the language of foreign and Georgian politicians and show the differences and similarities in using the language of hate in their speeches on the basis of qualitative and quantitative analysis. The study showed that Georgian politicians use the language of hate mainly against people of different sexual orientation and against people from other countries; while in English speaking countries, politicians tend to use anti-racist and gender issues.

Influence of University Leadership on Academic and Administrative Staff Job Satisfaction and Retention

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The presented article highlights the role of university leadership in motivating and retaining the academic and administrative staff for university success. Building organizational commitment and trust, providing good working conditions by considering employees' needs and promoting good social relations will generate effective leadership process. Effective university administration should be able to have positive relationships with their staff to maintain high morale and job satisfaction within their institutions. Leadership is one of the main factors in bringing positive change to the organization. This review study concludes that higher education institutions need effective leaders who can understand the complexities that come with the university culture. University is an academic Institution, therefore, professionals such as university employees need different form of leadership. Recognition, appreciation and reward have much impact on employees, which increase the level of job performance and job satisfaction. These factors also play an important role in retaining academic and administrative staff in higher education institutions.

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Teachers, Faced Challenges and COVID19

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Distance learning and teaching has changed educational requirements. The article aims to discuss the faced challenges by the teachers who have been teaching the English language during a pandemic. COVID-19 viral pandemic affected all spheres of life, especially educational system. This drastic change could impact teaching/learning behavior and acceptance of the change. Thus, not only learners but also English language teachers find themselves in a difficult moment in their professional lives in our country. Online teaching really made a difference. Lecturers are responsible for delivering lectures and meeting students' needs and interests. They need to make sure all the students are equally involved and taken care of and that students make progress and achieve the course objectives. Students, in return, need to fulfil the tasks on time, be active and participate in the learning process. This sudden switch was accompanied by insufficient preparation All these challenges encountered by the teachers , the ways of coping with them, the skills that the teachers need to master when teaching online are discussed in the paper.

"The Concept of Death in Jack London's Law of Life"

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Jack London is the famous American novelist and short story writer. Some of his short stories are about the North, about people's hard life and their attitude to each other. Jack London's "The Law of Life" is a short story that deals with the approach of death to a former Eskimo chief Old Koskoosh. He is now old and blind and is abandoned in the snow by his tribe and family to meet his final fate, his impending death. His life would last as he could keep up the fire. He must die when the fire dies. Old Koskoosh accepts and respects Death as he did Life. Left on the mercy of life, old and blind, he finds peace in the understanding that while he is dying alone, he is not alone in his dying. Old Koskoosh was left on the mercy of fate. There was no need to fight for his life. Death was inevitable. Sooner or later he had to die. That was the law of life.

Linguistic Characteristics of Satire and Humor in English, French and Georgian Animated Films

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Animated films, like movies, belong to fine arts involving their visual, musical and story-line elements. Learning-based cartoon movies are good sources for kids enhancing their mental, social and esthetic development. Accordingly, the language of animated movies should be precise but natural, full of humorous elements in order to grab kids' attention. The way the humor is shown in cartoons greatly depends on the language it is expressed by. Sometimes satire is more attributed to the stream-line rather than humor. The aim of the research is to define the linguistic characteristics of satire and humor in cartoons. For this reason, English, French and Georgian animated films are compared to each other for defining the depth and ways of expressing humor and satire language.

Transforming traditional continuing professional development into online form of functioning at HEIs

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The article aims at discussing the forms of face-to-face continuing professional development (CPD) in terms of individual, institutional and teacher-led professional development and the possible ways of its successful transformation into a virtual form of functioning at higher educational institutions (HEIs). CPD as an indivisible and indispensable part of professional life is a lifelong experience. The process of fast digitalization has been significantly reflected on each part of the educational sphere and made them face new challenges. Due to the pandemic, HEIs, having no or little experience in blended or online form of functioning, had to be highly flexible towards the unexpected changes and transform the working style from face-to-face into online one. The HEIs had to adapt to constantly changing demands to play their parts in societies which is becoming very acute when the aspects of digital immigrants and digital natives are outlined in distance teaching and learning environment. CPD as one of the pivotal parts of HE was accordingly adapted with the changes and transformed into the online form, since technology creates an ample scope for expanding the horizons for more inclusiveness and intense networking and even building learning communities, though distantly.

Artificial Sweeteners: Academic Dishonesty and How to Tackle with it

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Breadth of information and services that are available to learners in technologically rich age significantly increase the scope of the problem of plagiarism in HEIs. Students have access to multiple and simultaneously accessible online sources, which makes cheating easier and faster for them. Students self-report academically dishonest behavior. They often trivialize or fail to even recognize academically dishonest behaviors. Furthermore, they often feel confused about academic dishonesty. There are inconsistencies between faulty understanding and implementation of academic integrity policies. Regardless the fact that learners report academically dishonest behavior, many of them still are not sure what constitutes it. Accordingly, teachers and educational experts face the challenge to uncover the contributory factors or reasons to why the learners may plagiarize and hereby, HEIs have put upon the responsibility to not only respond, but also to enhance academic integrity policy and educational approaches. It is also of vital importance to realize the significance of raising the students' awareness towards academic integrity by introducing what is considered to be academic dishonesty, what are its costs and the university policies and how to avoid plagiarism. For the aforementioned reasons, HEIs should always be following the continual path of developing institutional strategies for academic integrity. The current paper aims to equip teachers with concept, case and tackling strategies to enhance academic integrity among the learners of Higher Educational Institutions. The combination of presentation, practical activities and sharing the resources together with the survey results on students' perception of academic integrity will contribute to helping teachers and educational experts to tackle the challenge of academic dishonesty in the technological era

AntConc Concordancer - Technological Tool for Linguistic Research

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The article analyzes the use of software as a useful tool for linguistic research, with an emphasis on the concordance and characteristics of the AntConc Concordancer software product. In the modern information society, linguistic researchers actively use specialized software, and in the digital humanities, processing the linguistic data using computer technology has become very intensive. This can be evidenced by the analysis of multi-type software, to which the research works of John M. Lawler, J. Sinclair, Charles F. Meyer and others are dedicated. One of the important areas of linguistics development is corpus linguistics, which develops the theoretical basis and practical tools for the collection, machine processing and using of linguistic data, which are formed as a corpus of texts. Corpus linguistics focuses on the analysis of natural language using computer technology based on large-volume and well-ordered text corpuses. Corpus linguistics also uses a number of tools, including concordance, among which LEXA, MonoConc, MicroConcord TACT WordSmith, WordCruncher, Manatee (Bonito), IMS Corpus Workbench (CQP), XAIRA, LEXA, Virtual Corpus Manager(VMC), EXMARaLDA Corpus-Manager(Co-Ma) and others can be mentioned. There are also programs that can be used to analyze

certain processes in linguistics.. These types of programs are used for complex grammatical patterns. However, this time, the article looks at the use of the Antconc Concordancer software, which is a practical technological tool for researching corpus linguistics. The focus is on the consistency aspects and characteristics of the software product, as mentioned above.

"A Terrible Fish" As a Symbol of the Lost Youth in Sylvia Plath's Poem "Mirror"

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Sylvia Plath is a popular American poet, novelist, and short-story writer of the 20th century. She is considered to be one of the founders of the genre of confessional poetry in English-speaking literature. This genre deals with taboo topics such as addiction, mental health and interpersonal relationships. Plath's style of writing reflects her intense emotions and her battle with depression. Her poems occupy a special position in American literature due to its nature, topics, treatment, and imagery. Her life and bitter experiences have influenced her poetry. The poem "Mirror" is a compelling work of art, and a remarkable piece of literature. It contains many autobiographical elements that have to do with the poet's difficult life. It is one of Plath's darkest and the most haunting poems, which clearly depicts her own self-doubt, fears and feelings of inadequacy. The poem consists of two nine-line stanzas which are both symmetrical, and indicative of opposition. It is written in free verse from the perspective of a wall mirror - the narrator. The second stanza is a reversed symmetrical reflection of the first one. Here the mirror compares itself to a lake. The poem is an example of the symbolic use of a mirror in literature. It describes a young woman who is growing older while she is looking into her mirror. She is struggling with the loss of her beauty, admitting each day that she is getting old. The woman has "*drowned a young girl*" in the mirror, and now sees in her reflection an old woman who rises toward her out of the mirror like *"a terrible fish."* The fish could symbolize an old woman grasping for her lost youth in the same way as a fish, due to the lack of oxygen, opens its mouth at the surface of the water.

Meta-Discourse Markers in Introduction and Literature Review Sections of Management Articles Written by Iranian and Foreign Scholars

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This study aimed to explore interactive meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian scholars based on Hyland's (2005) model. A mixed methods design was selected. The materials used in this study included 60 English management articles, 30 written by Iranian scholars and 30 by foreign scholars, which were selected from the existing data bases through availability purposive sampling. After data collection, the introduction and literature review sections of the papers were read by the researcher to investigate them in terms of the use of interactive meta-discourse markers (i.e., transitions, evidentials and code glosses) based on Hyland's

(2005) model. Data analysis was conducted using descriptive statistics and Chi-square test. According to the results, in Iranian scholars' articles, the most frequent meta-discourse markers used in the introduction and literature review sections of the management articles based on Hyland's model were transitions and evidentials, respectively. In addition, the least frequent meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian scholars based on Hyland's (2005) model were code glosses. Regarding foreign scholars' articles, transitions were shown to be the most frequent meta-discourse marker used in the introduction section of the management articles based on Hyland's (2005) model. In the literature review section of the articles, the highest frequency was related to evidentials and transitions. It was also revealed that the least frequency was for code glosses in both the introduction and literature sections of the articles by foreign scholars. According to the results obtained from Chi-square test, the observed difference between the frequency of interactive meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian and foreign scholars based on Hyland's (2005) model was statistically significant.

Foreign Language Anxiety in Virtual Classrooms in Turkey

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This mixed-methods study investigated foreign language anxiety in virtual English as a foreign language (EFL) classrooms in Turkey. The Turkish EFL university learners' anxious feelings in traditional and virtual classrooms were compared. Then, the reasons for their feelings were explored. Data were gathered from 212 online learners via a questionnaire including both open-ended and close-ended questions. A large number of the students felt less stressed in a face-to-face classroom. Comparing doing the activities, a larger number of the respondents felt less stressed to participate in face-to-face classroom language activities than in online classroom activities. Over half of the respondents felt anxious thinking that others might see their home settings or hear the voices in their homes, about being recorded for every activity, and about their physical and mental health due to long-time use of technology. The online classroom setting made a large number of the participants feel more suffocated and isolated. The existence live interactions in face-to-face environments was mentioned as an effective factor. The other reasons included individual differences and preferences, lack of technological knowledge, and the technological infrastructure problem. In terms of the benefits of the online classes, several learners felt comfortable with answering questions while others are not looking at them, and that others do not see their physical appearance. The direct presence of eye contact with the teachers in face-to-face classrooms made above several students more nervous. Some also referred to the Covid-19 pandemic and that it is risky for their health to be in face-to-face classrooms.

The Psychologically Safe Environment and Student-Centered Approach in the Classrooms Positively Affects the Formation of the Students' Private Logic and Their Ability to Lead More Fulfilled Lives

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We all have a myriad of short, medium and long-term goals in our lives and all these goals will have one thing in common. This is what Adler referred to as 'long-term goals' or the 'fictional-goal'. When we understand the reasons for our behaviours, we can change them, to focus on behaviours without looking behind and beyond them is the same as treating a symptom, not the cause. The same is in education and in teaching. If an instructor intends to change the behaviour of a student, then he/she is to point out the symptoms and the content of the symptoms, then diagnose the cause and only after that it is possible to change them. As it is in individual psychology, the same can be said about the educational process in terms of students' individual pace of development and their individual attitudes towards the reality existing in the classroom and in general, in the world. The concept of the 'private logic' is that what individual psychology refers to those different perceptions of the facts around the person and students in our case. The private logic is that container which accumulates the ideas and thoughts of the students about what they are and what they believe in. Their conscious thoughts, feelings and emotions, behaviour are all the products of the unique belief system which each of them holds out of their awareness. The effectiveness of implementation of Adlerian psychological methods in the educational process is that it enables instructors to act in a systematic way in order to tailor the whole process of teaching/learning to the existing reality in the classroom, to be present–centered, goal-oriented and, what is the most important, to be student-centered. For these goals, individual psychology, very closely attached to the humanistic points in education, can maintain such a person–centered atmosphere in the classroom in which students can feel psychologically safe, motivated and encouraged to study and to be actively engaged in a meaningful learning process.

The Pragmatics of Criticism: Native versus Non-Native Speakers of English

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Criticism is inherently an impolite and face-threatening act generally leading to conflicts among interlocutors. It is equally challenging for both native and non-native speakers, and needs pre-planning before performing it. The current research examines the production of non-institutional criticism by Iraqi English as a foreign language (RFL) university learners and American native speakers. More specifically, it explores to what extent Iraqi EFL learners and American native speakers vary in (i) performing criticism, (ii) mitigating criticism, and (iii) their pragmatic choices according to the contextual variables of power and distance. To collect data, a discourse-completion task was used to elicit written data from 20 Iraqi EFL learners and 20 American native speakers. Findings revealed that though both groups regularly used all strategy types, Iraqi EFL learners criticized differently from American speakers. When expressing criticism, Iraqi learners tended to be indirect whereas American speakers tended to be direct. In mitigating their criticism, Iraqi learners were significantly

different from American speakers in their use of internal and external modifiers. Furthermore, both groups substantially varied their pragmatic choices according to context. The differences in their pragmatic performance could be attributed to a number of interplaying factors such as EFL learners' limited linguistic and pragmatic knowledge, the context of learning and L1 pragmatic transfer. Finally, a number of conclusions and pedagogical implications are presented.

Career Decision Making Difficulties, Career Decision Making self-efficacy and Autonomous Functioning among first Year Students

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University students often experience difficulties in the career decision-making process, that is related to internal and external factors of decision making. To make well-informed career choice is dramatically important, as far as it is difficult to find a stable position in today's laborarket and also to be able to match one's interests and skills to the profession. The paper focuses on the difficulties of career decision making suggested by Gati, Osipov and Krauzs in 1996. Thelack of readiness, lack of information and inconsistent information are the main categories of difficulties that could be influenced by many personal factors, such as self-confidence, autonomy, self-awareness, and inner and outer self-control. The study sample consisted of 127 first-year undergraduate students at Ilia State University. The results indicate that there is a statistically significant relationship between career decision making difficulties and career decision self-efficacy, interest taking and sustainability to control. No correlation was detected between career decision making and authorship – the third facet of autonomous functioning. It should be noted that career decision self-efficacy was the strongest predictor of carer decision-making difficulties. The comparison of students who received different forms of career counseling scored higher on career self-efficacy. Career self-efficacy is negatively associated with the difficulties in career decision making. Based on these it is suggested that it is important for students to enhance their self-knowledge, self-confidence, occupational exploration in order to make the transition process from high school to university less stressful. Different strategies of schools and university counseling is also discussed in this paper.

Rethinking Writing Practices in the 21st Century English as a Foreign Language Classroom

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Due to the widespread use of technology, educators have been called upon to rethink their writing practices. In the light of learners' digital literacy demands, teachers started to incorporate digital technology to renew interest in teaching writing. Such digital practice is significantly different from printed media and contributes to creating collaborative learning environment. Digital literacy practices promote a new way of meaning-making and prepare English as a Foreign Language (EFL) learners for the 21ˢᵗ century digital world. This conceptual article emphasizes the importance of incorporating digital writing tools such as forums, blogs, and wikis in the EFL classroom and acknowledges their affordances in relation to

collaboration. In order to foster EFL writing in the digital era, the article suggests a pedagogical framework of embedding digital literacy practices to bridge the gap between learners' out-of-school practices and their formal education.

Importance of the introduction the European values in Georgian Schools

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The European Union has always stressed the relevance of the values of democracy and tolerance for Europe as a community as well as for its Member States. The first part of the research focuses on the policy of teaching the common values of democracy and tolerance in secondary schools, and how this policy is implemented in practice. The second part of the research is focused on the analysis of the such aspects of democracy as human rights, tolerance, moral values and importance of their introduction in Georgian schools.

The Effectiveness of the Flipped Classroom Method during the Pandemic

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Due to the worldwide spread of COVID-19, most schools had to close. To maintain teaching and learning while disrupting traditional teaching and learning, most schools have adopted the online and blended teaching models. The online and blended teaching methods are new phenomena for Georgian schools. The research aims at determining the students' involvement and motivation in the case of introducing the flipped classroom method during online teaching. The article suggests the reader some ways to combine methods in order to maximize the performance and engagement of students during the online and blended learning mode.

Classification of Some of the Biblical Metaphors and Their Georgian Equivalents

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Metaphor is one of essential topics in linguistics. It is based on the principle of identification and becomes a stylistic device when two completely different phenomena/ things are united according to a certain feature, which one of them does not possess in reality. The aim of the given paper is to discuss the problem of the usage of metaphors in the Bible, to give an outline of this very important stylistic device, its classification, and identify those new classes which were revealed after thoroughly studying the material under investigation. It should be emphasized that literary metaphors

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are most impressive, raise more emotions and have a greater degree of unexpectedness. The purpose of biblical metaphors is to make us deeply comprehend the veiled secrets of God. Metaphors in the Bible specify abstract ideas. We classified the metaphors under investigation according to their structure and their strength. We also compared English examples to their Georgian equivalents to find out how the emotional loading of English metaphors is maintained in their corresponding Georgian phrases. The thorough analysis of 50 verses of the Bible revealed three classes according to the structure. Each of them were divided into subclasses. The second type of classification, i.e. according to the strength of metaphors disclosed 5 classes. They were categorized as very strong metaphors, strong, not strong enough, trite, and very trite metaphors. Most metaphors fall under the class "not strong enough" and the least of them – under the classes "very strong" and "very trite". Finally, while comparing the English and Georgian examples, it can be said that mostly the classes coincide with rare exceptions and in two cases in the Georgian language we even did not deal with a metaphor.

Teacher Motivation in European Countries and North America

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In recent years the research on motivation of academic staff has gained popularity in different countries worldwide. The productivity and success of universities are directly linked to the motivation of lecturers and researchers who invest their professional knowledge, time and energy into the stable and continuous development as well as success of higher education institutions they work for and generally into the development of education globally and locally. In connection with this an issue of considerable relevance emerged - to look at the various motivation enhancement techniques used by the governments and administrations of Western countries, explore the positive as well as negative experience of these countries. The article aims at narrowing the gap between the theory and the practice and offers ready-made already used managerial strategies in connection with such leadership styles as distributed, transactional and shared. The list of motivating and demotivating factors of novice teachers as well as experienced ones is provided and discussed in the paper and ways to maintain and enhance them are suggested. The article looks at the results of the research conducted among academic staff and administration representatives of higher education institutions as well as the research done by governmental and non-governmental organizations.

The Role of Memory in Learning

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The research aims at analyzing fundamental components of memory in learning process and information preservation in brain. In the papers cognitive load theory (CLT), as well as short- and long-term memory, information processing model, instructional strategies for effective learning, perception, attention and emotional valence of memory contents will be

scrutinized. Students' experiences, challenges and solutions will be analyzed and discussed through the paper. Moreover, the research will explore the effect of learning on students' memories.

Corpus-Based Discovery Learning in Teaching English As a Foreign Language

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Discovery learning as a Constructivist-Based Approach to teaching creates active, hands-on learning opportunities for students. It induces process-oriented, student-driven learning where students play an active role in the construction of their own knowledge and a teacher serves as a facilitator or a guide of the process. Over the past decades, the emergence of corpus linguistics and the application of corpora in teaching practices have revolutionized the field of education. Corpus-Based Discovery Learning promotes the easily accessible and comprehensive study of language in a real-world context and through inductive reasoning. Corpus serves as a powerful medium for effective teaching and learning process from the perspective of language acquisition, as well as essential learning skills development. Creative thinking skills, analytical thinking skills, critical thinking skills, problem-solving skills, collaboration skills are part of the benefits corpus-based discovery learning brings to students, in addition to learner autonomy and knowledge retention. The article discusses the foundations of discovery learning and its characteristics, it presents some models for teachers on how to integrate corpus-based discovery learning in teaching different aspects of foreign language and familiarizes readers with practical tools for Skell-corpus-based teaching or learning of collocations. The paper considers collocation instruction in the context of teaching English as a Foreign Language (EFL).

Flipping the Classroom to Improve Intercultural Competence in Large Classes

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Large secondary school classes in EFL settings make individual instruction challenging. Traditional teacher-centered classes also reduce student engagement in unfamiliar material. This session will describe using a student-centered, flipped classroom approach to engage and motivate all students in learning about intercultural communication. In Georgia, secondary teachers are challenged to offer individual instruction in large classes. One approach with promise is the flipped classroom. This session will show how the flipped classroom approach can be used to improve learners' intercultural competence. In our traditional classroom, the teacher leads reading, listening, and speaking activities, including watching videos, reading texts, and discussing content. Only the most active students participate in large classes when the teacher calls on individuals. The flipped classroom provides much more engagement for all students. In the flipped classroom, students were expected to watch on their own videos and read texts related to intercultural communication, work

independently on unfamiliar words and expressions, discuss the content in groups, use group work and self-evaluation rubrics to help focus in key areas and ensure that all group members have a chance to participate actively. This is especially important in a large classes where the teacher does not have enough time to observe each student carefully. After these activities, each group creates a presentation about an aspect of intercultural communication, such as country-specific differences. The teacher guides their work, but does not direct their activities the way she would in a regular teacher-led classroom. By the end of the session participants are provided with an easily adjustable flipped lesson plan/activities tested in our country.

Levels of Transformation in English-Georgian Translation of Newspaper Headlines

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Newspaper headlines can be viewed as part of the text on the one hand and a text in its own right on the other. Thus, they present a dual challenge for translators whose goal it is to create a communicative and cultural equivalent of the original text. Translated headlines need to perform their main function of attracting the readers to the content of the article in the target language as effectively as in the source language, while at the same time they should conform to the linguistic features and genre standards of the target language. The present article reviews types, functions and linguistic features of newspaper headlines including lexical, grammatical and rhetorical levels of analysis. Based on the analysis of over 50 headlines translated from English into Georgian and published in Georgian media, the study identifies translation strategies and procedures employed in them and suggests the levels of transformation that English headlines undergo when translated into Georgian. It identifies rhetorical and cultural features of the alanysed headlines as the aspects that present a particular challenge to Georgian translators and require a variety of strategies for successful translation.

Educational tools in Online Teaching

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The article deals with online learning as a key contributing factor and the emerging of a new pedagogy with the educational tools, and the ways how it effects teaching and learning. Because of the COVID-19 pandemic it became the most popular aspect on teaching online. The application of technology in teaching allows to do it differently and to meet new needs as well as old ones. The paper discusses how technology helps to introduce innovation in teaching and learning. Some features of educational tools which make educational process more dynamic and interactive are discussed.

Today technology is a natural part of our environment and, furthermore, it is used whenever applicable to help students learn, give and receive feedback, expand basic informational and technological literacy skills in their specific subject. New aspects, tools and also learning and teaching dilemma caused by a pandemic creates new challenges compared with traditional forms of teaching.

Fostering Student Engagement in Online Classes

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Shifting from traditional to online classes in the Covid-19 time has brought plenty of obstacles to educators and students as well. The challenge of getting students to participate has intensified during remote learning which needs some work and dedication. So, one of the most critical components of online learning represents students' effective engagement. The purpose of the paper is to find out the ways of enhancing student engagement in EFL classes. Also, it focuses on effective teaching strategies that have been successfully applied in virtual classrooms. Setting the tasks with clear, authentic and meaningful purposes can have a profound impact on student ability to maintain the focus during learning activities. It turned out that incorporating social and emotional activities, promoting critical thinking, boosting student collaboration skills can foster peer interaction and trigger interest for a lifetime of learning. Also, the integration of various digital tools for boosting student motivation, giving feedback have become pillars during this unprecedented time in online learning.

English Culture in EFL Textbooks: A Need for Cultural Literacy?

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The simplest question is the most profound one. Is the inclusion of the target culture in EFL textbooks a hegemony or a need for cultural literacy? There have been countless discussions to find out the answer to this question in the related field and scientists still debate on the issue. In a similar vein, this study focuses on clarifying how EFL students perceive the hegemony of English in their EFL textbooks. In the study, the qualitative data were collected from 109 prep-class EFL students studying at two state universities in the south of Turkey. An interview formed by the researchers through reviewing the related literature and inquiring the views of experts from the related field was utilized to collect the required data. The findings of the study suggest that the users of the globally written EFL textbooks mostly desire to see the target culture (English and American) in order to better learn and use English language.

Quality of Teacher Education in Indonesia: Stakeholders' View in a State and Private University in Indonesia

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Teacher qualification has become a competitive area of research conducted with the purpose to improve the quality of education. In Indonesia, several attempts have been made to enhance the qualification of teachers. However, these efforts has not shown significant results yet. The reviews of national policies for education in 2015 called for more quality in teacher education to improve the qualification of teachers. The purpose of this mixed-methods explanatory sequential study is to explore how stakeholders (student teachers, educators, Head of English Department, Dean of Faculty of Education, teacher graduates and their principals) perceive quality in teacher education regarding influential aspects, strengths, weaknesses, and possibilities for improvement at pre-service English teacher education in a private and state university in Indonesia. First, quantitative data was collected from 409 student teachers using the existing questionnaire from Coherence and Assignment Study in Teacher Education (CATE) followed by interviewing the representative of student teachers to triangulate the findings. Subsequently, qualitative data were also collected from interviews of educators, Head of English Department, Dean of Faculty of Education, teacher graduates, and their principals. The study has revealed the quality of inspiring educators as the most influential factor in the quality of teacher education. The results also indicate the importance of educating future teachers beyond learning to teach to meet the demand of dynamic of education and link the theory into practice throughout the program. The study took place in the Indonesian context. Therefore, the findings cannot be generalized to other countries or different contexts. However, it is hoped that others will be able to utilize the findings and the methodology, at least to some extent, in their context.

English Language Integrated Studies Across Socio-Cultural Background

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At the current stage of development of the theory and practice of teaching English and other international oorganizations in the United Nations, as well as international organizations around the world, issues related to the integrated teaching of language and culture are given priority, as teaching English is not just a simple transfer of linguistic knowledge, to develop the skills needed to communicate in this language, which is closely related to socio-cultural knowledge, without which it is impossible to form communication competence in English. Linguistics is completely imbued with cultural-historical content. Language is the basis and product of culture, because for human the world is presented through the prism of the language, history and culture of the people. Language is a means of transmitting information and cultural values accumulated by one generation to another. The aim of teaching English, in addition to the transfer of linguistic knowledge, is to develop the communication skills necessary for successful integration into the cultural, economic and political space of the Council of Europe, which is closely linked to the background knowledge possessed by the language

trainer. The practical purpose of teaching English is to be able to express or communicate freely in that language. Learning English in the context of the history and culture of the country has both social, pedagogical and psychological, as well as educational load and value. As a result of studying the English language in the field of culture and linguistics, the motivation to master the language is significantly increased, because "law of interest" is about the history, culture, art, morals, customs, traditions, etiquette, daily life and their political views of the people who speak this language, because mastering the language is the process of "discovering" the country and people – ethnos. The process of education, which includes the acquisition of knowledge and the acquisition of social and cultural values, is carried out through language.

Shakespearean Allusions in Joan Rowling's Harry Potter Series

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In June 1997 Joan Rowling published the first novel in the Harry Potter series, which immediately caught the attention of millions of readers. Modern literary criticism has also shown interest in the phenomenon of "Pottermania" and it has been gradually studying the literary values of the cycle. The current study of this phenomenon focuses on allusion, specifically on Shakespearean allusions. Rowling's allusions in relation to Shakespeare are divided into two main groups. The first deals with references to various themes and symbols from "Midsummer Night's Dream" and "Macbeth". The second pays attention to the similarities with outstanding Shakespearean characters, such as queen Hermione, bickering couple Benedick and Beatrice, Prince Hal, and Prospero. The paper tries to prove that both types function to build up, reinforce and emphasize Rowling's position and point of view

Oral Corrective Feedback: A Review of Literature on Learner and Teacher Beliefs

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One of the most controversial issues in language teaching is error correction, which can be done in oral and written forms. Teacher and learner beliefs on error correction may vary depending on such factors as the proficiency level of learners, the type of corrective feedback, or the linguistic foci of the correction. There are six different types of oral corrective feedback (OCF) (Lyster & Ranta, 1997): recast, elicitation, metalinguistic feedback, clarification request, explicit correction, and repetition. It is likely that teacher beliefs and learner beliefs regarding the benefits and efficiency of OCF types differ. At the same time, teacher beliefs about which OCF type is more understandable or more effective for learners and learner beliefs about the OCF given to them in the classroom are significant because teacher beliefs may affect their practice, and learner beliefs may affect their uptake rate and attitude towards the feedback. These issues have already been addressed in the literature, yet in a focus where teacher or learner beliefs are examined separately. Our study is important

in this respect because we analyze and compare the results of the previous studies, and present a framework on the match/mismatch between teacher and learner beliefs. One result of our analysis of twenty-four studies carried out between 2000 and 2020 is that the majority of teachers believe that recast is more useful for learners especially if their proficiency level is low since they include the correct forms and do not cause negative effects like confusion or anxiety. Another result is that teachers with more years of training and experience in the field believe that providing prompts could be more effective and beneficial for learners. We also found in the studies that learners believe that OCF is mostly positive and that specifically recasts are more effective. There is, however, an exception that some learners with high proficiency in L2 prefer being provided with prompts rather than the correct forms. We can conclude that there is a general match between learner and teacher beliefs as regards the benefits and efficiency of OCF types.

The Reasons, Views and Practices of Parents Working as English As a Foreign Language Teachers Relating to Raising Bilingual Children

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Raising a bilingual child has drawn considerable interest among non-native English speakers, especially among the parents working as English as a Foreign Language (EFL) teachers. This study aims to investigate the reasons, views and practices of parents about their raising a bilingual child. The study adopted a qualitative research design, and an exploratory case study research method was utilized to determine common themes. After the pilot study was conducted, the data of the main study were collected from 8 parents who are nonnative English speakers and work as an EFL teacher at state schools in Turkey. Based on the purposive sampling technique the participants were selected and were interviewed with semi-structured interview questions. All responses were analyzed by content analysis in NVivo 12. Interrater reliability was calculated. The findings of the study showed that parents had a higher number of academic- and life-related reasons for their children such as living abroad, travelling in the world, studying at bilingual school, and having developed cognitive skills. Similarly, parents' views towards advantages were rooted in academic and life themes. However, the disadvantages were rather related to child, society and family by mainly including having language delay, being found strange by the society and being discouraged by family members. Regarding the practices of parents, the study highlighted that parents were unaware of the approaches to bilingualism and utilized their own methods. These methods included focus on speaking, listening skills and the enhancement of vocabulary knowledge, thereby resorting to ready-made materials at a higher level such as storybooks, cartoons, games, flashcards, songs compared to the materials such as puppet, role play, realia, and speaking which rather require parents' productivity. In the light of the findings, the parents might be suggested to raise awareness about scientific approaches to bilingualism and their possible implications on bilingual children within the process. Accordingly, this study suggests that training on how to practice language in a number of ways should be made available to parents who raise bilingual children.

Implementation of Online Classes in ESP Course

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Technology has become an inseparable part of our everyday life. Now educators are faced with the challenge called online education and it gives birth to various issues like how we should adjust online teaching to learner types, manage time judiciously, spur or enthuse learners to achieve the set goals for befitting outcomes. All these concerns become tenser for teaching ESP, as it has always been hard to teach ESP even in face-to-face classes for a number of reasons, and the pandemic situation worsens it more. It is not a secret that psychology is an adjacent field of any learning process. Every teacher instills psychological elements in education. Thus, a relatively new term, e-learning psychology, emerges in the learning process, as teachers have to modify their lesson plans and adjust them to all types of e-learners. Nothing is eternal, this pandemic situation is to be over as well. Then the questions arise whether to stop online education at all or let it be in some ways. Whether students benefit from it or not, it really impacts adversely the outcomes of ESP teaching. The given paper reveals the results of the questionnaire compiled to meet the answers to these issues from the learners' viewpoint, as their destiny is shaped here.

Challenges and Prospects of Distance Learning in Higher Education in the Prism of Information Society (Sociological Perspective)

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The purpose of the study is the analysis of the existing problems in the sphere of modern university distance education and definition of prospects of development of distance learning in higher education based on the experience of applying relevant methods in the period of the coronavirus pandemic in 2020 in Georgia, their advantages and disadvantages. The experience of active use of distance learning methods in modern Georgian higher education in the period of the 2020 pandemic indicates the presence, along with certain advantages, of significant disadvantages of the distance learning system, which is clearly indicated by the results of the empirical research conducted in a number of leading Georgian universities. The sociological research was based mainly on qualitative research methods, although a quantitative research method has also been employed. Several research methods have been used: analysis of theories, interviews, empirical sociological researches, etc. The theoretical basis of the study was the position of specialists in the field of remote educational technologies. As a source base, we used normative legal acts in the field of education, monographs, conference materials, dissertation research, as well as materials of sociological research on the attitude of teachers and students to various aspects of distance learning.

Fluency Development Using Micro and Macro Skills of Writing

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Written and spoken English is especially difficult for non-native English speakers. This observation is especially notable in non-native English-speaking children in middle school due to an increased number of assessment tests that evaluate their macro and micro writing skills. Such a problem can become an area of apprehension for the students, which would subsequently affect their ability to advance their writing skills. Educators use peer assessments to build fluency through defining the roles of the assessment, identifying the activities that are most compatible with different students, make explorations of student strengths and determine the effectiveness of the assessments in addressing the prevailing fluency problem that students have. In this research, mixed methods were incorporated. The subjects of the research were nine middle-schoolers aged 13 years. The data collection methods include the use of observation, field notes, tests and documentation. Statistical analysis using SPSS.20 was in the analysis of the data. The research found out that an increased number of peer assessment sufficiently addressed students' apprehension in writing. The following were also found out in research: activities that are constructive are essential in leading students to conduct critical and active learning, peer assessments positively contributed to building the fluency of students and peer assessments have been found to be an effective tool to building the authenticity of writing and reading.

Questioning Vaccination Discourse in the Press and Social media

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We are currently facing the problem that the World Health Organisation (WHO) lists among the top ten global health threats. This is 'vaccine hesitancy' –'the reluctance or refusal to vaccinate despite the availability of vaccines, which threatens to reverse progress made in tackling vaccine-preventable diseases. The research will attempt to investigate the main reasons of either delaying or refusing to vaccinate in Georgia as compared to the situation in other countries. The recent scientific literature dealing with vaccination discourse and the role of language in construction of public opinion which is ultimately reflected on our decision to vaccinate will be reviewed. Apart from reviewing and analyzing vaccination history, the paper will refer to the vaccination discourse in the press and social media in order to find out what linguistic tools are applied by the government to address the vaccine hesitancy. Combination of corpus linguistics and CDA will help us to study the ongoing discourse, to identify trends, problems and finally give some linguistic recommendations to address the above-mentioned problem and to identify some linguistic tools that can be applied to restore the trust and foster the vaccination process.

Comparing Effectiveness of F2F, Hybrid and Online EFL Learning in Higher Education

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COVID-19 Pandemic has resulted in an unexpected crisis in all areas of our life, among them in the field of education, which has led to mandatory transition from face-to-face activities to online learning in order to prevent from spreading of the virus and at the same time to mitigate its impact on wider layers of the society. The above-mentioned unprecedented shift had requested actions in the three following areas: application of remote learning modalities through integrating versatile formats and platforms (choosing between most effective synchronous and asynchronous methods of teaching EFL); supporting and mobilizing educational staff and communities without hand-on experience in the above-mentioned direction and lastly caring for students' well-being and mental health. Therefore, presented paper attempted to compare effectiveness of F2F, Hybrid and Online EFL Teaching in Higher Education. With this purpose a qualitative survey was carried out through questioning opinions of EFL Educators in Georgia and abroad having been forced to integrate synchronous/asynchronous and hybrid ways of teaching within the shortest period of time without prior preparation and planning, introducing the model chosen by their Higher Institution into their teaching practice. The outcomes of the study were analyzed and elaborated in the forms of practical recommendations for more effective planning and implementation of EFL teaching during and after the Covid-19 pandemic.

The Importance of Using Extensive Reading in EFL and ESL Classrooms

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Nowadays, as English is lingua franca and it enables modern generation to grab a lot of opportunities of success, finding the ways and relevant methodology of its efficient and prompt acquisition turns out to be a real challenge for educators. There is an acute discussion about including extensive reading in the classroom. This work tries to claim why extensive reading is as important as intensive reading and why we need to inevitably include it in the curriculum. Extensive reading enables the learners to improve not only their reading skill, but also to improve their speaking and writing skills and, what is more, to become more confident when using any language pattern. This paper also proposes activities that can be used while using an Extensive Reading approach in the classroom.

Criticism of a Conformist Society in Kazuo Ishiguro's Never Let Me Go

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Never Let Me Go, a dystopian novel by a Nobel prize winner author Kazuo Ishiguro focuses on some ethically questionable science experiments: what is the aim of cloning and should it be justified? In Ishiguro's novel it is absolutely natural to cut out organs from clones for use in curing the diseases in members of the dominant, non-clone, population. This is a long-standing tradition, as in special schools, centres and homes clones are raised, who have been created entirely for the purpose of organ harvesting. Clearly, such an abnormal system with its established customs exists because of the approval of the majority of the society. Accordingly, the aim of the presented paper is to study the reasons for conformism in the novel - absolute passivity not only in clones but in 'normal' people, and thus, investigate what motives prompt clones to take unjust reality as it is and sacrifice their lives for people's well-being without questioning.

Self-Plus-Peer Assessment in English Language Teaching

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With the latest developments in education modes due to the Covid-19 pandemic, assessing students' achievements has been in the center of this process in order to provide students with fair and just grading. Although approaches at both institutional and national levels have been embraced, none has proven satisfactory by students and test administering authorities. Therefore, as an alternative to the most available testing means, this study has delved into investigating the efficacy of the 'self-plus-peer' assessment approach. 'Self-plus-peer,' a term coined by the researchers of this study, requires the assessor to assess themselves and others based on rubrics developed by instructors and presented to students to adhere to while performing their assessment tasks. Utilizing this mode of testing, the researchers assigned the task of self-plus-peer assessment to graduate students at both Cukurova and Hakkari Universities, evaluating their performances based on criteria developed by course instructors. The scores given by participants and elicited from them suggest that concerns regarding the promotion of self-interests have been found utterly baseless; on the contrary, participants were found to put others' interests well in front of theirs. The findings have significant implications for students, course instructors, and test administrators, suggesting that although there will always be individuals breaching the trust placed on them, the majority of students will act conscientiously once confronted by their inner selves' voices.

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