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მეცხრე საერთაშორისო კვლევითი კონფერენცია განათლების, ენისა და ლიტერატურის საკითხებზე

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Book of Abstracts

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FOUR KEY MOTIVATIONAL ELEMENTS

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Abstract

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

Key words: motivation, EFL activities, natural communication

A lesson from design: Take a look at a jug. The first thing that strikes one – apart from its obvious functionality – is how it has been designed with the human anatomy in mind. The handle is meant to fit the grip of a hand which originally evolved for a different purpose (climbing trees) and this design allows us to easily manipulate the vessel. Now imagine a jug without a handle; it could still hold water but it would be much harder to use. This would be a poorly designed jug. Similarly, I would like to argue, insufficient thought has gone into the design of the tasks we use in the EL classroom. True, the tasks are good from a language-learning perspective but, like the latter jug, all too often their design is not based on a sound knowledge of what human psychology is like. In this short article, I would like to look at four principles which will allow us to design proper 'jugs' for our classrooms – 'jugs' with 'handles'.

i) The Self-Relevant: Guess what is common about the titles of the most shared articles online – they are all about 'You' (Nahai, 2012). Psychologists call this phenomenon 'Implicit Egoism'; we tend to gravitate towards people and things which have to do with ourselves (Cialdini, 2016). This has been demonstrated in lab studies (Tamir & Mitchell, 2012): people were offered some money to perform two different tasks, but there was a break in between; subjects were then given a choice: they were told they could simply wait around or speak into a microphone saying things about themselves. However, if they chose to do so, they would forfeit some of the money they had been promised. Amazingly, people chose the latter option – despite the cost! The moral here is that people love talking about themselves. But there is something else about personal talk; it seems that it brings people closer to each other – provided what we talk about is something truly personal. In a fascinating study (Aron et al., 1997) people were paired up in the lab and were given some questions to ask each other. Some pairs were given indifferent, factual questions ('Where do you live?') others were given more personal ones ('When was the last time you cried?'). The results showed that after a very short session, the latter couples felt much closer to each other. The more we disclose about ourselves to others, the closer we feel towards them – and there is clearly a lesson there for us teachers if we want to strengthen class cohesion.

How can we use this? As EL teachers we are all instinctively aware of the power of self-relevance and this is why we very often use 'Humanistic Activities' (so popular have they been over the years and so unchangeable is the basic principle that the classic resource book by Moscowitz (1978) is still relevant today). There are countless such tasks we can choose from: we can present ourselves to others, find similarities with each other, or we can play with guessing tasks where people give their partner some numbers (e.g. Moscowitz, 1987, p. 2, 17, etc.) and they have to guess what these refer to ('I am guessing you have 2 siblings'). All these activities can both generate a great amount of discussion and help boost class cohesion. One of my favourite tasks is 'You in Pictures' where you give a pair of students a list of small pictures (e.g. a flower / a clock / a cat etc.) and they have to say whether this relates to them in some way ('The clock – I always seem to be pressed for time…'). Nowadays of course, we do not even have to try to prepare materials; all we need to do is ask people to take out their mobile phones, look through their picture gallery and choose one of the pictures there. They then have to show this to their partner and say a few things about it (e.g. about the occasion or why it is special to them) – while the other person may be asked to come up with follow-up questions.

ii) Supernormal Stimuli [Puzzles]: Think about an optical illusion like the one with the young/old lady. The moment you 'see it' you get a little burst of pleasure. This is because our brain rewards us for noticing patterns (that would have been adaptive in the ancestral environment). In the same way (and for the same reason) our brain rewards us every time we manage to solve a problem. In fact, Ramachandran and Hirstein (1999) argue that this is the reason behind the attraction of abstract art; our brain 'connects the dots' and when we 'see' the picture as the artist intended, we experience a similar burst of pleasure. Once people realized how this mechanism work, they started coming up with all kinds of ways of pressing that particular pleasure button: think about problems where we connect dots for a shape to emerge, or verbal anagrams or games like hangman. Some puzzles can be classed as 'Supernormal Stimuli' (Barrett 2010). Cheesecake is a good example of a 'supernormal stimulus'. Cheesecake packs a sensory wallop (Pinker 2002). It is sweeter than anything natural, plus the cheese bit stimulates the fat detectors on our tongue, plus its coolness mimics the appeal of running water. Cheesecake does not exist in nature and we simply love it. In the same way that a cheesecake ovestimulates our taste-buds, some puzzles overactivate our problem-solving mechanism – and this is what makes them so addictive; think about cryptic crosswords, or Sudoku puzzles, or Rubic's cube. Would it not be great if we could offer students similarly 'addictive' activities?

How can we use this? There are all kinds of ways in which we can make use of this human predilection for cracking puzzles. One of the most obvious ones is using riddles ('I am tall when I am young and I'm short when I am old' [A candle]). For more advanced learners, detective puzzles can be very engaging – there are plenty to be found online and even animated ones on YouTube. Penny Ur offers a number of open-ended puzzles in her excellent book 'Discussions that Work' (1981); the idea is that students can engage in a lively discussion of the various alternatives before coming up with one of many possible acceptable solutions. One of the most engaging tasks involving intensive reading is one where students are given various bits of information (usually about various people, e.g. age, job, marital status etc.) and they have to place everything in a grid on the basis of the clues they are given (e.g. 'The single guy has a pet dog') – I simply find it impossible to stop my students once they have started! Crosswords with cryptic or funny clues are another popular activity (3 Down: 'A banker provided by nature' [father]). However, my own favourite activity is a simple game using lateral thinking questions which I often use as the last activity of a session since it is flexible in terms of time (I get to decide how many questions I ask the students). I simply divide the class into two groups and fire questions at them – they only have a few seconds to answer. E.g. Q: 'Some months have 30 days, some have 31; how many have 27 days?' A: 'All of them!'

iii) The IKEA Effect: Surprisingly, when cake mixes first appeared on supermarket shelves back in the 1950s, they proved a flop. Manufacturers who had expected them to sell like – well, like hot cakes, scrambled to find out what was wrong. It turned out that housewives (back then) were uncomfortable about serving something which they felt they had not actually prepared themselves. Obligingly, manufacturers removed the eggs and milk for the mixture, so that they would have to be added during the preparation. Sales soared! (Ariely, 2008). So – is it true that we prefer our own creations to those of others? Ariely tested this in the lab. He gave his subjects paper and instructions for how to prepare little origami cranes or boats or frogs out of paper. He told them that these would belong to him but that if they wanted to, they could buy them off him later. His subjects worked away and managed to produce some imperfect replicas of the image in the instructions. Ariely asked them how much they would be prepared to pay to take their creation home. On average, they said around 25 cents. Ariely then showed them some perfect specimens made by true origami artists and asked them how much they would be prepared to pay for these. This time people were only prepared to pay 5 cents! It turns out that the things we make seem far better in our eyes than in the eyes of others. When we make something we endow it with special (subjective) value and this is the case even when our own contribution is very limited (think about the eggs and milk or the model airplanes children make).

How can we use this? The same is true in the classroom of course. Asking students to create something leads to far higher levels of motivation than if we simply ask them to manipulate language. Yet if you think about it, this is what most classroom activities are about – think M/C questions, or transformation exercises, or matching tasks or gap-filling activities. I am not suggesting that we do away with all these useful pedagogic tools, but could we not also add some more creative elements? Think about a gap-filling task for instance; we could remove the last paragraph of the text and once students had finished finding the missing words, we could ask them to write a few more lines continuing the story/article etc. This is just like 'the Egg Theory' that we were talking about earlier! Naturally, for best results we could get students to produce something themselves. We could ask students to create posters, to write a poem, or to come up with their own, unique and crazy invention (which they can also draw). Alternatively, they can write mini-sketches and record themselves acting them out or they can write a story or the conclusion of a story. One of the things I like to ask my students to do is to take a traditional story and change the setting (so that for instance Cinderella gets to go to the ball on a Harley Davidson) or the characters (e.g. Cinderella is a spoilt brat and the stepmother a long-suffering nice lady (Adapted from Hadfield & Hadfield, 1990 – p. 11). The possibilities are endless.

iv) Arousal: A few years ago, researcher Jonah Berger made an interesting discovery. He invited a number of people in his lab and divided them into two groups. He gave both groups an article to read online and he told them that if they liked it, they could share it in the social media. Some of the people in the first group did so, but the number was far greater in the latter group. Why? The answer is that Berger had asked these people to jog on a treadmill for a few minutes and then read the article! (Berger & Milkman 2012). The technical term for this is 'excitation transfer'; basically what happened was that people mistook their physiological arousal for excitement due to the content of the article, so they shared it more. This was a classic case of a spill-over effect, as was what happened in the following study which took place in a school in the US (Lowry & Johnson, 1981). There, researchers selected two similar classes and gave different instructions to the two teachers. The first teacher was instructed to discuss a particular topic on which opinions diverged, but to guide her students towards reaching a consensus. The second teacher was instructed to discuss the same topic, but set it up as a debate with the students arguing against each other. When the class was over, the teachers told the students that it was break time, but that if they liked they could stay in and watch a DVD so they could find out more about the issue they had been discussing. Among the students in the first group, the figure was 18%; among the latter it was an incredible 45% - that's almost half the class! (Heated debate = arousal = motivation!)

How can we use this? There are two kinds of activities which can bring students to such a state: the first one is physical activities where students move about. A perfect example of this is running dictation where one student has to run back and forth in order to read a text pinned on the board say and dictate it back to his/her partner sitting at the desk. The second kind involves competitions of any kind where one party tries to outdo the other in some way. Debates are a good example of course – as the study above suggests. In what I fondly remember as my best lesson ever, my teenage students stayed on for an additional 20 minutes (!) because they were arguing over whether Men or Women were the better sex! Games and competitions are also excellent – especially the fast-paced ones where there is some kind of time pressure. One of my favourite such activities is 'definitions race': students are divided into two teams and one member of each group steps forward and turns around to face their teammates. The teacher then writes a word on the board and on his/her signal the students in each group try to help their partner (who has their back turned on the board) to guess the word by means of synonyms, example sentences or explanations. The first one to get it scores a point for their team. Everyone talks at the same time and the result is totally chaotic (no wonder my students love this one…)

Is a 'handle' an optional extra?: Does motivation really matter? Well, it all depends on how you answer this question: 'What do you do?' If you ask most colleagues they are going to say something like 'Well, I am a language teacher; I teach a foreign language'. Hold the thought for a moment. Now look at what Starbucks former president Howard Behar once said: 'We are not in the coffee business serving people. We are in the people business serving coffee'. Wow! I remember reading this again and again when I first came across it. Now let us go back to that question. My answer would be: 'Actually, we are not in the language business teaching people; we are in the people business teaching languages'. That pretty much sums up my whole attitude to teaching: yes, how linguistically useful an activity is still matters but I care more about something else: What is it that makes people tick? Do students enjoy my sessions? Does this jug have a handle?

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WHY DOESN'T MY GRANDSON WANT TO GO TO SCHOOL?

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Abstract

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

Keywords: high school dropout, teenager demotivation, transition age, dropout causes, dropout prevention, dropout recovery

Introduction

Although the title of the paper mentions a concrete case, the problem is grave enough and has a world-wide scale. In the United States, for example, seven thousand students drop out of school **every day** (Alliance for Excellence Education, 2010). This makes up more than 6.2 million annual dropouts between the ages of 16 and 24 (Lewis, 2010). The organization called Civic Enterprises (Balfanz, Bridgeland, Bruce, & Hornig Fox, 2013) even calls it 'the high school dropout epidemic'. The issue is significant, as high school graduation rate is often looked upon as a barometer of the performance of the school system in the country, as well as a proxy for the general health of society (Heckman & LaFontaine, 2010). The topic is significant for Georgia, too, and has to be investigated.

Literature review

The transition from middle to high school involves many developmental, social, and academic challenges, for some of which students turn out to be unprepared (Reents, 2002). According to Ascher (2006), 9th graders especially often drop out of school. Some cannot cope with the changes in their bodies in connection with puberty (Cohen & Smerdon, 2009), others have problems building/maintaining friendships and romantic relationships, while still others have not gained in the middle school the knowledge and skills they need for more independent, deeper and more sophisticated studies in the high school (Smith, 2006). In poorer countries like Ghana teacher's attitude, corporal punishment, death and sickness of parents lead to dropouts in schools (Adam, Adom & Bediako, 2016).

The majority of researches (Barrat & Berliner, 2016; House, 2010) concerning students' dropout deal with economic (!) and social costs of school dropouts instead of dealing with the reasons why they happen. It is mentioned that the economic consequences include reduction of tax revenues and the cost of healthcare, while the socio-economic ones deal with the increase of unemployment rate, homelessness and criminal level (incarceration), and a lower-than-normal wages of those who drop put (Cohen & Smerdon, 2009). Some publications (Civic Enterprises, 2013) underline that the nation is losing talent and qualified workforce. In developing countries like Indonesia one of the major consequences of high school dropouts is growth of child labour (Habibi & Setiawan, 2017).

Some researches concentrate on statistics on the percentage of dropouts, e.g. 21% of high-schoolers in California (Lucile Packard's Foundation for Children's Health, 2019; McFarland, 2018), boys dropping out more often than girls, African Americans more often than Caucasians, Asian Americans dropping out the least.

Meanwhile, studying the reasons of teenagers' demotivation to learn and to attend school is a very important thing to study. Dornyei (2001) defines a demotivated learner as "someone who was once motivated but has lost his or her commitment/interest for some reason" (p. 142). Demotivation should not be confused with the conceptually different phenomenon of no motivation (Christophel & Gorham, 1995, p.294). Hamada (2008) made up a questionnaire to study the demotivation of EFL teenager students. Some of the items (in a modified form) are appropriate for demotivation to learn in general:

1. When did you get demotivated?
    a) Very soon after starting school
    b) In middle school
    c) In high school

What were the reasons of your demotivation?

2. I didn't know how to study. (1→5)
3. The teaching was teacher-centered (students' interests and/or needs were not taken into consideration, students did not choose activities or participate in self- and peer-assessment). (1→5)
4. Teacher(s) had a bad attitude towards students and temper problems. (1→5)
5. Topics were not interesting or not interestingly presented. (1→5)
6. Computers (and/or mobile devices) were not used for teaching/learning. (1→5)
7. I didn't have good relationships with my classmates. (1→5)
8. Teacher expected us to learn too much. (1→5)
9. Course books are not interesting, do not reflect student needs. (1→5)

Among the reasons of dropping out are coming from economically disadvantaged families and having disabilities (Balfanz et al., 2013). Before students drop out, they often miss classes, so absenteeism can be viewed as a symptom and a signal to take urgent and effective measures before the dropout occurs (Tyler & Loftstrom, 2009). Another symptom is low grades and even failing, especially in connection with the low level of reading and math skills (Rumberger, 2011). Disengagement in school events and family may be both a symptom and a reason of student dropout (Hupfeld, 2007). Some contributing factors, according to Briones, Jones, & Chaloo (2015) may include the socioeconomic status of the students' family, the parents' marital status, the student's school discipline and legal record and whether the student is a teenage parent and the student has been retained (criminal record).

In an attempt to explain dropout behavior, Jordan, Lara, and McPartland (1994) and Watt and Roessingh (1994) pioneered a framework which articulates how students are either pushed (by the school: teaching level, disciplinary policy, etc.), pulled (school, family, peers, situation in the country), or fall out (students themselves – cannot cope with the program, have different needs, etc.) of school. Anyway, school is fully or partially responsible for the first two reasons of dropout and has to take adequate measures to avoid it. The school needs to provide academic support to students, improve students' social skills, and personalize the school environment (Dynarski et al, 2008). The administrators and teachers have to be trained to diagnose the risks timely and to apply prevention methods instead of just using punitive measures (Ecker-Lyster & Niileksela, 2016).

Computers and mobile devices are sometimes named as great distractors from learning and, correspondingly, 'supporting' the lack of teenagers' wish to go to school. Kee and Samsudin (2014) held a research to find out whether teenagers perceive contemporary technologies more as gaming (and/or other sort of entertaining) devices or as educational tools. The results were:

- The majority of teenagers use contemporary technologies for playing games, watching videos and movies, listening to music, uploading and viewing photos and videos, and social networking.
- Fewer male than female students perceive contemporary technologies as learning tools.

However, the perception greatly depends on the teachers who involve the devises in the educational process. Therefore, instead of fighting with the application of mobile devices by teenagers, their perception of these devices has to be changed (Kee & Samsudin, 2014).

To prevent dropouts, adults have to help first of all. These adults should include parents, school, educational and social organizations. School counsellors' role in dropout prevention is especially high (Campbell & Dahir, 1997). They have to follow the symptoms and take measures before it is too late. There are factors such as pregnancy, drug abuse, illness or disability, low self-esteem, and a dysfunctional home life (National Dropout Prevention Center, 2011) which are largely beyond school control, so family and wider society should be involved in prevention. Students who take up part-time jobs are also in the risk group, especially if they are from a low-income family (Hupfeld, 2007). Not only a need, but also the ability to make money often makes teenagers think that they can make enough for a living without getting a decent education ????(). Briones, Jones, & Chaloo (2015) studied the efficiency of prevention programs and found them really useful.

Both dropout prevention and recovery are necessary. There should be adequate legislation on how to enable the teenager to come back to school and relevant activities to attract him/her to studies. Educational organs should better (more realistically) register the dropouts (e.g., follow the transfer from one school to another). The expected consequences of school dropout should be better brought to teenagers' mind both by family and school, and this information should be provided not when they are in the 8th- 10th grades, but well in advance (Blount, 2012).

Some schools are especially careless / ineffective about the retention of their students. Such schools are termed 'dropout factories' – "high schools in which twelfth grade enrollment is 60 percent or less of ninth grade enrollment three years earlier" ((Balfanz et al., 2013, p. 17). To improve, these schools need more thoughtful teaching and cooperation. Timely warning parents on their children's absenteeism and low grades are effective dropout prevention measures. Schools' financial, technical and human capacities should be developed. Preparing high school children with occupational skills will make school graduation more attractive to the students-at-risk. Systematic character of attendance and achievement control are also important.

Of course, a school does not mean for a teenager only a place where knowledge and a corresponding certificate are gained. A school is also a place to make friends and to communicate to both peers and adults (Habibi & Setiawan, 2017). Correspondingly, a reason to want to leave school, besides academic problems can be relationships with peers and adults – bullying, loneliness, embarrassment for one's appearance, dress, accent, and the impossibility to please parents and/or teachers.

Among the measures to prevent dropouts Sorensen, Oyserman, Eisner, Yoder and Horwitz (2018) name Identity-Based Motivation (IBM) interventions (focusing students on their future selves). Their research involving 380 high schoolers, who visited companies, met with school graduates working there, and watched videos dealing with advantages of learning at school and challenges of dropping out, revealed that the approach was quite efficient. Kayler and Sherman (2009), as well as Fulk (2003) recommend to organize special groups for improvement of study skills (strategies of learning, organizing one's learning, logical and critical thinking, etc.). Bemak et al. (2005) and Larsen and Shertzer (1987) believe that group intervention are more efficient (and less time-consuming for school counsellors) than approaching individual students. Schools are recommended to be in contact with community organizations, including the religious ones (Atkinson & Juntunen, 1994). Peer tutoring is recommended by Turkel and Abramson (1986) and Cohen, Kulik, and Kulik (1982), as an efficient approach.

Students who stay in school and perform successfully tend to have parents who are informed, concerned, and involved with their child's education (White & Kelly, 2010). School counsellors have to work not only with students at risk, but also with their parents who often not only fail to support their children's desire to study, but also push their children towards dropping out (Walker, Shenker, & Hoover Dempsey, 2010). School counselors can increase parental involvement by scheduling parent teacher conferences, hosting parent nights, providing parents with teachers' email addresses, and encouraging communication between parents and teachers (White & Kelly, 2010). School counsellors can encourage parents to provide positive reinforcement and express to their children the value they place on education (Walker et al., 2010). Organizing parents' psycho-educational training is a very beneficial way to make parents' efforts more well-informed and, consequently, more efficient. This can be done online in both synchronous and asynchronous regimes, to enable more parents to benefit.

Research

A questionnaire survey was held online to those parents / grandparents whose children / grandchildren. The items (except the personal ones and a few more, which were in multiple choice format) had to be assessed in a 5-point Likert scale (from 1 – totally disagree to 5 – completely agree). For two months the Google sheet questionnaire (https://docs.google.com/a/ibsu.edu.ge/forms/d/e/1FAIpQLSf3YYVaLcsX1XbggnqvXuJ_72IRRdu8RpCKoX0oOqnXq5xR8Q/closed

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form) was open for response. 37 respondents answered, which does not make it a representative sample, but does show some trends.

To the question "what is the child's age?" 55% answered it was 6-12, and 45% - 13-17, which was somehow an unexpected result, as the situation is normally grave for teenagers. The answer to the question concerning children's gender were more predictable: 63% males and 37% females.

The answers to the question: at what age has the child become demotivated?- were distributed as follows:

a) As soon as s/he went to school – 21.6%

b) From the second-sixth grade – 32.4%

c) From the seventh-eighth grade 24.3

d) Later – 21.6%

This shows that this is not at all teenagers' problem, and schools have to improve teaching urgently.

The answers to the rest of the questions are shown in the table below:

Table 1. Schoolchildren's motivation to learn

item		1	2	3	4	5
1	They develop his/her learning skills and strategies at school.	24.3%	24.3%	35.1%	13.5	2.7%
2	You developed his/her learning skills and strategies in the family.	10.8%	16.2%	35.1%	21.6%	16.2%
3	Does the child have a deep communication with parents (is s/he open to discuss the arising problem with parents? Are you listening attentively to the child's claims?)?	10.8%		24.3%	64.9%	
4	What are the relationships between teachers and students (choose the relevant answer):	a) warm, understanding, supportive – 35.1%		b) strict, too demanding, punishment is often applied – 27%		c) indifferent, uninvolved – 37.5%
5	Knowledge is among the main values demonstrated in the family	8.1%	8.1%	2.7%	32.4%	48.6%
6	Knowledge is among the main values demonstrated at school	10.8%	8.1%	27%	16.2%	37.8%

7	The child likes learning (reading books, watching educational programs, etc.), but not at school.	5.4%	18.9%	43.2%	2.7%	29.7%
8	S/he says the teaching at school is boring.	13.5%	2.7%	32.4%	8.1%	43.2%
9	S/he says the textbooks are boring	16.2%	10.8%	27%	13.5%	32.4%
10	S/he says the textbooks are too difficult.	32.4%	10.8%	16.2%	21.6%	18.9%
11	Homework takes too much time.	16.2%	8.1%	21.6%	16.2%	37.8%
12	S/he likes neither curriculum, nor extracurricular work at school.	18.9%	13.5%	29.7%	10.8%	27%
13	S/he doesn't have friends at school.	43.2%	8.1%	16.2%	13.5%	18.9%
14	S/he has experienced bulling from peers at school.	48.6%	10.8%	13.5%	8.1%	18.9%
15	S/he prefers playing on computer / mobile devices to everything else.	16.2%	8.1%	27%	5.4%	43.2%
16	S/he believes good money can be made without formal education.	27%	8.1%	24.3%	13.5%	27%
17	(if the answer to the previous item was 4 or 5 – 19 such answers). Movies and mass media contribute a lot to the idea that good money can be made without formal education.	15.4%	7.7%	30.8%	15.4%	30.8%
18	You addressed for help to school, but they ignored your request.	40.5%	18.9%	24.3%	8.1%	8.1%
19	You addressed for help to school, and they did their best to help.	43.2%	21.6%	18.9%	8.1%	8.1%

Only 15.2% of those children are lucky to be taught strategies at school. In the families, 37.9% are taught strategies, which is a better results, but the answers to these two questions together mean many children are not taught learning strategies anywhere, which is too bad.

The answer about deep communication was in *yes/no/can't say* format (the third category probably involved grannies), and the situation here looks good enough (almost 65% of the respondents say it is), however, it should be better. I cannot say which of the answers to the following question terrified me more:

strict, too demanding, punishment is often applied – 27% or indifferent, uninvolved – 37.5%.

Parents definitely need to be taught how to build up relationships with their children. This has to be done both by schools (parents' schools) and by mass-media.

81% of the respondents claim that knowledge is among the values taught/demonstrated to children in families, and 54% say the same about schools, but something tells me it may not be true, knowing the contemporary trends of valuing money over knowledge (Blumberg, 2017).

The fact that 32.4% answer that the child likes learning, but not at school, again is a grave warning: schools should start teaching better, in a more motivating way. The answers to the following 5 items are in the same stream. The teaching (including the quality of the textbooks) does not satisfy children.

The fact that nowadays children in the same school come from various neighborhoods means they seldom communicate out of schools. This may be good for freedom of choice (enabling parents to take their children to a better school), but this is not good for forming friendships. 32.4% of the respondents said their children/grandchildren do not have friend at school – an answer unimaginable in Georgia some 20 years ago. 27% of the respondents answered that their child/grandchild has experience bulling at school, which emphasizes that the social climate in schools is not good enough.

The negative role of playing on computers all the time cannot be undervalued, either (48.6% of the respondents agree with the item.

Keeping in mind that many children value money over knowledge, 40.5% of the answers that money can be made without obtaining formal education explains much of the situation. 46.2% (=9 respondents) of the nineteen respondents who positively answered the previous question believe that movies and mass-media contribute to spreading this opinion.

According to the answers to the last two questions, the majority of the respondents either never address school for help or address for help but mostly do not get it. This reveals that school/parents links have to be improved.

Conclusions and recommendations

Both literature analysis and survey results revealed that:

- The causes of schoolchildren's frequent lack of desire to attend school and to learn are various and individual;
- However, all stakeholders – parents, school, mass-media, educational materials' authors – are not doing well enough to overcome the situation;
- There is no clear-cut state plan involving all of them in providing better quality of education in order to motivate schoolchildren to learn.

Naturally, the recommendations would be:

- For parents – to develop, among other values, the desire to learn, and to seek school support;

- For school administration – to care not only for the grades their students get and other advertising statistics, but also for the schoolchildren's desire and ability to learn, to support teachers in their work in this direction;
- For teachers – to teach in such a way that students are motivated, and to improve their relations with schoolchildren and their parents;
- For the society – to contribute to making knowledge one of major values;
- For the government – to develop a plan for involving young people in the knowledge-based (instead of or at least in addition to money-based) society.

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METAPHYSICAL ASPECTS IN PAUL AUSTER'S POSTMODERN DETECTIVE NOVEL "CITY OF GLASS"

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Abstract

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

Key words: metaphysical, language, identity, mystery, deconstruction, ideology

Introductıon

Following study aims to research Paul Auster's (1985) novel "City of Glass" from metaphysical perspectives. Metaphysical detective is a subgenre of classical detective fiction which is differentiated by inverted plot with surprising conclusion. Nowadays the metaphysical detective story has been used as equivalent of postmodern detective story. Some literary scholars refer it as an anti-detective story. Postmodern detective fiction had passed very complicated way till its establishment. The development of the metaphysical detective fiction is inextricably linked with the rise of the postmodern ideology. As we know, postmodern literature characterized by diversity and fragmentation in plot and appeared after World War II. Time witnesses that old traditions of traditional detective genre endured the process of transformation due to multifaceted changes in society and art. Recent development in the field of postmodern detective led to renewed interest in classical detective. The governing ideas of the classical detective novel are looked room mystery, puzzle-solving detection and process of finding the culprit. Nevertheless, metaphysical detective genre identifies with disclosure of the philosophical questions about cosmogonist mysteries, uncovering of the universal truth, deciphering of the historical secrets and some significant aspects of life. Contrary to classical detective story, in metaphysical detective fiction the crime event never finds its solution and brings more questions than answers about the crime. In this sense, Paul Auster's novel "City of Glass" might be considered postmodern detective fiction. Paul Auster became one of the notable figures of the postmodern detective genre who subverted traditional detective story by reconstructing a new model detective story that we can call it metaphysical detective. When we examine "City of Glass" from literary perspectives, we realize that novel is filled with philosophical ideologies and peculiarities specific to postmodern era. "City of Glass" isn't a single metaphysical detective novel in Paul Auster's oeuvre. His famous work "The New York Trilogy" combines both traditional and postmodern fiction elements in its plot, in which the author hides "mysteries within the mysteries". "City of Glass" (1985), "Ghosts" (1986) and "The Locked Room" (1986) are three novels of "New York Trilogy" collected in a single volume. By analyzing "City of Glass" at first sight we think that it is traditional detective novel, but further events demonstrate the fact that Paul Auster followed a literary way of Edgar Poe; nevertheless, he created unconventional detective story where the author tries to attract a reader with his philosophical approaches towards the life and simultaneously gives place to social contradictions, lost of identity, moral degradation, isolation, etc. within the novel. For some experts and readers "City of Glass" is a typical detective fiction where the main problem is to solve the mystery:

"And, it was wrong number that started everything" (Auster, 1985, p.3).

In the novel, the man on the other end of the phone begs Quinn to help him in a criminal case, believing he is speaking to the detective Paul Auster. Quinn with zero experience takes the mission of a detective over, in order to safe a mentally ill boy Peter Stillman, who reminds him his deceased son. In its turn, Stillman confuses him with Paul Auster, who he is supposed to be a detective in Auster detective agency in New York. At the first call Quinn politely rejects his offer, explaining that he is not the detective Paul Auster. Nevertheless, after third call he accepts to take the role of the detective Paul Auster. From the beginning of the novel the reader understands that there is artificiality in this novel. As the author gives his own name to his character, he conveys us (readers) such kind of underlying message that it is a literary work, not a real story. At this point, I would like to elucidate it from a literary view point. Metafiction is a literary device which poses questions about fiction and reality during comprehension process of postmodernist text, and in this sense, the author forces readers to become aware of the fact that they are reading fictional work. Here Auster uses metafiction which is characterized by allusions of an author by letting a reader to realize that his (or her) work is a literary text. In other words, throughout the novel the author somehow emphasize the artificiality of the text by parodying basic narrated episodes or demonstrating irony towards the serious plot events. An important case is that, the author refers to his literary work, and forces the reader to determine the boundaries between reality and unreality. Thus helps readers to be another important figure in process of creating the literary work. Metafiction primarily is associated with postmodernist literary techniques, though it is not the product of the postmodernist era, neverheless in the 18th century, Laurence Sterne for the first time used this literary device in his famed novel "Tristam Shady". Actually, literary world recognized this novel as the first metafictional work, though there are some other novels those are written in this way.

Let us review some metafictional aspects that can be found in "City of Glass". In the novel, there are two characters by name Paul Austers - the first one is Quinn, who is accidentally assumes the role of the detective Paul Auster, and the second is Paul Auster, who is a writer of detective novels. At this point, the reader realizes that it is imaginary story that he (she) reads. Analyzing "City of

Glass" from a theoretical point of view, we see that Paul Auster self-conciously mentions to his readers that the line between reality and fiction is not very sharp. Commonly, the author uses metafiction for parodying reality or demonstrating irony towards it. Personaly, I think metafiction reveals author's attitude to reality. Here we see Paul Auster who mocks at his own personality. At the same time, this literary device gave Paul Auster a chance to express all his philosophical views about mankind on behalf of his character Paul Auster. Moreover, there is maze of charachters identities that always perplexes readers "who is who" in the novel. Before explaining polyphony of characters in Paul Austert's narrative work, let us catch the meaning why this novel came out as a detective story?! First of all, "City of Glass" is a pure detective novel with a simple detective theme, but the author uses postmodernist narrative techniques to force reader to become a detective and search truth alongside with the detective character. The second important figure in the novel is Stillman, and he is a victim of a horrible scientific experiment of his professor father, who kept him in a dark and locked room from his birth, in order to find out whether the child will speak any language, if he wouldn't hear it. He believed that after the experiment, his son would speak the language of God. Thanks God, after horrible 9 years of experimentation, once the fire took place in the house and rescue craft found Peter Stillman and gave him to orphanage, as a result, the cruel father was arrested. When Peter Stillman learns his father's release, he calls Quinn asking for a protection. In this scene, Quinn turns into a private detective Paul Auster, and tries to observe his father, and prevent him to kill Stillman. Unexpected conclusion of the novel arises a great surprise for readers, so the detective suddenly realizes that, the one whom he is seeking is already dead for 2 months.

Paradoxically, we encounter with comic elements inside of serious plot. Some experts such as Paul Karasik and David Mazzuccheli emphasized comic elements of novel, and adapted it under the title of graphic novel. Literally, graphic novel is characterized by humour and comic elements in presenting quite serious events. Factually, we observe black humour inside the text of "City of Glass". Literary ideology shows that, black humour is used to reflect that people are powerless before their fates, and destiny leads them wherever it wants. That is why the author concludes the novel with unexpected open ending:

"It was fate, then. Whatever he thought of it, however much he might want it to be different, there was nothing he could do about it"………. "Fate in the sense of what was, of what happened to be. It was something like the word "it" in the phrase "it is raining" or "it is night." What that "it" referred to Quinn had never known". (Auster, 1985, p. 109)

Hence, the reader actually tries to solve the mystery along side with private detective in a very serious manner, but the author perplexes them. While we are expecting solution of the mystery, but the author concludes the novel in an unconventional way. The reader can't find answers to his (her) questions about the mystery; on the contrary the mystery calls a burden of questions about the unfolded criminal case. At this point, we realize that, it is a simple detective story with nontraditional plot, which we can call anti-detective or metaphysical detective fiction. The main problem here is not to identify the culprit, but also to identify the personality of characters. From a metafictional point of view, the author's self-reflection inside his own novel is closely associated with his search of inner-self and determination of his social status "who am I"? Therefore we encounter a lot of autobiographical features inside the novel, except, characters of Paul Auster resembles the true Paul Auster himself and gives us opportunity to detect the truth and define fictionality within the text. One of the important metaphysical aspects of the novel is multiple identities of characters. In the novel, there is one character with three names – Daniel Quinn, William Wilson and Paul Austers. The name of the protagonist is Daniel Quinn, he is writer who uses pseudonyms William Wilson, and then he takes the role of detective with a new name Paul Auster. Very interesting literary parallel is that Paul Auster took the name of William Wilson on purpose. There is a deep underlying message that the author tries to convey to his readers. William Wilson is a name of Edgar Allan Poe's character, who is the protagonist of the same named short story. The father of detective genre in "William Wilson" (1839) deals with similar identities and similar names of two different men. In the short story the character of William Wilson illustrates a man with double identities, but we perplex over writers narration. Because, he represents these two characters as real twins, and continually, there is a conflict between these two William Wilsons. In short story, William Wilson explains this similarity in this way that, there is a man who absolutely likes him, even his name is William Wilson, and he was born on the same date (January 19, the date when author himself was born) with him. Analyzing it, we can say without any shadow of doubt that, Paul Auster refers to Poe and imitates his literary work by using pastiche. William Wilson (Auster's) is a pastiche of William Wilson (Poe's). Let's make clear it out with example from the novel:

"The two William Wilson's cancelled each other out, that was all. Quinn waved good-bye to them in his mind" (Auster, 1985, p.126).

My research findings indicate that, metaphysical detective is a subgenre of classical detective, which introduces simultaneously detective and anti-detective story in the same context. In matter of fact, "City of Glass" has detective theme, but metaphysical aspects are widely spread within the novel, so the main problem is not to discuss the solution of the mystery, but to investigate philosophical truth and existential issues. Detection of truth is priority, than detection of crime. Examining metaphysical detective fiction, I observed another main aspect, according to which, the author hides truth, and tries to divert reader's attention away from investigating truth. As if, author plays a logical game with readers, and postmodernist word game technique helps him to fulfill his mission. To cut a long story short, the author perplexes readers with unnecessary clues, preventing them to unfold the real mystery. On the other hand, the character Auster's words and the author Auster's narrative manner put a reader to labyrinth which takes apart from resolving the clues and constructs complex hoax.

Let us review the novel from different angles. In the novel, we see chain of names identifying the same character. Multiple characters can be referred as polyphonic characters. In this sense, we admit that Paul Auster uses new narrative techniques, which are products of postmodernism, and he creates an untraditional detective story, where we analyze not only the crime, but existential and physiological issues of a human life. At the beginning of the novel, he accepts to take the role of detective; of course, inspiration comes from his detective writings, as he gets out of the novel the unreal the character Max Work, and plans to be the real Max Work by name Paul Auster. Daniel Quinn admits that, there is a similarity and some emotional relationship between him and his character Max Work:

"His private-eye narrator, Max Work, had solved an elaborate series of crimes, had suffered through a number of beatings and narrow escapes, and Quinn was feeling somewhat exhausted by his efforts. Over the years, Work had become very close to Quinn." (Auster, 1985, p.6)

Again metafictional aspects are seen. It is easy to understand that Paul Auster gives a hint to his readers that there is also a similarity between him and Daniel Quinn who acts as fictional Paul Auster. From literary viewpoint, Paul Auster uses hybrid construction to enrich his text. Analyzing the novel, we point out a good number of philosophical commentaries from different books. One of the most interesting literary approaches of fictional writer Paul Auster is about creation of Don Quixote. At the end of the novel the author surprises us, when he faces Daniel Quinn with Don Quixote mentioning that their initials are the same.

At the end of the novel in a great confusion Daniel Quinn recalls his last days in mind and remembers each symbol that life put ahead of him. His interior dialogue reveals his inner feelings about his cosmogony as he wants to find the link between his name and Don Quixote and himself. Personally I think, there is a visible similarity between Quinn and Don Quixote's personalities - Quinn looks like Don Quixote, who throughout his life did only good, which went in vain, and never anyone saw these kindnesses, and his sense of compassion.

The question naturally arises why Quinn has multiple identities, and what forces him to escape from his own identity? Let us clear it out. Internal conflict of identity is a central problem in all works of Paul Auster. The author gives task to his reader to decipher an identity of the narrator; nevertheless, the narrator takes different roles, which quite confusing to find out who is he (or she). Interior dialogue of Quinn reveals the reason of his search of other identities. I consider, double identities function as mirrors, which reflect innerself of character and lead us to discover more about character's personality. Almost every page coats with his sorrow of the loss of his wife and son. It was a compelling reason for Quinn to escape from himself:

"If Wilson did not exist, he nevertheless was the bridge that allowed Quinn to pass from himself into Work". (Auster, 1985, p.6)

Hiding himself behind the mask of his pseudonym, he never shares photos as William Wilson, and never gives information about himself, refuses to give interview in order to keep his true identity (as Daniel Quinn) in secret. The mask behind which he hides himself helps Quinn to forget his psychological traumas, and a big family tragedy, which left him alone in this world. That is why he accepts to help Stillman, who physically resembles his deceased son and he gives up his profession as a writer to become a fake detective.

Some autobiographical facts force us to cast doubt on true identity of the protagonist. Is Paul Auster hiding behind the mask of Daniel Quinn? He wrote "City of Glass" in 1985, and divorced from his first wife in 1980; the couple has a son by name Daniel. He became a detective writer after 5 years. In the novel, Quinn also becomes a detective writer after the death of his wife, and son. During his oeuvre he used the pseudonym "Queen", this coincidence gives us opportunity to analyze it linguistically. There is no so much difference between these names. Logically, Quinn turns into Paul Auster in the fiction, but Paul Auster turns into Quinn in the real life. Another similarity that we observe between names is the name of Paul Auster's mother, who is called Queenie. At this point, the origin of the name Quinn identifies. There is a perfect systematic link between events, everything in the novel somehow merge one into another. From a literary viewpoint, he used hybrid identities in his novel; well, we admit that "City of Glass" is a deconstruction of classical detective novel, because unlike traditional detective, here, the detective couldn't to solve the case. On the contrary, the author leads readers to detect the case, as well as, reader becomes detective, and takes the central position inside the novel. Unlike traditional detective, in anti-detective novel the detective becomes victim of case and culprit isn't punished for accusation. In search of meaning, reader finds meaninglessness. Literary analyses show that, in anti-detective novels protagonists are lost in chaos, no matter how reasonable or clever they are. All of the metaphysical detective writers convey the message to their readers that there are occult mysteries in universe, that can't be deciphered by human beings. From metaphysical perspectives, every event is associated with each other; there is no coincidence, but accurate system that adjusts order of events in our lives. This is what that makes people powerless before fate. That's why Quinn couldn't able to solve the criminal case, though he played the role of extra intelligent and responsible detective.

Speaking about his extraordinary literary writing style Paul Auster stated: "I never experiment with anything in my books. Experimentation means you don't know what you are doing" (https://www.brainyquote.com/quotes/paul_auster_592437). These words evidences that he only tried to create a new type of novel. He admits that he took influence from Borges, who is forerunner of postmodern detective, but he asserts that he has created unconventional detective novel without imitating any other literary works. Meanwhile, Paul Auster rejects the claims that he reflected his own experience in his novels or the events which are coincide with the facts from his real life have mimetic character. For him, it is the nature of his postmodernity and critics should analyze and estimate this as his writing technique, literary style and narrating manner:

"Critics confuse the thoughts and statements of the characters in my books with my own beliefs…doesn't anyone see that things "Paul Auster" says to Quinn in "City of Glass" are in fact just opposite of what I myself stand for? Can't writer poke fun at himself – make himself appear ridiculous and stupid – without being misunderstood" (Shatzky & Taub, 1997, p.9).

I analyze his writing style a little bit in different way. In my opinion, Paul Auster interactively invites his reader to his text. He makes the reader another main participant of his literary works. Moreover, he builds hermetic dialogue between him and his reader. By this method, he conveys all his intimate thoughts and ideas to his readers. This literary method is widely used by majority of other postmodernist writers. In postmodernist context dialogue between writer and reader is an important aspect. Examining it we easily realize that autobiographical elements are used within his novels and he shares his worldview, his knowledge, his experience with his readers. He states: "If all my books were put together in one volume, they would form the book of my life so far, a multifaceted picture of who am I" (Waugh, 1984, p.1).

I consider it is necessary to define metaphysical aspects through analyzing intertextuality in "City of Glass". First and the foremost, metaphysical detective novels discuss cultural, historical and social contradictions. There is always a link between the past and the present, but future stays undefined. None of postmodern detective writers discuss the future. As well as, Auster searches clues of the criminal case in past. Although, cultural stereotypes of past history are the object of philosophical commentaries. Paul Auster experiments rhizomatic structure and intertextuality in "City of Glass", which show hermetic connections of Paul Auster's novel with other ever written novels. In the novel, character Paul Auster tells Quinn that he is writting an essay about Don Quixote, and shares the results of his scientific reseach. For Paul Auster, Don Quixote is a real character and all reflected in the novel has written by eyewittness to the events that take place in it:

"Cervantes, if you remember, goes to great lenghts to convince his reader that he is not the author. The book, he says, was written in Arabic by Cid Hammet Bennengeli. Cervantes describes how he discovered tha manuscript by chance one day in the market at Toledo. He hires someone to translate it for him into Spanish, and there after he presents himself as no more than the editor of the translation" (Auster, 1985 p.96).

Paul Auster's philosophical commentaries went on for many pages. Paul Auster with a literary scepticism touches upon the problem of authorship of Don Quixote. In this sense, we realize that fictional writer Paul Auster utters the philosophical opinions of factual Paul Auster. The author simultaneously uses bilateral postmodernist techniques – intertexuality and metafiction. By the way, this type of metafiction is called histographic metafiction, where the author refers to past events, and accosiates them with modern context by letting readers to identify the author's own viewpoints and refering his own text. Paul Auster with the help of postmodernist word game method involves his readers to detect the truth about Don Quixote's authorship. By using intertextuality he refers to multiple literary works, so fictional Paul Auster informs us with very interesting facts about Don Quixote with the help of factual Paul Auster. Indirectly, factual Paul conveys his literary oppinions to his readers and this aspect defines metafictionality of the text:

"It seems perfectly possible to me that he dictated the story to someone else—namely, to the barber and the priest, Don Quixote's good friends. They put the story into proper literary form—in Spanish—and then turned the manuscript over to Samson Carrasco, the bachelor from Salamanca, who proceeded to translate it into Arabic. Cervantes found the translation, had it rendered back into Spanish, and then published the book The Adventures of Don Quixote."(Auster, 1985, p. 97).

Well, these examples reveal that Paul Auster in fact created unconventional detective novel. Examining "City of Glass", I realized that Paul Auster used intertextuality to convey his personal interpretation about other literary works. As if, he would have searched a platform where he could display his erudition and scientific researches. Let us define the reasons of author's usage of the intertextuality in the detective novel. In the novel Stillman is an isolated man who lived 9 years alone in locked room without communicating with anybody. Paul Auster uses intertextuality by associating Stillman's story with another likewise stories from the world literature. Isolated man reminds us Daniel Defoe's Robinson Crusoe, who is prototype of Alexander Selkirk- the man who had lived in a remote island for four years, and had lost his speaking abilities completely. When Defoe heard the real story of Alexander Selkirk he thought that it would be interesting for readers to read a novel with a dumb character. Whereas, being forerunner of realism, Defoe skipped the fact that Selkirk had lost his speaking abilities. In order to involve a good number of readers, Defoe "gave" Bible to his character Robinson's hands, being aware of the fact (at that times Defoe was journalist and he took an interview from Alexander Selkirk right after his rescue) that Selkirk had forgot speaking after a long period of loneliness. In matter of fact, Paul Auster's character Peter Stillman also couldn't speak, until his rescue, and acted as an infant, though he was nine. Paul Auster's approach to this problem has more scientific factuality, than that of Defoe's. Moreover, Paul Auster rhizomatically associates his characters story with real life story of Peter the Hanover. This wild boy was found in 1725 in the woods of northern Germany and couldn't be taught to speak a language till the end of his life. He survived by eating plants of forest and looked like prehistoric person. I think, everybody will agree with me, Paul Auster took his character's name from this story. But, he paradoxically joined two opposing notions in his character's name. While the name "Peter" reminds us Peter Hanover, who lost his identity as a man, "Stillman" expresses the meaning "he is still a man" or "steel man". Auster either wants to say that, thought 9 years experimentation Peter is still a man and could recover his speaking abilities, or wants to say he is very strong as steel and that experimentation couldn't change his personality. Both variants express the same meaning. On the one hand, Paul Auster lets us know that he benefited from Peter Hanover's life story in writing his novel. Besides, he enlightens us with interesting information, and reminds us some literary facts behind this story:

"Swift and Defoe were given a chance to see him (Peter Hanover), and the experience led to Defoe's 1726 pamphlet, Mere Nature Delineated" (Auster, 1985, p. 34).

There is something abnormal in this detective novel, because, the author is reluctant to discuss the criminal cases which are more important issue in a detective novel. Nevertheless, he gives a wide space for discussing philosophical and cultural matters through the examples of intertextuality. The mystery stays unsolved till the end of the novel:

"Then Peter's mother died. Everything about that death is unclear. Stillman claimed that she had died in her sleep, but the evidence seemed to point to suicide. Something to do with an overdose of pills, but of course nothing could be proved. There was even some talk that he had killed her. But those were just rumors, and nothing ever came of it. The whole affair was kept very quiet." (Auster, 1985, p.27)

It is out of question that the author demonstrates unresponsiveness to central problem of his work. We are investigating detective novel, and crime event is presented in quite unresponsive way. Literary scholars argue that unresponsiveness is related to irony and shows author's attitude to reality. "Much questions no answer" principle hides philosophical views in itself. We must agree that, Paul Auster's unresponsiveness is ironic. Irony being as a literary device functions for determination of difference between the surface and the underlying meanings in postmodernist text. Here, Auster uses situational irony. This type of irony means there is a huge difference between what is expected to happen, and what happens.

My personal hypothesis is that, subversive plot of a metaphysical or an anti-detective novel emphasizes meaninglessness rather than meaningfulness. Consequently, unlike classical detective novel, metaphysical detective fiction characterizes by absurdity. Reality and unreality are depicted in the novel; it is a reader's mission to detect the truth. Now, we can assert that metaphysical detective is a distinctive subgenre of the classical detective where an author and a reader work collaboratively to create the novel, or in other words, an author intends to have active relations with his (her) readers.

Another attractive concept of the novel is closely connected with the narration about creation process of human speech. It is really a good spot that the author involves all his readers to find the exact answer to philosophical questions about language system.

It is necessary to define the parameters of intertexuality in "City of Glass". Paul Auster refers to different texts and discusses scientific commentaries on that issues. The novel gave me such kind of impression that, as if I'm reading Paul Auster's research work simultaneously with his literary work. Is if, he has constructed a postmodernist text in order to express his philosophical views, and share them with his readers. The most important topic inside the novel is devoted to investigation of human speech. Paul Auster refers to Book of Genesis where the story about language and its origin is narrated. As it noted down above, Peter Stillman's father was professor who devoted his life to investigation of Holy language. Paul Auster joins to his character, and surveys the history of language creation. Let us look at some interesting fragments from the novel. It will help us to understand the author's metaphysical approach from a literary viewpoint:

"And the whole earth was of one language, and of one speech – and latent power of a united mankind outraged God. And the Lord said, Behold, the people is one, and they have all one language. Behold, the man is become one of us, to know good and evil; and now, lest he put forth his hands and take also of tree of life, and eat, and live forever – Therefore the Lord God send him forth from Garden of Eden…"(Auster, 1985, p.44)

In any case, these commentaries cast doubt on readers and arise a question "Why the author enlightens me with such kind of topics, which are not related to detective novel?" Because it is subverted detective novel, where we observe pure deconstruction, where we are assigned to solve the criminal case, not the protagonist. From literary perspectives, it might be called hybrid construction. Paul Auster hybridized detective with philosophical themes. In this sense, Paul Auster expresses his own philosophical thoughts about mankind and cosmogony, somehow wants to interpret from a scientific point of view the importance of communication in the lives of human race. Moral and universal values about the beginning of the world, and the first human being's divine mission in the heaven are moralized by harmony between the past and the future of the universe. Being postmodern novel "City of Glass" in a metaphysical way takes us to journey in time, which makes to understand the world through literature. Another example from the novel will interpret our thoughts:

"Adam's one task in the Garden had been to invent language, to give each creature and things its name" (Auster, 1985, p.43).

Obviously, turning to Bible Paul Auster demonstrates his religious beliefs and his high respect to holy book of Christianity, in any way he looks like a real detective, who investigates the history of a mankind and finds out the mystery hidden behind the time. Paul Auster's metaphysically demonstrates his literary approaches about universe and its inception and formation of a human society:

"Names became detached from things; words devolved into a collection of arbitrary signs; language had been severed from God. The story of the Garden, therefore, records not only the fall of man, but the fall of language" (Auster, 1985, p.43).

Experimenting innovative postmodernist narrative techniques Auster creates intellectual text and promotes his reader to think over the text. My personal opinion is that, he speaks on behalf of his characters and expresses his own views about the universe, the nature and the society throwing the light to philosophical thoughts of Thomas More, John Milton, Michel de Montaigne, Peter Martyr, Geronimo de Mendieta's:

"It was Stillman's contention that the first men to visit America believed they had accidentally found Paradise, a second Garden of Eden…. Columbus wrote: "For I believe that earthly Paradise lies here, which no one can enter except by God's leave"" (Auster, 1985, p.41).

In this sense, the author's cosmogonist views are expressed the relationship between the historical background of American continent and the formation of today's American civilization. All these texts those Paul Auster referred in writing his own novel have rhizomatic structure. Rhizomatic structure is a way of bringing different terms, images, ideas, aspects of culture associatively into text. Besides, rhizomatic structure is identified as multiplied linear storylines. The term "rhizome" coined by French philosopher Gilles Delleuze, which comes from biological field of botany and means "stem with multiple roots". Characteristic aspects of a literary rhizome as a metaphor show that, each and any point of the rhizome are connected to one another at any given time. On the trajectory of my own research, I arrived at this point, that the author used mutually connected texts for reconstructing network in his novel. This network displays interconnectivity, which builds inner structure of his novel making it a metaphysical detective. All facts, stories, names, fragments from different books are related to the central meaning of the novel. Rhizomatic structure, intertextuality, hybridity result in meta-narrative, which obviously notifies existence of other stories within the story. With interconnectivity metanarrative defines relations between events and inner connections show that there is a harmony in the universe and all past and present events are related to each other. Terminology of metanarrative comes from Lyotard's critical theory of postmodernism, where he calls it a grand narrative. Grand narrative has histographic nature, and in point of fact Paul Auster experimented it in his novel. We observe a good number of Biblical references throughout the "City of Glass", and according to Lyotard, referring to religious texts evidences that the author legitimated the knowledge in his literary work. I suppose, Auster used all these postmodern techniques to help his readers to research cultural identities and to comprehend them from a viewpoint of moral and aesthetic values.

In "City of Glass" we see the collapse of old traditions of classical detective novel. Postmodern fiction might be constituted by more than one narrator, and sometimes narrators stay unknown, from beginning till end a reader couldn't identify who is a main narrator in the novel. According to Bakhtianian theory, we can call them polyphonic narrators, which define in multiple voices; those due to postmodern ideology demonstrate versatility. Each voice has its own perspectives, and shed light on different angles. In sum, different narrators determine story's point of view from multiple aspects. In "City of Glass" the narrator is unknown, but sometimes the author casts doubt on readers about his identity as a narrator.

It becomes difficult to distinguish a line between the author and the narrator. Reading the novel a reader faces specific confusing fragments, those arise a question - is it Quinn or factual Paul Auster narrates the story? Example is useful here.

"Once again, Stillman retreated to Riverside Park, this time to the edge of it, coming to rest on a knobby outcrop at 84th Street known as Mount Tom. On this same spot, in the summer of 1843 and 1844, Edgar Allan Poe had spent many long hours gazing out at Hudson. Quinn knew this because he had made it his business to know such things." (Auster, 1985, p. 82).

From this fragment of the novel, we can understand that it is Paul Auster who remembers another detective writer, his successor; nevertheless the last sentence tells us Paul Auster is Quinn. The author metafictionaly conveys his knowledge about Edgar Poe. Unlike traditional detective, in a metaphysical crime fiction an author takes a fictional role in his own novel - sometimes as a narrator, sometimes as a character. The interesting case is that, time and space configurations establish "City of Glass" being postmodernist novel. Bakhtin thinks that it is time and space configurations that define genre of the novel. For this theory, he uses the term the chronotope. Bakhtianian theory (Bemong et al., 2010) leads us to systematic analysis of the text, precisely, the concept of the chronotope has helped us to understand that Paul Auster's novel is a metaphysical postmodern novel. Auster masters the intertextuality, which constitutes the configuration of different times and spaces in the novel.

"City of Glass" is a first book of "New York Trilogy" and events take place in New York. Quinn is lost in the streets of New York, metaphorically he is lost in time, because everything in this city is transparent and mirrors the past and the present:

"Quinn was nowhere now. He had nothing, he knew nothing, and he knew that he knew nothing. Not only had he been sent back to the beginning, he was now before the beginning, and so far before the beginning that it was worse than any end he could imagine" (Auster, 1985, p. 102).

As it was mentioned above, there is a strong association between every detail of the novel. Interconnectivity between unrelated texts relate them under one and unique theme. Besides, interrelationships between different texts which are reflected inside one text and serve to understand that text as a separate literary work or to upload a distinctive meaning to that novel. Throughout the novel the author shares his knowledge about Robinson Crusoe and gives a lot of commentaries from different books. At the end of the book when his protagonist Quinn fails to solve the mystery case, Auster turns back to conversation about Robinson Crusoe. Spending over 2 months period in street Quinn's appearance has sharply changes:

“More than anything he reminded himself of Robinson Crusoe, and he marveled at how quickly these changes had taken place in him. It had been no more than a matter of months, and in that time he had become someone else. He tried to remember himself as he had been before, but he found it difficult” (Auster, 1985, p.117-118).

At the end of the novel Quinn had lost everything he had before, his home, his job, his social status, and has changed to another man, whom he couldn’t recognize and who lost his self:

“For some reason, he found it unpleasant to look in the mirror and kept trying to avoid himself with his eyes” (Auster, 1985, p.103).

Quinn’s adventure of taking the role of the detective ends up tragicomically. All his labour was in vain, he couldn’t solve the case, because, the case was solved by itself. From postmodernist perspectives, the novel has open ending, which doesn’t satisfy expectations of a reader. At some moments, the author makes us to believe that we are reading detective novel, but conclusion reverts all our expectations. During two and a half months Quinn observes all goings and comings at Stillman’s building, because Stillman and his wife hired him as a private detective and paid him money for it. Though his constantly calls, Quinn couldn’t get contacted with Stillman and his wife Victoria for last weeks. But, he continued his observations, until his money ran out. He phoned to Paul Auster intending to take back his bank card that he gave him in their last meeting. Turning point or climax of the novel takes place in dialogue between Quinn and Paul Auster, which reveals all bitter truth about criminal case to readers and also to Quinn:

Paul Auster - “Where the hell have you been hiding?” There was irritation in Auster’s voice. “I’ve called you a thousand times.”

Quinn-“I’ve been busy. Working on the case.”

Paul Auster - “The case?”

Quinn - “The case. The Stillman case. Remember?”

Paul Auster - “But there is no case. It’s all over.”

Quinn -“What are you talking about?”

Paul Auster - “The same thing you are. The Stillman case.”

Quinn - “But what do you mean ‘it’s over’? I’m still working on it.” … “Stop being so goddamn mysterious. I don’t have the slightest idea what you’re talking about.”

Paul Auster - “I don’t believe you don’t know. Where the hell have you been? Don’t you read the newspapers?”

Quinn - “Newspapers? Goddamit, say what you mean. I don’t have time to read newspapers.”

Paul Auster -“Stillman jumped off the Brooklyn Bridge,” Auster said. “He committed suicide two and a half months ago.” (Auster, 1985, p. 120)

The given dialogue from the novel lets us realize, that both Paul Austers (author and character Paul Auster) knew the criminal case before the protagonist and readers. This is another prime example of situational irony from the novel. After the climax, expected solution of the conflict in the plot does not occur.

Suspect's committing suicide

Quinn's detective activity

Stillman's fears of death

Wrong number's call

Quinn's loneliness

All said above, we can conclude this research in a very simple way. Paul Auster intended to show that if person runs away from his (her) true identity, he undergoes metamorphosis. Quinn's transformation into homeless, jobless man reflects his total metamorphosis. At the beginning of the novel it was narrated that Quinn wants to escape from his true identity and this desire spoils all his life. The author conveys the underlying message that environmental factors change our personality. Like Robinson Crusoe, Peter Hannover and Don Quixote Quinn also had changed under the influence of surroundings. Auster shows that visually changed man, morally also changes. Environment strongly impacts inner transformation of a man:

"Now, as he looked at himself in the shop mirror, he was neither shocked nor disappointed. He had no feeling about it at all, for the fact was that he did not recognize the person he saw there as himself. He thought that he had spotted a stranger in the mirror, and in that first moment he turned around sharply to see who it was (Auster, 1985, p.117)

I would like to note that another famed figure of metaphysical detective genre, Allan Robbe Grillet, also insisted on this fact that environment constructs our life and destiny. Therefore, he depicts every surrounding detail - ornament of curtains, items on breakfast table, words on street walls, etc., in his detective novel "The Erasers". At this point, it is better to remember Bakhtin's theory of dialogism, where he mentioned that we are in dialogue not only with people, but also with everything in this world. I humbly accept this idea, and similarly, my personal opinion is that what makes a man is a real man is his (her) conditions in which is he (she). First and foremost, this study attempted to provide encompassing look at metaphysical aspects in "City of Glass" and all driven facts approved that with it is subverted plot this novel is a pure example of postmodern or metaphysical detective genre. The author's unresponsiveness to solution of a criminal cases proved that it is an anti-detective novel. Last but not least, Paul Auster's writing style is an approval of his postmodernity- it is his way of narrating the story. The novel has a perfect hybrid construction which constitutes harmony between every element of the novel, and strong linear associations between each fragmented text. Unanswered questions at the beginning of our analysis, finally found their answers in a very primitive way - like in "City of Glass" we also depend on time, space, environment, and chance!

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IMPLEMENTATION OF CLIL APPROACH TO CHEMISTRY TEACHING IN TECHNICAL UNIVERSITIES

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Abstract

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

Key words: CLIL, chemistry, competencies, entry-level courses.

1. Introduction

1.1 The necessity of innovations in the language teaching and learning

An integration of science, industry and education in modern world demands the cross-cultural and professional competencies achievement for future labour-market training. The integration processes are connected with the growth of academic mobility, development of joint projects between different universities and corporations, international cooperation in global economics with trends of establishing multicultural media in a future world society. So the development of modern innovative educational programs using a foreign language for communication is very important now. Especially it concerns to English language educational programs using English language as the most common one in academic and international society. It should be mentioned the application of these programs in tertiary education has a great success using different ways and approaches for the creating of multicultural media in different higher education establishments. One of the most perspective approach in higher education is CLIL (Content and Language Integrated Learning) methodology.

1.2. Content and Language Integrated Learning in tertiary education: brief data and analysis

The ideas of CLIL approach firstly proposed by D. Marsh in 1994 (see Marsh (2002)) and developed by Coyle, Hood, & Marsh (2010) and other authors are now widely explored in secondary and tertiary education. CLIL methodology is used to teach certain subjects (or their sections) through a foreign language and at the same time two goals are achieved: the study of the subject content while simultaneously learning a foreign language (Marsh et al, 2010).

The fundamental principles of 4C in CLIL approach are:

- Content
- Communication
- Cognition
- Culture

According to Marsh the application of this approach does not demand the definite level of foreign language of the students and in the most cases the non-native teachers can participate in the educational process using CLIL approach.

We can see the successful realization of these programs in many European schools and universities, especially in Spain, Sweden, Finland, Greece etc. According to EC policy in the field of education the innovative English learning techniques had to be realized in near future and CLIL is the one of successful methods to reach the proper competencies of graduates.

In Russia the different universities including Peter the Great St-Petersburg Polytechnical University develop and realize the master's educational programs in English and double diploma programs. In the most cases in these master's programs the ESP (English for special purposes approach is realized (after finishing the EFL course for the students of entry-level courses) when the content in a great extent is accented. Unfortunately there is a deficit of bachelor's educational programs in English in Russian universities.

Usually the problems arising from implementing CLIL in tertiary education especially for basic disciplines (math, physics, chemistry etc.) are connected in the main with low level of content knowing for English language teachers and with low level language for the content teachers . From that point of view the interdisciplinary cooperation between EFL teachers and different departments of technical universities has a great significance and it was reflected in different works of Russian linguists and pedagogues (for example, Almazova, Baranova, & Khalyapina (2017), Khalyapina (2017), Danilov et al. (2018), Galitsyna (2017), Alipichev et al. (2017), Serova & Krylov (2015), Zaripova (2014), etc.) examining the CLIL approach in higher education. In addition to known works of Prof. Marsh it is necessary to mention the book written by Fortranez- Gomes (2015) concerning to CLIL in higher education. It is possible to find many interesting works of different educators and scientists reflecting these problems (for example, Dalton-Puffer (2013), Basturkmen & Shackleford (2015), Lasagabaster & Doiz (2016), Lasagabaster (2018), etc. and now there are many schools and courses in Europe in the field of future CLIL teachers training as for secondary as tertiary education. Nevertheless the models of CLIL implementation in education can be rather different (soft CLIL, hard CLIL, additional CLIL , partial immersion programs, etc.), although the main goal is the integrated learning of content and language. The stages of integrated learning content and language at Russian universities proposed by Danilov Grigirieva and Salekhova L. ((2016) are presented in Table 1.

Table 1. The stages of integrated subject and language teachings in English at the university (according to Danilov et al. (2016).

Stage	Objectives	Degree of integration of professional and foreign language training	Ratio of languages (Russian and English)
Preparatory (the first-second year)	Parallel development of professional competences and foreign language competences	Parallel studying of foreign language and other disciplines of the curriculum	Parallel model

	BICS		
Main (the third-fourth year)	Using a foreign language as a means of learning and cognitive activity, formation of cognitive academic language proficiency BICS+CALP	Studying of professional English that is interated with studying professional subjects	Integrative model
Final	Development of cognitive academic language proficiency CALP	Studying of professional subjects in a foreign language	Parity model

The problem of right proportion between content and language is often discussed. According to T. Ting (2011), this value had to be 50/50 and it is seemed this is an ideal proportion. To our mind the combining model can be applied to educational process with support of EFL to exploit bilingual approach since the beginning of engineering education in technical universities when the CLIL approach can be implemented in the field of base disciplines combining the state language program for the definite discipline with additional CLIL approach (or partial immersion) using step by step bilingual way for every discipline for the best results in content and language.

2. Problem Statement

We tried to examine the problem of CLIL implementation in Chemistry teaching with the aim of professional and cross-cultural competencies achievement of «entry-level» students (engineering) using the following way.

It's possible to use the developed programs for EFL learning and on this base using the basic knowledge of grammar and common vocabulary to implement the CLIL approach for Chemistry teaching only for motivated students as an elective course. As we mentioned earlier, if we'll try to design the conceptive model to implement CLIL at different stages of engineering education in Russian universities the scheme proposed by Salekhova (Danilov et al., 2015) can be used with some variations (table 1). It was important for us to implement a CLIL approach at the first stage of education to extract the most motivated students for experiment when we can use the CLIL as an immersion. It was established that the quantity of interested students in this additional CLIL program is no more than 10% of the total number of students (Table 2), and in this case the teaching via open lectures and lessons using formative assessment can be applied with efficiency.

Table 2. Qualitative evaluation of motivation to learning Chemistry in English (CLIL) for different groups of students.

Bachelors (machinery)	Specialists (machinery)	Bachelors (IT)	Bachelors (physics)
Low	High	Medium	Medium

Taking into account the most difficult moment is the lack of everyday foreign language practice for Russian students it was necessary to create the immersion media using hard CLIL with preliminary introduction of need academic, special and professional terms. The main question using CLIL in Chemistry teaching was the assessment of student's knowledge using the proper design of lectures and lessons. It should be mentioned at this moment there is no modern translations of common Russian textbooks in General Chemistry, so it needs a future work to develop a correspondent materials for Chemistry course with agreement in correspondent Russian program for every university. In this situation it was possible to recommend for the students to use the foreign authors in General Chemistry (for example, Hausecroft and Constable, 2010) and Russian textbooks in General Chemistry. Under the bilingual approach it was important that syllabus would be parallel to Russian one.

3. Research questions

- development of proper design of lectures and lessons to reach the need competencies of students.
- findings in the development of future CLIL programs in chemistry in the University
- testing of students on the base of Blooms taxonomy (Bloom et al.,1956) to evaluate the level of lower order thinking skills (LOTS) and higher order thinking skills (HOTS) .

4. Purpose of the Study

The goal of present study was the qualitative estimation of the influence of CLIL approach in Chemistry teaching on the achievement of professional and cross-cultural competencies of the most motivated «entry-level» students (engineering majors) using formative assessment. One of the main moment was the summative assessment increasing in chemistry after CLIL course completing. It was important also to examine the perception of different patterns of pronunciation using on-line resources and to implement some elements of CALL approach into lectures and lessons with the aim of cross-culture communication developing. The different variants of CLIL course program in chemistry can be proposed after additional work in future. The observed results can be used for development of correspondent methodic materials for General Chemistry learning in universities via CLIL approach.

5. Research methods

The common and most distributed methods were used under this work. First, the investigation of literature sources was made with the comparison and analysis of experimental and theoretical data of Russian and foreign authors. Second, the observation method was used constantly during experimental work. Third the formative assessment well described in works of Black (for example, Black & William, 2009) and in some cases summative assessment was used to evaluate the students' level in content and language. It is important to note that summative assessment of content was made during exam in Russian due to the lack of Chemistry in English exam, so it was interesting to establish the correlation between the increasing of content level of students after CLIL course in Chemistry. At last, Bloom's taxonomy was used to establish the development of LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills) of «entry-level» student using author's own tests.

6. Findings.

The period of CLIL implementation experiment in Chemistry teaching for the pre-majors students (1st and 2nd year, engineering) included 1 semester for every experimental group over approximately 30 students (4 experimental groups) during 2016-2018.

We used the model of hard CLIL via open lessons and lectures in Chemistry after experimental observation that the model of soft CLIL (1 experimental group) is less effective in the learning of content and language.

It was important that syllabus would be parallel to Russian one and bilingual approach would be implemented as follows: the Russian lectures are followed by CLIL lessons step by step to enforce the cognitive component and to decrease a psychological stress. It was established the best design of CLIL Chemistry in English lecture or lesson had to be rather different from Russian language lecture. The design can be made in form of discussion to use the dialogue form with including of the monologue parts of lecture. The professional and academic terms should be entered before the main part of lecture and they had to be repeated in the further content (if it is possible) in the following lectures for the best remembering. The velocity of speech is an important moment: it was stated for Russian students of entry-level courses the high speech velocity is not a proper way for the good understanding of content. (Table 3).

Table 3. Qualitative evaluation of content cognition under different speech rate and pronunciation patterns (video materials) for all experimental groups

Speech rate	Perception of content at the beginning of course	Perception of content at the end of course	Optimal time of video presentation	The best perceptive pronunciation
High	Low	Medium	Up to 3 min	British English
Medium	Medium	High	Up to 8 min	British English

For the solving of communicative tasks the questionnaire manner of some part of lesson or lecture can be used as for individual as for cooperative work. The feedback is necessary and as it seems to us the formative assessment during every lesson is a best way to improve the students' needs competencies. The elements of CALL implementing (using online video materials of foreign universities and popular science sites) in lecture with different samples of pronunciation (British English, American English, International English) influence sufficiently on the content and language understanding and at the same time it is a good way to develop a cross-cultural competencies. It was established the optimal time for the best perception of these materials for experimental groups must not exceed 3-4 min. To our mind the quantity of these materials can be rather different for every new lecture due to complexity of topic and the aim of lesson.

It has been established there is a sufficient increasing of summative assessment of students under experiment (Chemistry in Russian (exam) although we had no possibility to estimate the summative assessment for Chemistry in English due to the lack of correspondent exam. It needs the additional time and support to continue this experimental work to get a proper statistics to form a quantitative conclusions .We hope the cooperation between different departments of university will allow to develop the correspondent educational CLIL programs or additional educational programs in future.

7. Conclusions

The implementing of CLIL approach in Chemistry teaching in Peter the Great St-Petersburg Polytechnical University for the students of entry-level courses (engineering) demonstrated qualitatively the efficiency of bilingual approach to increasing the summative assessment of content in experimental groups and development of professional and cross-cultural competences of students in comparison with control groups.

It was stated the formative assessment is the best way to increase the quality of education using CLIL approach. For the best results the need methodic materials have to be developed in future. It is proposed the task of development of correspondent educational programs for entry-level students can be solved under cooperation and help of different departments of the university.

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CROSSROADS OF THE HUNGARIAN VOCATIONAL EDUCATION AND TRAINING SYSTEM IN TOURISM – A COMPARATIVE STUDY

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Abstract

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

Key Words: Vocational education and training, tourism, Hungary, Germany, Finland

1. Introduction

Vocational education and training (VET) includes education and training programmes designed for, and typically leading to, a particular job or type of job. Commonly practical training is involved as well as the learning of relevant theory. It is distinct from academic education, as the focus of educational programme is on enhancement of job-specific skills, abilities and knowledge.

In Hungary since 2000, the content of teaching and learning in schools has been controlled by a three-tier curriculum regulation. The first level is the National Core Curriculum (NCC), what was thoroughly renewed in 2012 and introduced gradually from 2013. NCC must be followed by all institutions and stakeholders of public education as a strategic document. In NCC the ideological-theoretical-philosophical grounds for the subject areas, the phases of school education in terms of content and the developmental tasks are defined properly and applied to all schools until the upper age limit of compulsory schooling.

Curriculum and methodology are strengthened by the second level of content regulation. This consists of framework curricula based on the NCC and issued by the minister of education. Distinct curricula have been developed for vocational secondary schools, for vocational training schools and for special vocational schools on the basis of educational sector and industry.

The third level of regulation is the pedagogical programme of schools including the local curriculum and the educational-teaching programme. This curriculum is compiled by the school teachers and the school-level content regulation documents are adopted by the teaching staff following an approval of school maintainers.

Helsinki Communiqué on Enhanced European Cooperation in Vocational Education and Training pointed out that "policies should engage all young people in vocational training and/or higher education, ensuring at the same time that they acquire skills and competences relevant to the labour market and to their future lives. Furthermore, policies should serve people already in working-life by ensuring possibilities for further development throughout their careers. VET systems should, as part of flexible educational pathways, increasingly enable progression to further education and training, especially from VET to higher education" (European Ministers of Vocational Education and Training, 2011). Although VET in tourism has undergone three curriculum modifications over the last six years in Hungary, despite its learning outcome-based structure; it does little to meet the real expectations of the labour market. In addition, the interests of secondary schools and higher education institutions conflict with those graduates who wish to qualify for tourism but do not want to obtain a Bachelor's degree. This conflict is the base for further examination and a comparative study in the next sections.

2. Assessment of Hungarian VET In Tourism

2.1. System of Public Education

In Hungary, the state, local governments, minority local governments, legal entities (foundations, churches, etc.) or natural persons can establish and maintain schools and kindergartens. A budget subsidy is provided to maintainers to finance basic operational tasks by the state. Administrative control and management responsibilities are shared among the national government (Educational Authority), the local (and sub-regional level) authorities and the educational institutions. The Ministry of Human Resources takes the overall responsibility for educational, cultural and social affairs and health care, youth and sport. However, Ministry for Innovation and Technology is in charge for school-based VET and adult training. Participation in education is mandatory between the ages of 5 and 16 (here and further, the data dealing with Hungary are based on: European Centre for the Development of Vocational Training, 2017; Farkas, 2016; Hárs, 2018; Ruszinkó, Á. et al. 2009).

Primary and lower secondary education (ISCED 1, 2) is generally organized as a single-structure system in 8-grade basic schools. Primary education (ISCED 1) composes grades 1 to 4, while lower secondary education (ISCED 2) comprises grades 5 to 8. However, upper-secondary schools are also allowed to offer secondary programmes covering lower (ISCED 2) and upper secondary levels (ISCED 3), consisting of grades 5 to 12 or grades 7 to 12.

Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools, vocational secondary schools or vocational schools. However, general secondary schools are also allowed to offer longer programmes starting earlier (from grade 5 or 7). General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education.

Vocational grammar schools (szakgimnázium) provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4C). Secondary vocational schools (szakközépiskola) provide general, pre-vocational and vocational education while vocational schools (szakiskola) train students with special needs and provide remedial lower secondary general and vocational education for those who have not accomplished basic school. The majority of pupils entering vocational schools belong to the weakest one quarter of students concluding elementary school successfully.

The data of grade 8's competency tests indicate the fundamental problems, though no effective actions have been taken to step ahead in this issue. Besides that indications were not taken into consideration when the requirements were developed for secondary VET education. As an option, the introduction of elementary school with nine grades has been put on the agenda.

2.2 Vocational Tourism Education on Secondary Level

Tourism is taught as main specialization in secondary grammar schools (ISCED3). Four-year (five in bilingual courses) VET programme combines vocational and general education. Students acquire a graduation certificate (ISCED 344) giving access to higher education and a basic qualification registered in the national qualifications register (NQR). Learners can continue with one additional VET year at post-secondary level to acquire a higher level VET qualification at ISCED level 454.

Students of tourism classes get interdisciplinary professional and general education based on the framework curriculum. One foreign language is a must to learn, however most schools offers second foreign language to improve students' opportunities on the labour market after graduation. Furthermore, secondary grammar schools in Balatonfüred, Budapest and Szolnok provide bilingual education in English, while institutions in Balatonfüred, Békéscsaba, Budapest, Győr, Kecskemét, Miskolc, Nyíregyháza, Pécs and Szombathely offer in German language in 2018/2019 academic year. Based on the Decree of Innovation and Technology Ministry No. 5 issued in 2018 on VET framework curricula students can take professional examination in grade 11 to obtain ancillary qualification in hotel receptionist. Graduation examination is organized at the end of grade 12 to achieve graduation certificate and students, who wish to go higher education may apply to colleges or universities. After graduation, in grade 13 two qualifications registered in National Vocational Qualifications Register are allowed to offer by institutions: 'Tourism organiser, salesperson' and 'Tour Guide'.

Education of hospitality (catering) has the same system with differentiated framework curriculum. The separation of the two groups of NACE activities follows the logic of the specializations of higher education (Economist Assistant in Tourism and Catering Specialized in Tourism /Catering), as the intention of the legislator was to orientate graduated students to the labour market and/or to the short-cycle higher education (ISCED 5B).

The graduation examination in tourism division covers a number of subjects that students learn over the years of secondary teaching. Since 2016/2017 academic year tourism VET students must take graduation examination in tourism in addition to Hungarian literature and language, mathematics, history and foreign language. Although most of the students take tourism exam in Hungarian, a remarkable number of students participating in bilingual education passed the examination in a foreign language. The average performance of graduation students (written and oral exam) is almost over 60%.

Previously, vocational secondary school students were not required to graduate in the professional subject, so if somebody realized in the meantime that he or she would not want to deal with tourism, a discipline, what was chosen in age of 14, could easily change to other field.

2.3 Vocational Tourism Education on Tertiary Level

Higher Education Vocational Training (ISCED 5B) is available at most of the tertiary education institutions in Hungary, graduates obtain diploma in Economist Assistant in Tourism and Catering specialized in the field of Tourism or Catering. It belongs to the area of business education, supports the education of BA in Tourism and Catering as graduates can transfer credits to a bachelor (BSc) programme in the same field (at least 30 credits). The length of education is 4 semesters and the number of credits to be obtained is 120. The programme was designed on a practice-oriented concept so the ratio of theoretical and practical content is 55.45%. The central educational programme contains internship with duration of one semester in full-time training (at least 560 hours) and six weeks in part-time training (three weeks, at least 240 hours). In order to obtain a qualification, at least one state-recognized intermediate level (B2) complex professional language examination or equivalent graduation certificate or diploma is required. The purpose of the previous transformation of higher vocational education in 2013 was to be able to educate assistants with practical knowledge in a relatively short period of time and to complete their studies with a diploma. In parallel the formal qualification obtained at the end of two-year training was deleted from the National Vocational Qualifications Register.

Since 2015, cooperative education can also be offered in higher tourism VET (in higher education vocational training or even in bachelor programme). Dual apprenticeship system combines school training with a firm-based approach; in higher VET the company concludes a cooperation agreement with the higher VET institution and an employment contract with the student.

One of the most important steps toward lifelong learning was implementation of Bologna principles into the Hungarian tertiary education system. Pre-Bologna system was characterized by dual pattern, colleges and universities granted college-level degree and universities awarded university-level degree. The duration of training at college level required 3-4 years of studies, while the length of study at university level was minimum 4 years, maximum 5 years. The different educational programmes had no interdependence with few exceptions.

The most significant change was after launching Bologna-initiatives to the Hungarian education market that instead of the two types of degree programs (Tourism and Hotel Management and Catering and Hotel Management) currently institutions are allowed to commence just one, Tourism and Catering bachelor programme. Bachelor level education takes six semesters (three year) and composed by compulsory one-semester long work placement.

Students successfully finishing their studies on BA in Tourism & Catering programme obtain diploma in economics specialized in Tourism & Catering. Students can decide if they prefer to choose (i) specialization (group of modules focusing on one area within tourism and catering, it is identified in diploma) or (ii) individual specialization (students can select subjects based on their personal interests, but due to lack of advance accreditation of a certain module diploma does not specify a specialisation, obtained courses are detailed at degree certificate appendix. The institutions accredited specialization offer hotel management, tour operation and event management, tourism marketing, active- sport- and ecotourism, catering management, health tourism and wine tourism specializations. Foreign language requirement of bachelor education is taking minimum 2 state-accredited, complex, professional language examination in intermediate (B2) level. One out of two can be replaced by state-accredited, complex, general language examination in advanced (C1) level.

One of the most controversial elements of the above mentioned changing was a matter of professional practice, as the former two-semester internship in the new system has decreased by one semester. Not just the short period but timing also occurs problem as all students of all institutions need to organize their work placement in the same semester.

The only master programme what is available in the field of tourism in Hungary is MA in Tourism Management due to the Decree No. 18/2016 (VIII. 5) issued by the Ministry of Human Resources (EMMI). As it detailed in the decree, the aim of master program is to educate professionals who are able to perform independently comprehensive planning, management and coordinative tasks based on their acquired knowledge in economics, social sciences, management sciences, methodology and tourism in the field of tourism at the local, regional, national and international level in tourism enterprises, multinational companies, in the public and local administration and planning system of tourism, as well as in the non-profit sector. The master degree program differs from the content of bachelor tourism education in its diversity and differentiation, a particular attention being paid e.g. to sustainable development, regional organizations, market trends, the characteristics of companies of different sizes or tourism research (Tribe, 2002). The need for English knowledge is specified in output requirements as one language examination must be taken in this language. On the basis of their acquired theoretical and methodological knowledge, they are able to continue their studies in the field of economics to obtain PhD.

VET programmes at secondary, post-secondary and tertiary education are open to adults in full-, part-time or distance learning.

Further specialization can be obtained by completing a graduate programme. By completion of bachelor or master degree, professionals may participate in postgraduate specialisation programme but this diploma does not raise the level of the previous qualification. There are a number of courses in connection with tourism which registered by the Educational Authority to other fields of discipline. Within the group of economics sciences, most of the postgraduate specialisation programmes is available in wine tourism, health tourism, event management and regional tourism management (generally parallel with the institutions' offers for specialization of bachelor or master tourism programmes).

2.4 Legal Framework of Vet and Its Changes In The Last Decade

2.4.1 Governance of Vet

The governance of the Hungarian educational and qualifications system is distributed between Ministry for National Economy (MNE) (vocational and adult education and non-formal education) and Ministry of Human Capacities (general and higher education). Depending upon the economic sector, authority for vocational qualifications can be allocated between the MNE and other sector-related ministries.

The Minister of National Economy is responsible for the legislation, the National Module Map, the vocational training framework curricula and the adult training system. His job is supported by the National Vocational and Adult Training Council (NVATC) which organization operates as a national body to make decisions, support decision making or to introduce proposals. The operative tasks of the vocational education and adult training are performed by National Office of Vocational Education and Training and Adult Learning (NOVETAL), controlled by MNE. Main responsibilities include planning, implementing and monitoring of VET policy and examination of impacts, exercise of maintenance rights of VET schools and keeping contact to them. Besides that NOVETAL performs tasks related to the registration, authorisation, control and statistical data gathering of adult training institutions and adult training experts as well as collects data on vocational qualifications and make them available on the web.

National Vocational Qualifications Register (NVQR) defines the state recognised qualifications what was delivered firstly in 1994 and thoroughly revised and substantially renewed in 2004. Government Decree No. 150 issued in 2012 includes NVQR, the procedure of modifying NVQR and the list of qualifications. The latest modification was published in 2016 and the currently valid version defines 760 (full, partial and add-on) qualifications belonging to 22 profession groups. NVQR and the National Module Map are connected; an online search platform supports web visitors to get descriptions of the modules of qualifications or information how qualifications are linked to one another. Ministerial decrees specify vocational examination requirements (VER) for the different sectors and contain regulations and requirements of each vocational qualification. VER includes competences and learning outcomes related to each module necessary for employability.

It is necessary to mention the Hungarian Chamber of Commerce and Industry (HCCI) as having a substantial role in the operation of the regulation system of adult training. The role of HCCI is to make a bridge between the governance bodies of VET and labour market representing the interests of the participants of economy. The Act on Adult Training (amended Act CXXI of 1999) details the rights and tasks of HCCI in connection with a registration and deletion of adult training vocational programmes and requirements, making link between adult training vocational programme requirements and trade groups according to the NVQR, providing expert activity, participating in the control of adult training institutions and having responsibility for the revision of accredited programmes. Although the vocational examination requirements (VERs) of NVQR qualifications are issued by the Minister responsible for the related qualification, vocational programme requirements (VPRs) are confirmed and add to the register by the HCCI Programme Committee. The aim of VPRs is to ensure the implementation of other vocational trainings not listed in the NVQR to a single system of requirements.

Regional and sector-specific offices of HCCI carry out their vocational training tasks as a public-law assignment entrusted to them by the government, through a grant agreement concluded each year as follows:

- operating an apprenticeship consultancy network to improve the quality and quantity of cooperative education
- operating a national system of level examinations for students participating in cooperative education
- monitoring of practical training activities in business organizations (institutions registered by HCCI in an official validation procedure are allowed to participate in cooperative education)
- to delegate the examination chair and members of the examination committee to the professional examination to achieve NVQR qualification
- providing career guidance by introduction of professions, organization of field trips, career events, open days, workshops for students and parents
- organization trainings for professionals to enhance their proficiency and take Master Craftsmen Examination
- operation of county-level development and training committees and follow-up of graduated students' labour market status
- operation and coordination of Sectoral Skills Councils

- arranging national professional competitions for VET students (Excellent Student of Profession Competition, National Professional Competition and its final round, the Professional Star Festival)
- organization of student participation in WorldSkills and EuroSkills championships
- establishing labour market forecast, determining the expected short-term labour demand of businesses, operation of on-line query system for data collection and evaluation of outcomes
- performance of adult training tasks (assessment and evaluation of requirements of professional programmes, registration and continuous training of experts responsible for adult training programmes)
- development of single training and examination system for professional training instructors (in cooperative education).

Sectoral Skills Councils were formed due to the amendment of Act on Vocational and Adult Training (12 December 2017). Their role is to contribute to a better match between VET programme contents and labour market and employers' needs. In addition to the SSCs, experts contribute to the revision and updating of the professional content of different qualifications and making teaching documents up to date. The main task of the SSCs is to determine the VET expectations for the next 3-5 years and to propose new contents to the curricula and vocational and examination requirements of professions registered in NVQR and to other adult training programmes. However the legislation was in action since 2018, members of SSCs received their credentials just in March 2019 so no developments have been achieved in the above detailed tasks last year.

In addition to the above, the following organisations also play a role in VET governance:

- The National Qualification Committee (NQC) is a body to generate professional proposals and suggestions for the continuous development and modernization of the content structure of VET.
- National Vocational and Adult Training Council (NVATC). This national body makes decisions and suggestions, compiles proposals in the field of VET.
- The National Economic and Social Council of Hungary is a platform what is offered by the Government of Hungary to every member of society, to NGOs andadvocacy organizations, and to economic players to cooperate and to find solutions to issues of national interest. It keeps consultations, makes proposals, delivers opinions, and discusses national strategies and cross-sectoral concerns affecting the development of the economy and society.

2.4.2 Adult Education vs. Adult Training

According to legal separation of terms, adult education (felnőttoktatás) is an educational and training activity offered within the school system, although adult training (felnőttképzés) is an activity which happens outside it. The formal education provided for adult learners is a type of training where „the student receives school-based education matching the student's workplace, family or other activities, as well as his/her knowledge and age" (Act CXC of 2011). As the above activity is mainly organised by general educational institutions, it is subjected to the Public Education Act (Act CXC of 2011). Education for adults studying in higher education is regulated by the National Higher Education Act (Act CCIV of 2011). Students of adult education may only start a new academic year from the year they reach the age of 17 in the case of an eight-grade primary school, or when they reach the age of 21 in the case of a school for secondary education. Students with special educational needs are subjected to other legislation. Secondary school students may continue their studies within the frame of adult education from the academic year when they reach the age of 16 (as public education is mandatory for children until the age of 16).

Adult training is a comprehensive term to cover all general, professional-specific and language trainings. Full or part-time student status as well as student card is not provided for the participants of the training. The adult training contract between the participants and the training institution determines the legal relationship and adult training is governed by the Act on Adult Training (Act LXXVII of 2013). Participants in adult training can be those who have already completed compulsory education, or people subjected to compulsory education and joining adult training in addition to participating in compulsory education. The Act on Adult Training controls the following issues:

- state-recognised trainings to achieve vocational qualification registered in the NVQR
- other supported trainings outside the NVQR
- general and other supported language trainings

The Act LXXVII of 2013 does not control such trainings which are highly specified to different professions and their typical participants are adults. These cover the trainings for such people who are employed in the field of public administration and service (e.g. military, police, etc.), health or public education sector.

There are wide range of institutions providing professional trainings: vocational centres and secondary vocational schools offering trainings leading to NVQR qualifications, higher education institutions; private trainers providing NVQR qualifications out of the school system; state-owned companies offering (private) in-company trainings and qualifications (e.g. Hungarian Post, Hungarian Railway), state-owned training providers offering private trainings, private businesses offering in-company trainings, either leading to (inter)nationally accepted certification or non-certified company-specific qualification, and private trainers providing private (market) qualifications.

2.4.3 The Hungarian Qualifications Framework and the National Vocational Qualifications Register

Before the introduction of Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, there was no single qualification framework covering different subsectors of education and training in Hungary similarly to the EU. The development of the Hungarian Qualifications Framework was a long process lasting for the period of 2006-2014 and intensively supported by funds of the European Union. Linking other types of qualifications to HuQF was the task of the next period (2015-2018), moreover, revision of the extended framework has been concluded last year.

The EQF definition of qualification was adopted into the Hungarian documents, although some differences between subsectors can be identified. General education provides qualification confirming rather a level of education not a specific vocation or profession, while in the VET and adult education vocational qualification can be obtained, which VET proves level of secondary educational fulfilment in school-based, too. Higher education supports the graduates both with a level of educational attainment and a vocational qualification. As one of the primary aims of HuQF is to encourage lifelong learning, qualifications provided by general education have also been attached to the levels of the framework.

The National Qualifications Register was firstly published in 1994, since this year it has been revised and replenished on a continuous basis. A considerable change took place in 2007 when the modular, competence-based NQR was worked out and launched. As a result of the VET reform in 2011, new NVQR was published in 2012 listing the most important 641 vocational qualifications. Transformation included the renewal of all associated documents (e.g. framework curricula, vocational and examination requirements, vocational requirement modules) and led to important changes and innovations. The main aim of the changes was to eliminate the overlaps and professional/content-related duplication (parallelism) among the qualifications. The descriptions became competence-based; the vocational task profiles had been supported by requirements of social, methodological and personal competences. This characterization does not perform the aim to specifically reflect to a vocational function or role, but it contributes to the definition of the general training objectives. In NVQR the occupational profile of qualifications used for the competence description is not entirely related to specialized tasks. That is why in the HuQF the connection between the learning outcome descriptions at the same level are very close, they imply and supplement one another, and they are also consistent. In the NVQR these relations are coordinative and taxonomic.

VET qualifications offered in higher education have been eliminated from the NVQR, as ISCED 5B-level training are regulated by the Act on Higher Education. The development of the new NQR was coordinated by the Hungarian Chamber of Commerce and Industry (HCCI). In the latest legislation (Government Decree on NQR of March 4th, 2016) the VET qualifications are associated with the equitable level of the HuQF. NVQR is revised annually; the latest version (in action from 01 January 2019) contains 569 qualifications.

A greater part of NVQR qualifications are linked to one occupation. More complex occupations could have a range of activities or simple ones could be with only a few but clearly distinct tasks in the register. Programmes mainly linked to secondary level education enable qualified professionals to be competent in a wider scope of activities.

2.4.4 Types of Qualifications Identified In the Nqr

The NVQR differentiate specific qualification levels: (i) partial which includes only a limited number of modules, (ii) full qualification which comprises all modules of a qualification and (iii) add-on qualification containing additional module(s) built on a full qualification.

Partial qualification is designed to support a simpler occupation or a narrower scope of task in different occupations and designed to meet the requirements of at least one occupation. Partial qualifications may be obtained in different levels of education. Some of the lower level partial qualifications fulfils the general needs of the labour market and also facilitate people to achieve full qualification in association with the principle of lifelong learning.

The add-on qualification is established a certain full qualification registered in the NVQR. Add-on qualification generally provides education for performing higher-level or more specified jobs. Usually it has own modules qualifying the learner for delivering further scope(s) of activities. One add-on qualification may be initiated several qualifications, however not all full qualifications has partial or add-on variant.

2.4.5 NON-FORMAL SECTOR QUALIFICATIONS

The education and training system can be divided into regulated and non-regulated subsectors. Regulated subsector includes training programmes of the education system, trainings regulated by the Act on Adult Training, authority-regulated trainings and mandatory (credit-based) trainings for civil servants (e.g. teachers, jurists, staff of public administration).

Education and training and forms of the issuable certificates within the school system are regulated by sectoral laws. A part of higher education institutions organise courses that do not offer a degree, and can be included among non-formal qualifications.

Trainings outside the school system are regulated by the Act on Adult Training. 'Type A' trainings provide state-recognised qualifications and they are organised within the school system and registered in the NVQR. Other training types defined in the Act are: 'Type B' other vocational trainings, 'Type C' language trainings and 'Type D' other trainings. They can be included in the non-formal types of qualifications. 'Type B' other supported vocational trainings are based on vocational programme requirements (VPR) which have been registered at HCCI. The Chamber completed the process of linking VPRs to the HuQF.

Non-regulated adult trainings (not under the scope of Adult Training Act) operate as free market services, which usually include non-supported workplace trainings, in-company trainings or competence development training programmes on the market. Further group of qualifications are provided by HCCI in the event of successful completion of the master craftsmen examination.

Learning outcomes gained in non-formal settings, international qualifications, companies' internal trainings are still has not been linked to the HuQF.

2.5 What Is Next? – Present Issues and Future Trends

The direction of change in education policy from 2010 turned to the opposite. Positive changes towards professional progression have come to an end, and new processes have begun. The most significant changes are the followings:

- Institutional and pedagogical autonomy is reduced.
- Content control is very centralized, which prevents the development of competence-based education and makes pedagogical differentiation hard.
- Public education is seriously underfunded.
- The level of inequality and segregation is rising.
- The level of education in Hungary is decreasing (based on PISA-test results), the rate of early school leavers is increasing and institutions have a decreasing opportunity for talent management.

Ministry for Innovation and Technology launched an unpublished strategy for VET education on 14 March 2019 with the title of 'Vocational Training 4.0 - Medium-Term Policy Strategy for VET and Adult Education' (). The new system would be launched by the Ministry in September 2020. To make it happen, three laws and 19 regulations have to be amended / issued. The Act on Vocational Training is fundamentally amended and is separated from the Public Education Act. Three pillars of the new system: career opportunities, attractive environment and modern, relevant knowledge of professional teachers and relevant content. Some introduced features of the new system are: - renaming of the school types, - IT-based competency assessment rather than using entry exams, - strengthening career orientation, - introduction of workshop-type activities, - education of one foreign language (preferably English),- professional exam after graduation.

3. Benchmark Countries

3.1 The Case of Germany

The German VET system is a commonly used benchmark for other European countries to develop their national structure. The handicraft sector and its craft guilds in the nineteenth century are the historical roots of the German dual system, and has remained the core training organization of the industrial manufacturing sector throughout the latter centuries. Service-sector occupations were also included in the dual system in the second half of the twentieth century, but to a much lower degree than blue-collar occupations.

The German VET system includes three areas: (i) the above mentioned dual or cooperative system of school-based education associated with firm-based training (apprenticeships, more than 300 occupation-specific training programmes are offered), (ii) fully qualifying school-based vocational education programmes (mainly for intermediate-level white-collar occupations, e.g. in female-dominated jobs in nurses, kindergarten or hospitals), (iii) and prevocational training measures, called the "transitional system" (Fig.).

The dual as well as the school-based regular VET programmes are occupation-specific and fully qualifying; both types of education provides nationally recognized, occupation-specific VET certificates. However these institutions train for different occupations so the two sectors do not serve as alternative training sites for the same occupations in Germany.

The dual study programmes are cooperative forms of apprenticeship training and institution-based education, conducted by mostly large firms. Students in these programs are employed with a trainee contract and graduate with a vocational certificate or a bachelor's degree (mostly from universities of applied science). Contradictiously, dual training does not attach VET and higher education properly, but rather help maintain it.

Dual VET system is greatly reliant on the economic well-being of firms, who have to offer adequate training places in terms of capacity and quality. The level of institutional and normative prerequisites in the education system and the labour market is very high and has increased over the years.

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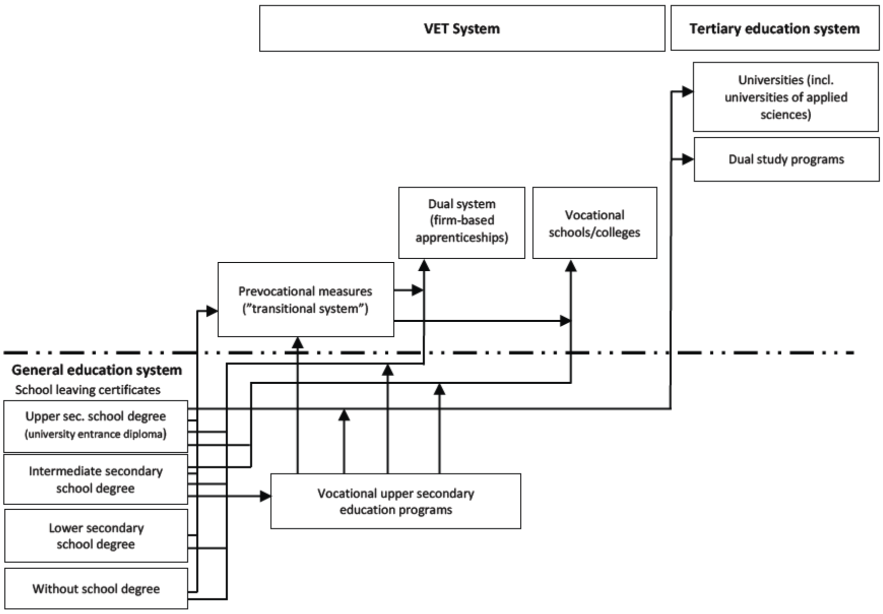

Figure 1: Pathways into the German VET and tertiary education system. Source: Solga et al, 2014:5

After the World War II the German VET system has been exposed to significant challenges. These threats included alterations in the sectoral and occupational system of the German labour market, growing skills requirements, educational expansion and an induced increase in the share of school leavers eligible for tertiary education and the social inclusion of lowly qualified young employees. Today prevocational measures have a buffering function. They provide temporary alternatives for those students who are incapable to enrol in fully qualifying VET programs (e.g. because of shortage of training places) and besides that they are often the end institutions for low-achieving youth perceived as "not being mature for training" by employers.

The cooperative education requires broadly defined occupation- or industry-specific training curricula and standards for quality and training content determined on national level. Examinations at the end of the training period administered either by the government or by industry associations as regional Chambers of Commerce or Chambers of Crafts. A state-examined or state-recognized vocational qualification or a journeyman certificate is provided for the graduates, which are recognized in all federal states of Germany. Training content and quality is supervised by the chambers, which conduct both the mid-term and final examinations and the craftsmen's examinations (who serve as training supervisors in firms). Firms participating in cooperative training have to accomplish several requirements (e.g. employment of craftsman or trainer, qualification of trainee persons), which are monitored by the chambers. The majority of German firms are recognized to supply firm-based VET programs.

VET certificates can be transferred across firms as the level of standardization in apprenticeship training is high. This system leads to the fact that the German labour market is dominantly 'occupational', which means that positions are highly structured by occupational certificates. As a result, mobility across occupations is limited, and the high degree of occupational specificity might cause 'overspecialization'.

The apprenticeship capacities of firms participating in dual VET system and the admission capacities of German school-based system (Länder) are the determinant factors in the provision of training places which often do not follow the preferences of young applicants (who might rather prefer occupation with good employment perspectives). That is why the degree of competition for attractive occupations is notably high, and the rest of primary school leavers have to enrol in less attractive occupations.

The cost of VET programmes is shared between the employers who take all the costs of the in-firm training component, including the training staff and equipment, wages to apprentices, etc., and the state governments cover the expenses of school-based activities. The participation in VET programmes for employers generally is a long-term investment in a skilled labour force. However, for SMEs the costs and benefits are generally balanced already during the apprenticeship training period because apprentices are actively involved in the daily production routines.

Factors contributing to the success of dual VET education in Germany

VET and also dual VET education has a long-standing history in Germany. The highly developed and specified economy generates high demand for skilled employees on the labour market. The country has a wide spectrum of qualified labour supply, on the scale of applicants without a VET or tertiary degree to a large group of people with VET qualifications and a midsized group of people obtaining university degree. According to Shavit and Müller (2000:34) the differences in labour market outcomes between skilled and highly skilled labour are smaller in Germany than in many other countries. The actors of labour market supply have interest, commitment and capability to train, what is highly based on the strong sector of small and medium-sized enterprises. The representation of employee and employer interest is also steady and well organized due to the labour unions and chamber organisations.

Considering the factors of educational system, the primary education system makes students ready for the admission to VET. The educational attainment is high in Germany, notably on upper secondary and post-secondary non-tertiary programmes. The relevant domestic or international practical experience is accepted in vocational education and training programmes, thus applicants can reduce the length of schooling period. The government has a stable regulatory capacity in maintaining high quality in programme content while the VET standards have broad-based acceptance due to the intensive involvement of social partners in VET development and has a mature culture of cooperative engagement. To increase the social merit of VET qualification, Bachelor and Master craftsperson qualifications have been assigned to level 6 and 7 in the German Qualifications Framework (tertiary level).

The quality of education is dependent on the competent VET teachers and trainers. The dual system of VET integrates different type of staff to increase the level of professional training. Trainers (instructors or masters) are educators in the companies certified by the Chamber of Commerce of Chamber of Crafts. VET teachers provide education in vocational schools, either they are university-trained teachers for job-related theory and general education subjects or master craftsmen or technicians participating in practical skills enhancement. Instructors and trainers are also employed in inter-company vocational training centres.

Consequently, establishing linkages between the educational institutions and businesses is beneficial for school-to-work transitions. Standardization and development of a commonly certified system of on-the-job training processes has effect on the expansion of the transferability of occupation-specific skills between businesses. The inclusion of social partners, e.g. trade unions into the establishment of institutional linkages between VET and labour market increases the degree of efficiency and acceptance.

3.2 The Case of Finland

In the Finnish nation, education played a determinant role towards a modern society (Stenström & Virolainen, 2014). Equal access to education and training is one of key principles of the Finnish education system. Therefore a single structure and governance is used for compulsory education. The Ministry of Education and Culture is competent to govern strategic and normative operation of VET sector and also manage development on national level. The Ministry grants authorisation to educational institutions to allow VET provision. The government determines national objectives, qualifications structure and core subjects included in core curricula, number of students, language of instruction, locations, special educational tasks and other issues as provides the most of funds of VET financing.

Institutions providing VET are responsible for organising education based on national qualification requirements in their professional fields with a continuous matching with the local labour markets' needs. VET providers have freedom in the elaboration of type of education and training provided and teaching method by keeping the restraints of their authorisation from the Ministry of Education and Culture. VET providers have a wide variety of form of operation, they may be local authorities, and municipal training consortium, foundations or other registered associations or state companies.

The system of education is highly permeable, the progression to higher levels of education is provided in several ways. School-based programmes, apprenticeship training and competence-based qualifications are the forms of vocational education and training. Apprenticeship training includes courses at vocational institutions, where the share of work-based learning is high (70%-80%). This type of training is mostly chosen by adults as well as competence-based qualifications. Almost 300 further and specialist qualifications in different fields are available in addition to the 52 vocational qualifications offered (they were fundamentally reformed in 2015). Vocational and further vocational qualifications are offered at upper secondary level and may be achieved by completion of competence tests, independently of how vocational skills were acquired. The specialist vocational qualification is available at post-secondary, non-tertiary level.

The single national-level vocational competences are ensured by the National Qualification Requirements. NQR is a foundation for evaluating learning outcomes, which requirements were compiled by the Finnish National Board of Education (FNBE). The development of NQR was a long process incorporating all stakeholders, e.g. student unions, organisations of employers, trade unions and the Trade Union of Education. Not just in the proceeding of development of NQR but in other tasks the cooperation to the labour market players is considered essential. Representatives of businesses perform in local curricula development, training and skills demonstrations' organization and planning, and they attend to regional training and qualification committees. The evaluation of skills demonstrations in upper secondary qualifications and competence tests in competence-based qualifications are also belong to their assignments.

The changing requirements of labour market generated the need to improve the flexibility of vocational qualifications. More opportunities are available, a degree of individualisation of qualifications can be achieved (e.g. modularisation to include modules from other vocational qualifications (incl. further vocational qualifications and specialist vocational qualifications) or polytechnic/applied sciences degrees). Upper secondary VET studies are established on individual study plans, including both compulsory and optional modules. This system helps to develop individual learning paths and boost their motivation to conclude their studies. This is also a tool for local or regional development as gives opportunity to education providers meet the demands of the labour market.

Vocational institutions can specify as selection criteria work experience and other comparable factors, e.g. entrance and aptitude tests. Obtaining VET qualification is socially accepted, more than 40% of the primary school graduates start upper secondary VET studies (mostly at vocational institutions) right after the completion of general education (Koukku et al, 2015:16). All VET programmes include an on-the-job training section with a period of minimum six months.

Technology, transport and communication, social services are the mostly chosen fields of vocational education. The number of male and female learners is almost the same, however, the proportion varies greatly from sector to sector.

Choosing the profession of VET teacher is attractive; the number of applicants is much higher than the admission capacity in vocational teacher training programmes.

The state makes huge efforts in promoting participation in VET. Finland legislatively maintains an unpaid study leave system. Employees working for the same employer for at least one year may take for a maximum period of two to five years. An education and social guarantee is offered for young people by providing a place in secondary education or after graduation a job, on-the-job training, a student place, or a period in a workshop or in rehabilitation within three months of becoming unemployed. Youth workshops provide training and work experience placements to unemployed people under the age of 29. Guidance and counselling services are provided within the education system what is supported by the guidance services of the public employment offices. Since the introduction of comprehensive school system in the mid-1970s periods of work experience has been part of basic education to become learners acquainted with the world of work. A flexible component in basic education was introduced in 2010 by providing longer period for work experience. Graduates of basic education can choose additional education for 10th grade to help and encourage young people to go on upper secondary level. The FNBE operates a national application system, a comprehensive online information and application platform. A preparatory instruction and guidance was also introduced to lower the threshold for VET and to reduce dropout.

AVET system reform is currently undertaking by the government to re-establish VET legislation and the financing system, and to encourage learning at the workplace.

3.3 Lessons Learnt

As vocational education and training is established on general education some of the most important skill shortages in the tourism sector are caused by general weaknesses in national education systems. Consequently, general skill enhancement has a crucial role in employability and curricula of vocational education and trainings should aim attention at the eight key competences regardless the fact that they had been developed in primary education.

This fact gives a basis for the system of single governance of education. The fragmentation of general and vocational education in Hungary had been launched with the aim of better proficiency and specialization, nevertheless led to the separated status of vocational schools in the system of education.

VET graduates are mainly enhanced with professional technical skills required to fulfil tourism jobs, specifically for occupations which are regulated by state requirements. Furthermore, tourism businesses frequently support employees by skills on-the-job. Determined and compulsorily applicable national-level VET curriculum reduces the system's capacity to be sensible for changes and giving answers to raising challenges. Individual learning paths provide flexibility and higher degree of response to the labour market's needs.

Ensuring of VET courses' relevancy to the rapidly-changing employer's needs is also challenging. There are lots of EU-funded projects to develop new tools to compare and recognise learning outcomes, revise the quality of training and foster the acceptance of qualifications, i.e. CORE-VET, 7EU-VET.

Qualifications obtained in education based on rigid, centrally developed curricula eliminate the wide-spectrum option for recognition of previous work experience. Qualification based on competence tests implements the lifelong learning principle by allowing people to make gained skills accepted and even go on higher education.

However market stakeholders of tourism VET are generally involved in strategic planning, student union is considered as a stakeholder just in few countries. One of a key goal of tourism VET is meeting the expectations of learners thus providing partnership in strategic development of education may improve the graduates' overall satisfaction.

Ultimately, it is important to highlight that skill developments in tourism jobs are predominantly rely on the improvements in the tourism sector's performance. Higher tourism demand generates higher employment which supports the extension of provision of work-based learning, apprenticeships and any other types of training that tourism business can offer.

4. Assessment of Different Stakeholders' Perceptions of Required Competencies in the Tourism Industry – Results Of a Quantitative Research

A questionnaire-based online survey was conducted among students and tourism teachers of secondary vocational schools in Hungary to examine students' and educators' opinion. The questionnaire was distributed on the online survey platform called 'Survio' from 5th April to 30th April 2019 and on paper during the Competition of Sectoral Professional Graduation Subjects (ÁSZÉV) in the period of 8-9 April 2019 in Szolnok.

The sample of the study comprised of 71 students of grade 12 and 22 tourism lecturers educating in VET. Simple random sampling was used to select educators and industry professionals. Stakeholders' perceptions on various aspects of the tourism VET were assessed using Likert-scales and closed questions.

Examined hypothesises: Stakeholders of tourism vocational education and training have different perceptions of learning outcomes of tourism VET graduates that lead conflict in learning outcomes' enhancement.

Special characteristics of the sample of learners

The students of vocational secondary schools of grade 12 were involved in the survey to have the most experiences. The sample consists of learners (32% male, 68% female) from all regions of Hungary, although the highest proportion has the Northern Great

Plain region (36%) as my institution is located here (and students taught by me were invited to participate in the research). The respondents mostly live in cities and towns (78%) and the educational institution is located in the place of their residence (36%) or in the close neighbourhood to commute on daily basis (47%). Only 17% of students live in dormitory to make accessibility of the school easier.

Special characteristics of the sample of educators

Teaching experience of educators has an important role in competence perception. The longer time spending in teaching jobs the more sophisticated experiences and professional and methodological knowledge and skills the tutor gains, that is why assessment of tourism management curriculum and student performance is easier task for more experienced educators, they have more detailed observations and opinions on the examined topic. The sample consists of participants predominantly having 0-5 years (36%) and 6-10 years experience (48%) in teaching tourism. 16% of respondents have longer experience (11-20 years), and none of the participant tutors has more than 20 years experience in tourism VET. The respondents were mostly women (77%) but representing all the different regions of Hungary.

Not just the teaching experience but other working experience is considered to be influential in tourism competence assessment. Educators can use personal working experiences in their teaching methodology and development of course content, making connection between the world of education and labour market. Approximately 26% of the respondents have tourism working experience by having job in the past or currently in the tourism industry, however, this minor group of the participants is greatly heterogonous regarding to the length of working experience. 74% of respondents have working experience solely in VET.

4.1 Expectations of VET Students

The first question examined the current experiences of tourism VET graduates toward the elements and process of education. Perceptions on the curriculum content measured using a hexavalent Likert scale with a value of 1-not important at all, 2-moderately not important, 3-slightly not important, 4-slightly important, 5-moderately important, 6-very important to change. The question was divisive; each choice had high standard deviation. Ratio of theoretical and practical elements in the curriculum and availability and content of textbooks are considered to need the highest degree of development while theoretical programme content elements thought to be acceptable (Table 1). Female respondents found unacceptable the availability and content of textbooks twice as much as men.

Table 1 Need for development in tourism VET – students' perception

	Quantity of theoretical curriculum elements	**Ratio of theoretical and practical elements in the curriculum**	**Efficiency of foreign language education**	**Availability of textbooks for the different tourism subjects**	**Degree of state-of-art of textbook content**	**Teaching proficiency of educators**
Minimum	1	1	1	1	1	1
Maximum	6	6	6	6	6	6

St. deviation	1.147	1.342	1.785	1.755	1.593	1.461
Mean	2.50	4.30	3.15	4.35	4.30	3.15

Source: compiled by the author

Not just the organization of education but the learning outcomes were measured by a question on which knowledge, skills and abilities are considered that students of grade 12 being the most lacking. Concerning to students' perception foreign language skills, oral communication skills and organizational skills need the highest degree of enhancement (mean is above 4.5). They require moderate improvement in soft skills as ability for adoption or multitasking, problem solving skills and skills of creative or logical thinking. Students living in the capital or in a county city found ability to think beyond the profession comprehensively insufficient (Table 2). Due to the respondents this skill as well as guest orientation can be enhanced efficiently at a tourism business.

Table 2 Students' perceptions on lack of competencies and the institution of effective enhancement

#	Competencies	Mean	St. deviation	Enhancement in educational institution	Enhancement in tourism company
1	Foreign language skills	4.02	1.457	44 choices	48 choices
2	Oral communication skills	3.95	1.303	59 choices	61 choices
3	Organizational skills	3.88	1.594	41 choices	52 choices
4	Problem solving skills	3.11	1.438	39 choices	51 choices
5	Skills of logical thinking	3.08	1.512	63 choices	76 choices

(The desired institution of enhancement can be identified by multiple choices)

Source: composed by the author

Enhancement of foreign language skills and oral communication is considered to be the responsibility of both actors (educational institution and tourism businesses), while creative thinking skills should be developed during the apprenticeship. Tourism companies considered to be responsible for skill enhancement in half of the competencies. This result highlighted the fact that another party out of the direct control of the educational institution is recognized to be suitable for professional competence enhancement.

Respondents have a low level of commitment to find a job in the tourism industry or go on higher education in tourism. However the mean of willingness to choose this specialization again is 3.55 on a hexavalent scale, respondents would like to have a tourism-related position even in a lower rate (mean is 3.15). 3.1 is the average rate of evaluation for choosing the same type of school and gaining tourism qualification registered in NVQR. All other options – even continuing their tourism studies on level ISCED 5 or 6 – show a low level of interest (mean in between 2.1-2.8). Mostly students commuting on daily basis reject the possibility to gain further qualification (68% of respondents answered not relevant at all or moderately not relevant).

Although the new strategic programme for VET development (VET 4.0) is still unpublished, the main outlined features were evaluated by the learners involved in the survey (Civil Közoktási Platform (2018). However the aim of the reform is to make vocational education more attractive for students, innovations were considered heterogeneously (the standard deviation is over 2). The opportunity to participate in dual education was the most attractive element (mean is 4.9), while the system of polytechnic education is the less tempting (mean is 2.05). The results prefigure the future conflict situation as the reorganization of training system is one of the key elements of reform. The element of the strategy plan that in the event of taking professional examination on a required level, students could enter to the higher education with an advantage was evaluated by a mean of 4.4 on the hexavalent scale. This opportunity was much more attractive for those who live in the capital. People living in Budapest have better access to higher education institutions as the highest choice is available in the capital.

4.2 Expectations Of Vet Teachers

Educators had more homogeneous perceptions on the current characteristics of tourism vocational education and training indicating with much lower values of standard deviation (Table 3). They found the most challenging the lack of textbooks and the degree of state-of-art of content in existing textbooks (the need for change is 5.28 and 5.81 on a hexavalent scale). The result is in line with the considerations of the students. They also found the efficiency of foreign language education worth improving, the need for development is expressed in the next question as well. Educators require much less modification in the field of education: the quantity of theoretical curriculum elements and the teaching proficiency of educators should be almost remained the same (mean is 2.07-2.36). They consistently evaluate their performance in education the most favourable, with the lower value of standard deviation.

Table 3 Need for development in tourism VET – educators' perception

	Quantity of theoretical curriculum elements	Ratio of theoretical and practical elements in the curriculum	Efficiency of foreign language education	Availability of textbooks for the different tourism subjects	Degree of state-of-art of textbook content	Teaching proficiency of educators
Minimum	1	2	2	3	4	1
Maximum	4	6	6	6	6	3
St. deviation	0.867	0.978	0.972	0.773	0.714	0.521
Mean	2.32	4.17	4.68	5.28	5.81	2.07

Source: compiled by the author

Quantity of theoretical curriculum elements Ratio of theoretical and practical elements in the curriculum Efficiency of foreign language education Availability of textbooks for the different tourism subjects Degree of state-of-art of textbook content Teaching proficiency of educators

The consideration of existing gaps in skills and abilities of graduate students show significant diversity compared to students' responses. Educators would like to achieve improvements in problem solving skills, skills of logical and critical thinking, foreign language skills and cooperation skills the most (Table 4). These skills are soft skills representing abilities of people that enable someone to communicate, cooperate effectively and harmoniously with other people. Keeping the immensely specified tourism VET curriculum teachers predominantly have no time to focus on soft skills development, thus the need for improvement has strong basis. Mostly educators having a longer teaching experience (more than 10 years) considered the need for improvement of problem solving skills outstandingly important.

Table 4 Educators' perceptions on lack of competencies and the institution of effective enhancement

#	Competencies	Mean	St. deviation	Enhancement in educational institution	Enhancement in tourism company
1	Problem solving skills	5.17	1.278	22 choices	20 choices
2	Skills of logical thinking	4.85	1.147	19 choices	22 choices
3	Foreign language skills	4.27	1.045	22 choices	22 choices
4	Skills of creative thinking	4.18	1.528	15 choices	19 choices
5	Cooperation skills	3.91	1.436	17 choices	18 choices

(The desired institution of enhancement can be identified by multiple choices)

Source: composed by the author

Teachers would like to involve highly both the educational institution and the tourism business into the process of competency enhancement of students.

Educators think the most influential in the level of education and enhanced skills of graduating tourism students currently the framework curriculum as ranked to the first place with a noticeably low standard deviation (0.218). Other factors' evaluation was more disputed, but teaching proficiency of staff at the education institution was ranked to the second and personal skills and abilities of learners to the third place. Respondents thought the less influential the factor of "profession-specific educational infrastructure of the education institution" with the highest standard deviation (1.470). Teachers having job experience considered the students' personal skills and abilities more important than the teaching proficiency of educators. They also found personal motivation of the learner be a key factor (3rd place).

Teachers were asked to respond on their perceptions toward the future reorganization of tourism VET. Answers of the educators involved in the survey were highly diverse (standard deviation is between 1.556 and 1.839), even in different groups of respondents in terms of teaching experience, location or job experience. Teachers agreed the most with the following elements of the reform:

(i) if a student would like to finish his/her secondary studies, can take graduation examination in five subjects at the end of grade 12 (mean is 4.56), (ii) there would be an opportunity to change between secondary technical and grammar school in the grade 9 and 10 without taking equivalency examination (mean is 4.04) and (iii) education in the grade 13 would be offered within the framework of cooperative education, providing no classes in general disciplines. The fundamental element of the new educational framework, the education in polytechnic system was evaluated – according to the students' responds – unacceptable (mean is 2.18). The high value of standard deviation shows the uncertainty of educators; this situation is mostly supported by the lack of sufficient information.

4.3 Comparison of Perceptions of the Stakeholders – Key Results

Based on the primary research results, there are noted differences between perceptions of the stakeholders regarding the evaluation of knowledge, skills and abilities that are students of grade 12 the most lacking and the where these skills and abilities would be efficiently developed. Consideration of tourism employers for the level of graduates' competencies and the need for development is much different from students' and educators' opinion (Annex 6).

To compare perceptions of the two stakeholders Kendall's coefficient of concordance test (normalization of the statistic of the Friedman test, and can be used for assessing agreement among raters) was used. Kendall's W is defined as

, where S= the sum of squared deviations, m= number of judges and n=number of objects (considered factors).

Wprof=0.5342 for the gaps in tourism VET students' skills and abilities, which can be interpreted as 53.4% match of responds concerning to the twenty factors. It is found that there is a more than 69% of compromise between students and educators regarding the identification gaps in skills and competencies currently insufficient. Thus, tourism educators mostly expressed their experiences gained during the classes rather than reflecting the observations in the labour market. This interpretation is supported by the fact that teachers involved in the research have just a low level of experience in performing tourism jobs. Regularly educators have no direct feedback from the side of students or employers according to apprenticeship experiences, as reports mostly evaluated by just few teachers. According to the lack of direct feedback educators have different perceptions on the responsibility for competency enhancement that may occur discrepancies in competency development processes and methods.

The most noticeable antithesis is the conflict of personal (student) and institutional (education institution and tourism business) interests. Students intend to enhance competencies during the tourism VET studies that are needed in personal career development and may support them being successful in the labour market, such as management and leadership skills or social skills. However tourism employers need graduates having good personal competencies like negotiating skills what are essential in different tourism font-of-the-house jobs.

Even though tourism educators identified properly the required competencies of labour market by evaluating the gaps for a high value, but they rated in the survey the outcomes of their educational efforts instead of giving critical evaluation. More than 69% of consistency in responds can be discovered in the identified lacking competencies with regard to join analysis of student and tourism educator stakeholder groups so tourism educators mostly expressed their educational experiences in the survey.

Tourism education institution that provides the framework for tuition becomes the determinant of professional competency development with the locally developed teaching programme. In this way, the institution affects the stakeholder group of students. In one hand, the tourism VET graduates will be dissatisfied because they do not get what they expected from the education, on the other hand, tourism employers receive apprentices and graduated labour force with not such professional experiences what would be required to maintain the smooth daily operation. Consequently, there is a lack of consistency among the expectations of tourism employers and the key professional competencies developed by tourism curriculum, so the hypothesis has been accepted.

5. Conclusion

The system of Hungarian tourism vocational education and training is highly centralized and regulated on national level. The range of subjects and developed competencies are legally regulated, there is just limited latitude for individual tourism VET curriculum development for the institutions. However, vocational institutions can play an important role in modifying students' identity and perception. Therefore providing an environment for competency development is the responsibility of the educators. Additionally tourism VET institutions need to follow the educational policies and legislation and changes just very slowly pass through the organization. So while the personal motivation and labour market conditions can change rapidly, the response of competency development environment may require up to several years. The collective determinant of the three stakeholders' satisfaction for that reason, is the institution itself, where there is an important role for the inertia of the system as well.

Bilateral discussion between the educators and employers fosters to make mutual acceptable consensus. Not just making contract with tourism companies is a step what is necessary to take, but providing detailed guideline for placement supervisors and continuous follow-up of the students also required for sufficient competency enhancement. The research results show that the tourism companies requires employees with up to date professional work experience and good foreign language skills, and they have similar expectations also for the graduates. Tourism industry prefers workforce with developed soft skills and previous work experience, and ability to use theoretical knowledge in practice is also required. Industry professionals consider more important to have good soft skills than deep knowledge in tourism. Taking part in on-job trainings employees can learn how to accomplish to the company's goals but personality or attitude to work is not developed.

Suggestions for more efficient competency enhancement in tourism VET

To provide individual competence development institutions need to organize competence tests for freshmen. Often examinations are being organized on the first week of the semester to assess the skills of first-year students in Math or foreign languages to suggest them starter or advanced classes. However, complex measurement for instrumental, interpersonal and systemic competencies is also required to make as institutions can influence students' professional orientation and personality.

Educators need to realize that tourism classes are not just platforms of teaching material interpretation but also soft skill development. Competency development requires special teaching methodology, experience in contemporary pedagogy and more intensive tutor-student contact. Therefore, it is not enough to distribute the task of competence development between subjects and tutors or providing more contact hours but pedagogical training of educators is also advisable.

Based on the survey results it is recommended to give emphasis to oral communication in classes by active tutor-student or student-student interactions, and rate of oral examinations also would be increased.

In addition to the horizontal differentiation of teaching material is would be advisable to make also vertical differentiation, which could improve the synthesis of fragmented knowledge by using a module-based curriculum and providing a framework for more efficient learning process and enhancement of systematic thinking. Module-based curriculum is needed to support by multidisciplinary up to date teaching material which explore interrelations between course contents and introduce good industry practices.

Umbrella of tourism industry comprises more sectors which have distinctive specialities. However each sector requires use of knowledge in practice, particularly in guest interactions. Therefore, illustration of theoretical teaching material is highly requested, e. g. field trips or company visits need to be organized. Hungarian VET institutions generally have less financial leeway and were forced to cut their costs, but by allowing educators to have a part-time job in the tourism industry, they could demonstrate a practical aspect of tourism in the classes. Increase in merit of VET teacher profession is also based on government incentives and financing.

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ONTOLOGY OF THE SELF AS THE NEW LANGUAGE OF 21. C. MAN: THE KEY-CONCEPTS AND COGNITIVE CHALLENGES OF CHARLES TAYLOR'S EDUCATIONAL MORAL PHILOSOPHY

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Abstract

The author investigates the given theme at two levels: (1) conceptual presumptions and (2) moral ontology of self-being (the author's term for the notion of authenticity). In our age the very authenticity concept has been mostly researched by Charles Taylor, worldly known contemporary Canadian theorist and thinker. Taylor holds a stand "people grasps their life in narrative" (Taylor, 1989). This story-telling principle, which is unavoidably related with authenticity understood as moral ideal of contemporary man is widely discussed in Taylor's remarkable book written in the field of meta-moral theory (because it is based on metaethical concept of good) and named "Sources of the Self: the Making of the Modern Identity". Considering epistemological roots of story-telling concept, it echoes the old Aristotelian axiom "that humans are naturally self-interpreting animals". The self-interpretation concept nowadays can be approached from varieties of the many-folded philosophical or non-philosophical conception rooted (1) either in positivistic (English empiricism or Hume's sentimentalism, Darwin's and Spencerian socio-biologism,) or in metaphysically shaped views (a bunch of streams based in certain theology or in neo-Aristotelian ontology presented in Heideggerian works, and before Heidegger, in the old German classical subjectivist concept of authenticity). Herein the authenticity as a form of self-interpretation concept will be discussed on a base of what author defines as ontology of the self: yet uninvestigated language of the 21st-century man. This elaboration is part of the author's long-term investigations in the field of Moral Philosophy and Philosophy of Education.

Key words: Aristotle, Martin Heidegger, Ludwig Wittgenstein, the secrecy of Mayas's language system, Charles Taylor, Self-concept

Introduction

Throughout the history of philosophy[1] discussion of so-called 'ontology of the self' actually didn't exist as unique philosophical problem at all. From Parmenides, Plato, Aristotle, *via* Medieval scholastic movement towards modern analytics rooted in Martin Heidegger thought, the concept of ontology was exclusively attached to the enigma of being, whereas the concept of being was pushed in the direction of metaphysics. So, we might speak of 'the line of being' attached to all major philosophical problem since 7th c. B. C. And this line has been breaking down in the first quarter of 20th c. by the famous Ludwig Wittgenstein (1921) quote written down in his remarkable "Tractatus Logico-Philosophicus" that philosophy is a logic of the language, and language is nothing but a set of signs. According to Wittgenstein, his claim, if connected with the concept of being, is not applicable to the enigma of being, because what cannot be expressed through logical system, does not exist in philosophical sphere. Everything is logic, and the logic is philosophy of language. Without Wittgenstein we could never understand the problem of the ontology of the self; the concept of Taylorian self.

[1] The author alludes to epoch, though it can be taken as philosophical discipline, too.

Though, if speak of the self in a form of 'Who We Are Concept" or as of a problem set by different answers that might be tailored by different theoretical approaches offered by (1) sociobiologists – followers of Darwinian conception: 18th c. thinkers: Th. Henry Huxley, Herbert Spencer, whose thought is rooted in English empiricism; (2) psychologists – behavioral strands of 19th c. followers of Freud, whose empirical method of psychoanalysis was actually stolen from Aurelius Augustine's "the inner man" concept (neo-Platonic one, a. n.); (3) narrative or story-telling approach which propagates idea of life expressed in "a quest" form (Alasdair MacIntyre) , so we have to be engaged with Wittgenstein. Because through his explanation of language as set of signs, the phenomenon of the self-concept might be understood, too. Why? – Because the self is a form of language expressed through one moral agency. That idea was not cancelled by Wittgenstein himself, but by Charles Taylor. Though, this claim would be probably rejected by both thinkers. My thesis is that self cannot be pulled out of Wittgenstein's "Tractatus"- conception, or justified by metaphysical ethics only, as Taylor try to convince us in his life-time writings dedicated to the self-concept and language issue.

Herein I want to offer my personal offshoots of self-concept debate beyond Charles Taylor insights explained in his "Sources of the Self: the Making of the Modern Identity (HUP, 1989). This book is a Bible for the self-concept issues in our era, as much as Martin Heidegger's "Being and Time"[2] was taken as a "Holy Scripture" of ontology issue for his era (though ignored at certain level in contemporary philosophical discourse, still is, because he is a great thinker!, a. n.). But, in the other hand, without Wittgenstein's analytical-logical exposition we could never fully understand the stages of the development of the self-concept issue. The reason is that, in order to understand Charles Taylor's self-concept disposition, we primarily have to set the problem of language issue within contemporary philosophical discourse, and speaking of that, Ludwig Wittgenstein's name is unavoidable herein, as he put in his writings: "(…) for if my book is measured absolutely, the God knows her value only." In other words, who really can know the true value of one self, if we speak of self as of category that transcends our knowledge of that of what "Who?" we really are, because that "are", according to Heidegger, is the key-notion, not just of our existence, but of our existence designated by time-space continuum.

So, my approach I want to offer here is a combination of analytical philosophy of self explained by phenomenological ontology addressed to the self-concept issue. It is a line tailored by Aristotle, Wittgenstein, Heidegger and Ch. Taylor.

1. Ludwig Wittgenstein And Mayas's Paradigmatic Language Turnover

1.1. Hidden writings of Wittgenstein

First of all, by taking Ludwig Wittgenstein methodology attached to his famous "Tractatus Logico-Philosophicus" I want to show that what Biblical writer described in the Book of Exodus 3, 14 – the episode when God talks to a man (to Moses, a. n.) by discovering His identity as "I am who I am'-issue" represents more than what we might think of it as of disclosure of God's personal identity or self. It is a question of is language really of divine roots? – The concept of 'divine language' described by Biblical author is not an odd. Some similarities we can find among history of the Mayas. Mayas was literal society who noted their own history in two-folded way: logographically and phonetically.

[2] Originally *Sein und Zeit*, and I will cite Heideggerian work in the above text in German language.

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Yet history of Mayas was unknown during the age of Wittgenstein, because, when he started to write his "Tractatus", it was a time after First World War ending (1918-1921/'22s). On the other hand, interest for Mayas's history arouse among European academicians thirty years later: in mid-1950's.

But, when reading and analyzing another, less known Wittgenstein's writing which was found accidently - a notebook with Wittgenstein's notes about the language issue many decades later published under name "Prototractatus", and I want to mention that Croatian translation of Wittgenstein's "Prototractatus" was made and issued by late Mladen Avalon, who was an excellent acquaintance of analytic school, what I have been noticing when reading and analyzing this writing referring to a way in which Wittgenstein discusses about language. His concern is not language itself, but its structure. It is like he wants to ask: What is the structure of language? – And the structure is logical. He thinks and write of language as mathematician. That's not odd! It was probably Bertrand Russell's influence on Wittgenstein's work, and solid proof we can find in the very "Prototractatus": the name of Bertrand Russell is mentioned many times in a sense that Wittgenstein personal thoughts of his book of "Tractatus" circulated around one concern. What would Bertrand Russell might think of his work, and if he wants read it and give his own, objective thinking. Wittgenstein wanted Russell to be his book reviewer. Though being familiar with philosophy, primarily Russell was mathematician and one among the most propound 20th c. thinkers. Summing up a story of making Wittgenstein's "Tractatus Logico-Philosophicus" - a piece of philosophical writing that made great influence on modern analytic philosophy, and Wittgenstein was among the greatest in that field – we may say a distinguished thinker with a brain of mathematician, we cannot jump up to the clue by saying that Wittgenstein was the one who made great turnover in the linguistics and philosophy of language. His thought expressed in "Prototractatus" gives ua a clue of thinker who wanted to build great language system, but, I think, he didn't succeed in it fully, because of one methodical error: his theory of language is too rationalistic, and undermined metaphysical concept of language: its moral structure. He pushed language into pure logographic sphere wherein phonetic signs has been replaced with mathematical symbols. Wherein idea or notion or thesis can be expressed by cryptographic idioms. Wherein a thought does not exist as a thought, but as a set of randomized facts that our mind adopted through perceiving objects in the world. Yet his theory smells a bit on Merleau-Ponty's phenomenology. In language Wittgenstein saw a tool to a thought, instead of the highest purpose of human existence: the fact that we have capacity to express our thoughts, feelings, deeds is not a matter of logic, but of ethics. Wittgenstein skipped that: metaethical dimension of language.

Wittgenstein's proponents might skip the fact that without his theory of paragraphic i. e. logographic language cryptography, as modern discipline of decoding symbols, which arouse parallel with IT knowledge, would be no existed. The 'holy Trinity' of analytics: Frege, Russell and Wittgenstein made a path towards technology of language.

– Wittgenstein's notes explained in his "Prototractatus" – an essay that precedes to his major work of "Tractatus Logico-Philosophicus", a question springs out to our mind: By defining a language "as set of randomized paragraphs" did Wittgenstein had a knowledge of logographic scribes specific to some ancient civilizations of pre-Columbian era? In another words, did he know about the mystery of Mayas's writing system, because, when comparing Wittgenstein's notes written down in his notebook published under title "Prototractatus" and explanations of Mayas's scribes given by 20th and 21st c. specialists for Mayas culture[3], there is coincidence between Wittgenstein's language description and Mayas's writing system. So, we might believe in that

[3] The term is coined for the purpose of given investigations.

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Wittgenstein built his language theory on the base of decoding Mayas's language mystery. I don't have a firm material proof for my claim, but studying Mayas and theirs culture and language, I realized that everything what is written about this civilization – and what might be of my concern or of concern of philosophy in general, actually, is the enigma of language system set as rebuses which are in Wittgenstein's "Prototractatus" expressed and structured in phonetic order: paragraphs explained by symbols (with hidden meaning) organized in small sequences – as a mere notes, whose structure – a set of words reminds on Mayas's rebuses. My opinion is that Wittgenstein wanted to build a language system which reflects the dark side of human mind: Freudian "id". It is important in order to understand the self-concept. Frege – Russell – Wittgenstein – Freud, their preoccupation was not human mind and a way how it functions, but its logopedic and phonetic challenges. I see this line as epistemological impulse that made a shift from purpose to meaning within language itself. Cartesian axiomatic concept referring to the structure of thinking: "clare and distincte" is at work in modern language theory.

1.2. A secret language?

Wittgenstein's outlook is referring to the structure of the entire world explained by symbols, definitions, syntaxis, paragraphs and thoughts. The sum of this paragraphs Wittgenstein defines as language[4].

Wittgenstein's "Prototractatus" is showing us that the key-source for language understanding issue we won't find in between the lines of selected works about the language science or of philosophy. For understanding the roots of Western civilization language, the key-text for understanding connection between language and what might being called as self-concept is in the Book of Exodus 3,14: God speaks to a human in language which is recognizable to him/her only: a Hebrew, and He represents himself as "I am who I am" or in old Hebrew *ehjeh ašer ehjeh* - famous tetragraph : JHVH.

Exodus 3:14 gives us epistemological impulse for further investigation of the purpose of language and personal identity: God disclosing his identity through spoken signs. But not only that. It gives us justification that Charles Taylor's theory of self-concept holds a stand – firmly: language is crucial significance of one personal identity.

But, of course, we cannot judge ancient roots of the purpose of language according to Mid-East civilizations interpretation only, and to which Hebrew culture undoubtedly belongs to. There is a story of another ancient civilization spread in Yucatan, which was very progressive, but, in its essence, very mystique because, in one hand, this civilization was using science, logographic language, calendar, but, allegedly inclined to cannibalism, in other one: the Mayas of pre-Columbian era.

Yet the story of language issue might start with Judeo-Christian roots of human linguistic – we speak of time around 13th or 14th c. B. C. – during the time of Egyptian king Ramses II, and for the sake of information only I'll mention that ancient Greeks were, in that time, around mid or late copper age. Hence, there are some proves of written theogony of Greek gods and goddesses (e. g. Appolodoros's "Bibliotheke", a. n.). The Western roots of linguistics are not sufficient for understanding broader picture of language: identity concept related to the language issue. History and anthropology must be included in!

We might think that, in the ancient time language, weather logographic or phonetic was mainly in the service of religious rites. But it is a piece of story of language as phenomenon and as expression specific to humans. Broader picture which includes other

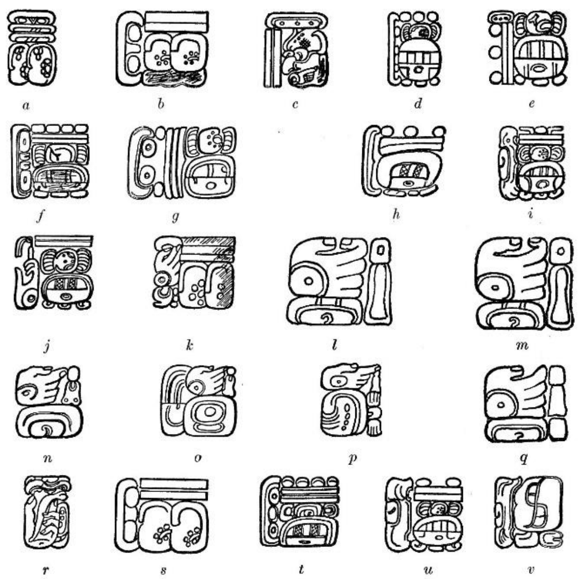
[4] Cfr. L. WITTGENSTEIN, *Tractatus Logico-Philosophicus*, No 4.001. cited according to: L. WITTGENSTEIN, *Prototraktat*, op. c., pp 79.

disciplines that investigates language shows that language used to be in service of (1) expression of political or religious hierarchy (Mayas: the line of divine rulers); (2) of history of mankind (Judeo-Christians: Bible: Moses and "Ten Commands"); (3) of war/s winning concept (ancient Greeks: Herodotus).

According to the old Egyptian myth retailed by Plato[5] language is invented in order to promote capacity of thinking, and that is a level which is of our interest for our further discussion of ontology of the self-issue: metaphysics of identity.

Take us, for an instance, the identity of Mayas.[6] Very old civilization, still unknown to the contemporaries. A civilization dates from the 4th millennium B. C. Allegedly, they have own writing system for which scholars has started being interested in modern age – first half of the 20th c., detected by famous Russian scholar Yuri Knorosov. The scribes had been known as lithographic glyphs (see pic. 1. bellow) made in the purpose to preserve live proof of the existence of Mayan royalties.

Picture 1. The Mayas's glyphs.[7]



Without discovering Mayas scribes we could never have firm proof of their society, which though politically disintegrated, had monarchical structure based in holy hierarchy proposed by their rulers who belonged to what German anthropologist and specialist for Mayas - Nikolai Gruber – defines as "the line of divine kings". So, decoding Mayas's glyphs is very important for philosophical investigations of language issue. Wittgenstein's definition of a language as set of randomized structured paragraphs can be applicable to Mayas's glyphs decoding supported by Nikolai Grube and other contemporary notable archeologists, Domenici, likewise:

[5] Plato's interpretation of the story of Egyptian God Thoth in Plato's writing entitled Phaedo.
[6] I was writing about Mayas within the problem of historical roots of capitalism, and the text was published as appendix in the book originally written and published in Croatian: cfr. D. VIDANEC, "Razmišljanje o pravednosti u kontekstu povijesno-filozofskog i ekonomskog propitivanja kapitalizma kao moralno neutemeljenoga prava na pristranost i 'korist jačega'/Revising the concept of righteousness within historical-philosophical context and economically posted critique of capitalism as non-moral right for neutrality and 'right of stronger'" in**:** M. ĆUPURDIJA and S. SUBAŠIĆ, "Pravo i pravednost"/Right and Righteousness, Libertin naklada, Rijeka, 2015, pp 259-80.
[7] Internet source.

"Maya writing was based on the use of glyphs, or basic signs that were combined quadrangular cartouches, which were normally paired in columns. (…) Logographic glyphs pictorially represented the object to which they alluded – for example, the head of jaguar was red as *b'alam*, "jaguar" – whereas phonetic glyphs instead corresponded to a syllable, regardless of its meaning. The combination of these two types of glyphs meant that Maya writing essentially worked like rebus, in which the same word could be written logographically, phonetically or using a combination of the two systems."[8]

Actually, Mayas's writing system, if analyzed from narrative approach, is inuendo: phenomenon of ethical significance which might be proscribed to the way our brain works out: subliminal messages or hidden meaning of language.

Wittgenstein's outlook refers to the world explained by words understood as a bunch of facts that are followed by randomized sequences of certain symbols, definitions, syntaxis, paragraphs and thoughts. The sum of this paragraphs Wittgenstein defines as language[9]. Through very sketch of his brilliant "Prototractatus" we can see that the key-source for language understanding we won't find in between the lines of selected works of language science or philosophy. The language is a matter of thought and of logic. Furthermore, in order to understand the very concept of the self we had to re-investigate the purpose of the language, and we did it by taking the concept of language of the two different ancient civilization which stand on the opposite sides of our planet: Biblical Jews and ancient Mayas. And what we concluded after major investigation of selected sources is that self or personal identity and language have ontological structure in the service of thinking.

2. Being – Language – Self: Aristotelian And Heideggerian Linguistical-Philosophical Heritage

2.1. A 'time-framed' language?

How to define the very concept of **being** issue? **what** might be the base of the philosophical **thinking**?; what is the nature of thinking (i. e. of understanding)?; how to determine the basis of **moral** concepts accordingly to theirs moral basis and **foundations**? – Restauration of the enigma of being was made by German phenomenologist Martin Heidegger in his "Sein und Zeit", wherein he defines philosophy as "universal phenomenological ontology".

Heidegger investigates the concept of being within time-frame theory. He says that "time is horizon of understanding the being issue". According to Heidegger the two key-concept related to methodology of the being have to be differed: phenomenon and phenomenological.

The term "phenomenon" refers to something "what is given": being, unlikely "phenomenological" – term that is applicable to a way that something is given: corresponds to Heideggerian notion of time described in "Sein und Zeit".

So, we have the term of "what" that originally belongs to Aristotle's concept of (in Latin) *quidditas*[10] (or in German *Washeit*). In Croatian transliteration and pronunciation *quidditas* corresponds to word "štostvo" (the word is derived originally from Croatian

[8] Cfr. D. Domenici, *The Mayas. History and treasures of an ancient civilization*, White star publishers, 2006. [Emphasis is text included.].
[9] Cfr. L. WITTGENSTEIN, *Tractatus Logico-Philosophicus*, No 4.001. cited according to: L. WITTGENSTEIN, *Prototraktat*, op. c., pp 79.
[10] It is not odd that the Greek Philosopher's terms within Croatian worldly known philosophical opus – i. e. famous philosophical writings of the ancient Greek philosophers translated into Croatian are very often expressed in Latin phrases due to medieval methodology and historical traces specific to scholastic scholars who adopted Aristotle's work thanks to Arabian translations. Averroes (of the real name Ibn Rushd) was the one who translated Aristotle's philosophical *opus* from Greek to Arabian, and *via* Arabian *corpus Aristotelianum* has been entered into Western academic milieu and philosophical thought.

grammar system: the root of the word is question-pronoun "što?" in English corresponds to "what?" The other part of the phrase "what is given" i. e. "is given" corresponds to Aristotle's notion of *οὐσια* or – in Latin - *substantia* (German: *Wesen*; English: *substance*; Croatian: *bivstvo* – derived from infinitive of the auxiliary verb *to be* - *biti*). For the term of Heidegger's key-word (in German) *das Sein* (in English: *being*) in Croatian there is a word which is pronounced as *Das Sein* or being is what Heidegger defines as "phenomenon", and the way this phenomenon shows its appearance (before structure of thinking, a. n.) is "phenomenological".

The term of "phenomenological" refers to a method or way in which *das Sein* stands before our mind. And it stands in a form of constant moving or *ενέργεια* or – as Tomas Aquinas said for God – *actus purus* (Engl.: "pure action"). St. Thomas approach to philosophy was designative, and designative is close to epistemological concept of finding answers on basic above-mentioned philosophical questions expressed in "why-", "what-" and "how-form".

On the other hand, speaking of language within self-concept context, we are interested in "what-form" here only: "quidditas". We ask: What is a purpose of language? But! When speaking of self-concept abstracted from the language issue, we use who-form question: Who Am I?".

2.2. The 'who-form' of language

The "who-concept" can be applied to living, rational creature only, and it has not just metaphysical, but moral dimension, too.

The way being is moving, is ecstatic, so Heidegger speaks of threefold-ecstasies: past, present and future, and all are cancelled in the very structure of the nature of being, which is phenomenological.

Heidegger poses his enigma of being issue with "what-form": "a question of the meaning of being"[11] and what he defines "ontological priority of being issue"[12].

The what-concept of being refers to metaphysics of being, but the way in which this what (*quidditas*) corresponds with the way of how we think of being is phenomenological. What is phenomenological corresponds with temporal conception of the being issue. That, the being is in constant action through its time-ecstasies; the being itself is "constant movement", actually is originated by Aristotle himself. In his "Physics" Aristotle defined "time as number of movements in a relation with before and after". And many centuries after Aristotle Heidegger just added "is" between Aristotle's "before and after", and became thirst thinker in the history of philosophy who connected being and time *via* thinking concept But, methodology of this phenomenological connectivity was sketched by Aristotle himself. And without Aristotle we even cannot understand Charles Taylor's ontology of the self, because it is rooted in neo-Aristotelianism: temporal dimension of identity, Merleau-Ponty's phenomenology, Hegelian transcendentalism of the self and Judeo-Christian critique of identity deviations throughout history of philosophy.

But, pure methodology presented in the very structure of narrative identity discussion is blueprint of Heidegger's "Sein und Zeit".

[11] Cfr. M. HEIDEGGER, *Sein und Zeit*, para. 2.
[12] Cfr. M. HEIDEGGER, *Sein und Zeit*, para. 3.

3. Charles Taylor's Language As Self-Expression

3.1. Introducing Charles Taylor

Charles Margrave (Chuck) Taylor[13] is a son of Anglophone, entrepreneurial father, Margrave Taylor who was business partner in a factory in Montreal and Francophone mother, Simone Beaubien, a clothes designer. Charles Taylor was born in Montreal on 5th November 1931. Montreal is city from which are twelve tribes of the Taylor family born backwards. In his home town Charles grew up, completed his formal, basic education and spent his youth, mostly visiting cinemas, theatres and, probably, fast-food restaurants – as he stated in an interview.

Taylor graduated History at *Mc Gill University* in 1952, and as *Balliol College* fellow continued his professional, narrower education at *Oxford University* (1952-1960/'61) where he reached his both M. Sc. in Political Theories, Economics and Philosophy; Ph. D. in Political Philosophy, tutorized and mentored by 20th c. famous political thinker, *sir* Isaiah Berlin.

The great turnover in Taylor's both private and professional life was his come-back in the homeland: Quebec, Montreal, where he built up career as politician (early 1960') and distinguished professor of Philosophy at *McGill University* and Montreal University. His biography is comparable with average diploma work, and his bibliographic opus is as huge as, I will borrow a metaphor, a mountain.

During his more than four decades Taylor wrote around twenty or more books and a few hundred of scientific and popular articles. The most recent Taylor's book's published in 2016 is *The Language Animal: The Full Shape of Human Linguistic Capacity*, published by Harvard University Press.

Three pillars of his magnificent philosophical and literal opus, besides the early mentioned one are: *Sources of the Self* (1989) are *Hegel* (1975) and *A Secular Age* (2007). In his late '80's now Charles Taylor is still very active writer, thinker, publicist and peripatetic.

3.2. On reception of Charles Taylor

It is not easy elaborate Charles Taylor's contribution to contemporary philosophy, especially, to philosophy of language in brief.

Taylor is very complex thinker, not so easy writer, sharp-mind intellectual, tall and handsome man gifted with great capacity of connecting the things. He is also socially i. e. politically very engaged person, since his younger age, when Oxford student.

To write about Charles Taylor and his "philosophical project" *in extenso* we don't have enough time and space here, we are technically limited, due to our obligation 'sticking the theme' announced in the very title of this debate.

Taylor still intrigues intellectuals and academicians around the world. He is manifolded awarded thinker (Templeton prize in 2007; Kyoto prize 2008). Unfortunately, reception of his "philosophical project" – as Taylor's monographers (e. g. J. Tully, R. Abbey, N. H. Smith) like to say for his major work – at domestic field, here among Croatian academicians I still not quite recognizable. The reason why Taylor's work is not investigating fully within Croatian broader academic milieu is probably connected with fact that his firm Judeo-Christian insights confuse – at high level – neo-liberal society which facing a certain moral and spiritual fall in the last three decades. So, one among many reasons is of political, hence, moral. The other reasons are most probably connected with

[13] Cfr. D. VIDANEC, *Charles Taylor i njegov moralni svijet/ Charles Taylor and His Moral World*], Naklada Breza, September 2018., 279 pp. [Originally wrote in Croatian].

the fact that studying Taylor and his philosophical *opus* is like studying great systematic thinkers in the history of philosophy (e. g. Aristotle, St Toma, Hegel). He writes a lot, often, and to be into him means to follow every trace that give us testimony of that of how he is propound philosopher. Yet of modest character, he is aware of the fact that less people like to read books written at more than five hundred pages (e. g. "Hegel" in 1975, "Sources of the Self: the Making of the Modern Identity" in 1989, "A Secular Age" in 2007). My opinion is that Taylor hasn't found his place among Croatian intellectuals because the conservatives consider him as too liberal, and the liberals think of him that he is too conservative. I would say that he is just objective thinker who adopted Socrates intellectual approach to philosophical investigations; approach that can be explained by the words 'just follow the logic of arguments which people share with you'.

In my book that was recently published under title "Charles Taylor and his moral world" I summed up (at least, I believe I did to) Taylor's philosophical insights mostly attached to his moral theory grounded in the self-concept. The book represents 'upgraded' Ph. D. thesis defended eight years ago at Faculty of Philosophy and religious Studies University of Zagreb. And it was first serious and integrative study on Taylor ever written within Croatian academic milieu. Two years before my Ph. D. thesis defense – 2009 was break point year for Taylor meeting Croatian broader milieu because the first translation of a Taylor's piece of work had been published:[14] the Taylor's famous and probably most quoted book (originally issued under title "The Malaises of Modernity", a. n.) "The Ethics of Authenticity", whit its ten chapters wherein Taylor debates on moral ideal – "authenticity" as the ideal that is often wrongly explained or understood. The book was main motif why I was coming with grasp with Charles Taylor and his philosophy: because of his inclusive approach to the philosophy. We can say many things of Charles Taylor, but one thing we cannot say: that Taylor is ideological writer or exclusivist. Though his books are not easy to read because they are often "too big", once when start reading them, you cannot stop. With its difficult and often not harmonic writing style that – in its technical dispositions reminds on Kantian formalistic way of writing, Charles Taylor's readings attract academic audience with a way his mind works out; with a way he explains his insights and connects things for which people might think of them that could never be connected. With his way of thinking philosophical questions, and writing on them from own point of view that philosophy is actually, unique system of knowledge open to everybody, and closed for those who believe that can't read her meaning, or even reject her role within the history of mankind and contemporary politics. Taylor's thought shows us that philosophy is not a system of thinking, but a way we live our life. And it is neo-Aristotelian approach to it.

3.3. On self and language

3.1.1. Moral topography[15]

First of all, we have to clarify Taylor's specific terminology used in his philosophical writings specific to moral issues. What Taylor seeks for is philosophical language suitable to founding moral sources of human agency.

Human agency is an object of ethics or of moral theory. Tracing Wittgenstein and Heidegger, we might ask how Taylorian conception of ethics is associated with being and language? – Through the concept of moral sources. What the term of moral is

[14] Cfr. C. TAYLOR, *Etika autentičnosti*, [translated by Dafne Vidanec], Verbum, Split, 2009.
[15] This part is taken out of my recently quoted book.

referring to? – To our deeds, thoughts, feelings, desires *etc*. Deeds are outer states of humans. Thoughts, feelings or emotions and desires belong to state of "inner man". Taylor thinks that this "outer" and "inner" are connected *via* personal identity issue.

The term identity in Taylor's "Sources of the Self" has double meaning: once it remarks the general state of our contemporary epoch – "modernity"; second, it refers to the moral phenomenon specific to humans: personal identity or self.

Personal identity or self is not given to humans by nature, but by knowledge we adopt through the forms and contents of a place where we reside, live, educate oneself. We might say it is artificial significance of human nature, given to humans as opportunity to become self-aware of themselves alone, of their decisions, desires.

Taylor would be probably disagreed with such explanation of personal identity. For him personal identity depends on moral choice in a sense what "good" we choose for ourselves as the one for which will be serving our moral judgements as "a guiding light" through our life. We call it "the supreme good". For Taylor himself this "supreme good" "is God of Abraham, Isaak and Jacob" – as he says in his "A Secular Age".

What does it mean for philosophy of language proposed by analytics? – Not much, because God cannot be expressed in terms known to our expressive capacity or logic, because our logic know symbols only applicable to facts we are surrounded with in the world. Speaking of God, we might conclude that for Wittgenstein alone God represents phonetic symbol only, because our logic is not God's one. This might be erasing Biblical argument in the Book of Exodus 3:14, but Wittgenstein does not follow reasoning of language purpose, but of language meaning. According to Wittgenstein every image of God we have in our mind we want to express to is not a matter of language, because it cannot be logical, and what is not logical, cannot be expressed by language, because God's logic is diametrical with our logic. That is Wittgenstein opinion, I might say, I pulled out of his "Prototractatus".

There are several references to Wittgenstein conception found in Taylor's remarkable work that coincides with Wittgenstein's insights (but also differs Taylor from Wittgenstein, too):

"The self is partly constituted by its self-interpretations (…). But the self's interpretations can never be fully explicit. Full articulacy is an impossibility. The language we have come to accept articulates the issues of the good for us. But we cannot have fully articulated what we are taking as given, what we are simply counting with, in using this language. We can, of course, try to increase our understanding of what is implicit in our moral and evaluative languages. (…) A language only exists and is maintained within language community. (…) One is a self only among other selves. A self can never be described without reference to those who surrounded it."[16]

This is communitarian approach to moral issues. Taylor always speaks in terms of community.

I want to clarify some states that Taylor said in the previous para., and these are matter of moral sources of human existence. Taylor says "that the language we have come to accept articulates the issues of the good for us". The key-term here is the notion of good. It is central notion to Taylor's philosophical investigations of moral sources: "We have to be rightly placed in relation to the good."[17] – Taylor does not target the term of good, which is, since Aristotelian era, central notion to ethics.[18] He is pointed to

[16] Cfr. C. TAYLOR, *Sources of the Self: the Making of the Modern Identity*, HUP, 1989., 35-5.
[17] C. TAYLOR, op. cit., pp 44.
[18] Cfr. ARISTOTLE, *Nicomachean Ethics*, I., 1094a 1-5.

the part referring "rightly placed in (...)." – What does it mean to be "rightly placed in relation to good"? – It means what I have said few lines backwards: to choose what is good for oneself. But, not for Taylor. Yes, for Aristotle! – For Taylor choosing what is good for us is synonymic word for supreme good. We can choose something for ourselves among varieties of moral choices during our lifetime. But all these choices must have unique source: supreme one. Moral sources, as Taylor sees them, are rooted in heteronomy. This heteronomy is expressed in terms of history, art, religion – all the things that transcend our personal identity. It is Hegelian touch to Taylorian interpretation of ethical self.

Let me sum up what I have said earlier.

Moral topography is a question of selection of language suitable for moral discourse: good, person or self, moral ideal, modernity, authenticity, identity.

The term of self is Taylor's synonym for human being or a man. In his writings he does not use a term of man. When speaking of man, rather uses term of self, or of person, or personal identity.

Identity and self are not homonyms.

Modernity is a term that depicts moral challenges and the state of our contemporary culture, for which Taylor has name "the culture of narcissism".

Moral ideal: authenticity - the key-concept of Taylor's quest for moral sources. Taylor speaks of moral ideal specific to Western, modern and progressive society, and he named it "authenticity". He is not originally pioneer of this term. The term of authenticity was coined during German cultural revolution known under name "Sturm und Drang" era. It was philosophy of spirit, of expression of one true nature – of subjectivity. Philosophy which promoted new ideal for which its proponents (e. g. Herder, Humboldt, Hare, Hegel) believed that "morality has inner voice".[19] But, in his "The Ethics of Authenticity" Taylor explicitly says that he borrowed this term from Lionel Trilling's "Authenticity and Sincerity".[20]

Moral horizon and disenchantment – the term of horizon is used in order to describe a moral background or the reasonable background: the perceptive field specific to humans in the last three centuries designated by Max Weber's *Entzauberung* or – in English: "disenchantment".

Modernity: term that signifies 17th c. epoch onwards. Sometimes this term is replaced by another one: (e. g.) "the age of authenticity"[21].

The ethics of authenticity: not just tittle of Taylor's the most-translated writing, but epistemic phenomenon which changed the picture of understanding contemporary culture with its threefold deviations: individualism of self-fulfillment, disengaged reason or instrumental rationality and a loss of freedom.[22]

[19] Cfr. Ch. TAYLOR, *The Ethics of Authenticity*, op. cit., see re chap. III.
[20] Cfr. Ch. TAYLOR, *The Ethics of Authenticity*, op. cit., pp. 21.
[21] Cfr. D. VIDANEC, op. cit., pp. 67.
[22] Cfr. Ch. TAYLOR, *The Ethics of Authenticity*, op. cit., see chap. I.

Identity: referential term. With this term Taylor sometimes describes a man as rational being – anthropologic and cognitive dimension; and sometimes the term of identity just refers to the historical period – modernity or postmodernity, what depends on the level of historical context involved with certain philosophical phenomenon, disenchantment likewise.

3.1.2. Narrative-ontological structure of the self

The term of narrative is neologism borrowed from Alasdair McIntyre, Pail Ricoeur, Jerome Bruner and Martin Heidegger.

Narrative refers to the concept of human life taken as story-telling process. Taylor says that we grasp our life in narrative.[23] Telling our life story primarily means to put the story itself into certain moral frame.

Moral frame-concept depends on our moving within "the ether of good": it can be life dedicated to family, or to career, or to loving partner an a like.

This circulation within moral frame has temporal depth attached to the "Who We Are?" question; "Where we are standing?"; Where We Are Going to?".

"Who we are?" – a question made in the first person: an I-form question opens debate on personal identity or self.

"Who we are?" question corresponds with "Where are we from?" question.

All these questions, if put in a line form certain temporal moving within time-space capsule: "the ether of good". Self can never be separate from good. We are selves only if moving within the "ether of good": self is "something which can exist only in a space of moral issues."[24]

Self belongs to time-framed and time-spaced sphere. It has spatial orientation. Orientation means moving within certain orientational signs – Taylor call it "moral horizons". Horizon is something attachable to perception, and our perception is measured with all the manifestations of what made us self throughout our life. This is temporal continuity of the self. Brilliantly depicted in Heidegger's "Sein und Zeit". Taylor defines it as "a prior unity of human life":

"Heidegger, in Being and Time, described the inescapable temporal structure of being in the world: that from a sense of what we have become, among a range of present possibilities, we project our future being."[25]

This is the most profound and the most beautiful passage among more than five hundred pages – how much Sources of the Self counts. Not because of linguistic significance, but because of its purpose: simplicity of just being self. And this simplicity is expressed in the term of "project" within the phrase "project our future being". Tracing Heidegger, yet Taylor thinks of self as of significance defined by others – designated by strong communitarian aspect, or by supreme good that we have to choose for ourselves alone – we speak of social and religious attributes of the self-concept proposed by Charles Taylor, I think that great part of becoming self is lean down to us alone, not to transcendent, but to immanent life-sphere. It is up to us what we will become within innumerous life possibilities. If it is up to us, it is returning to ancient, Aristotelian principle of natural human tendency to a certain good. Language plays great part in self-defining through our life-time: it goes parallel with our self - through self-

[23] Cfr. Ch. TAYLOR, *Sources of the Self*, pp. 47.
[24] Cfr. Ch. TAYLOR, *Sources of the Self*, pp. 49.
[25] Ch. TAYLOR, op. cit., pp. 47.

expression and self-interpretation language reach its self-affirmation. And that I call ontology of the self. Or metaself-construct specific to metaethics designed by Charles Taylor. With such conception of self that has temporal depth and continuity summed in one self, Taylor opened many new questions regarding human nature; the purpose of language, the future of philosophy. But, most of all, though his discovery in the field of philosophy does not represent a new system of philosophy. It made great impact in the field of epistemology: not everything can be explained by facts. There are things for which we even cannot find adequate name. For example, is Taylor's self a synonym for unchangeable part of human nature depicted in a term of "temporal continuity" summed up in the self-concept, or, are we virtuous by nature or not; or how to find solution for everlasting "battle of heart and mind"; does even freedom exists, if our future is sketched by "our present possibilities"? And what about being, as well? – Some questions most stay opened for our further investigations of self – being- language.

Instead Of Concluion: Taylor pointing Wittgenstein

Herein I will pay more attention to Taylor's 'critique' of Wittgenstein's conception elaborated at many places in his "Sources of the Self".

There had been several references to Wittgenstein theory: (1) when discussing on connections between self and language, Taylor cites Wittgenstein position on articulation phenomenon that never can be completed (at pp 34). (2), when clarifying his arguments about communitarian approach to a language issue (at pp 35). (3), when explaining phenomenology of our evaluation, he cites Wittgenstein: "our language of evaluation cannot for the most part be construed as expressing our reactions to features of the world, our life, or society which are or could be identified in neutral terms"[26] because "the logic" of such nature is always colored by dependences of arguments on judgements. (4), when speaking of "moral sources", i. e. of inarticulacy of moral sources, Taylor alludes on famous Wittgenstein's "that of things we cannot talk about, we have to be silenced" – taken from Wittgenstein's "Tractatus" (at pp 91). (5), when discussing about St Augustine "proto-cogito" argument impact on Descartes, he also appeal to Wittgenstein, too, and what confirms my doubts I elaborated at the beginning of this article (at pp 132). (6) within Taylor's critique of enlightenment naturalism headed by David Hume, Taylor criticizes that "some" saw in Wittgenstein traces of this naturalism. Agreed, because I saw it, too, when analyzing the very concept of "Prototractatus". (7) when Taylor elaborates impact of phenomenology to understanding modernity issue, Taylor says that Wittgenstein's writings also 'put its fingers in to it'. Agreed, too, because Wittgenstein's insights about language will find a good soil among 20th c. structuralists (at pp 460-61). (8) further analysis of modernity focused on meaning of "belief", Taylor cites Wittgenstein's "On Certainty".

Summing up, Taylor quotes Wittgenstein always in the context that is a question of expression or of language matter specific to age we live in: modernity or understanding the concept of self. But just on the surface. He does not go dipper with investigating relevance of Wittgenstein for his self-debate. And what is in common to both of them is their focus on a structure of mind: how mind can think of language; how mind can think of self or of being (Heidegger)? – There is a firm system of thinking that has to be re/investigated in age where "digit speaks its own language": a language of moving; or of act. My question, with which I intent ending this debate on Taylor's ontology of the self is: What if Michel Foucault's prediction explained in his "Surveillance and

[26] Ch. TAYLOR, op. cit., pp 68.

punishment" (the body language control, a. n.) soon will be fulfilled. What if digital technologies take over our entire communication and we will be facing the new shift within language itself from spoken to digital, if yet we did it? – Our self, which has temporal depth, will be becoming digital one and digital one means ma mechanic one. Mechanic does not know about any depth; mechanic is technological, and technological is "one-lined" featured – as Heidegger pointed out in his "What is called Thinking?" - An iPhone (or every smart phone) is quite good witness of it! Heidegger thought on technology was prophetic one. And now-a-days it has great impact on self-understanding, language improvement, personal communication. All features that are 'ready-to-hand' are noxious for those which are as "present-to-hand". And what is language to a self, but 'present-to-hand' thing with out which our life would be unimaginable. Senseless!

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ESP COURSE TEACHING (MARKETING, FINANANCE) – CREATION AND ADAPTATION

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Abstract

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

Key words: marketing, finance, adaptation, English for Specific Purposes

Introduction

English for Specific Purposes is becoming a major tendency in English language teaching and learning in Moscow State University of Economics named after G.V.Plekhanov. There are several driving forces for this: language skills needed by learners should be applicable in the future place employment, enabling them to compete in modern business environment; also in multicultural international business enterprises there is a demand for particular language skills which meet modern standards of employment. 'Learners know specifically why they are learning a language and it is the awareness of the need that ESP distinguishes for.

Being student-oriented approach, ESP is aimed at designing the course analyzing learners' needs, which are constantly changing and improving along with volatile situations at the labor market.

Specifications of ESP courses

An ESP course usually comprises three common features: *authentic material, purpose-related orientation* and *self-direction*.

By authenticity is meant genuine communication through authentic texts or videos which are produced by real speakers or writers for a real audience aiming to convey a real message. Authentic materials, being effective teaching resources and enabling students to deal successfully with the language in the professional environment, are extensively used by ESP tutors. Under current educational regulations students' command of English in higher education empowers them to work effortlessly with authentic, non-adapted, complex educational materials which increase their confidence, competence, class engagement and motivation.

Purpose-related orientation is another key feature of ESP courses and it refers to simulation of communicative tasks. These tasks are required for further real job-related settings, such as simulation of a conference, negotiation, etc.

Here are the samples from practical assignments extract relating to ESP courses: How to ask for a raise (negotiation phrases)

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Salary Negotiation – Employee

You're in the middle of your annual performance meeting and you want to negotiate a salary increase for next year. As always, the economic climate is difficult, but you think you deserve a pay raise of 10%. Read the info below and prepare your role:

You joined the company 3 years ago. You have had new responsibilities this year and your department has performed well. Your team has even won a Recognition Award! You heard that other workers in similar jobs have recently got a 10% increase. You need more money to support your family and pay debts. You may accept other benefits or training but really money is the issue here.

Salary Negotiation – Manager

You're meeting with your employee and you think they will want to negotiate a salary increase. Read the info below and prepare your role: This employee joined the company 3 years ago. Last year your company made a small loss so your boss is not going to increase your team budget. This employee has had new responsibilities this year and his/her department has performed well. They even got a bonus pay for getting a Recognition Award. Other workers in similar jobs have recently got a 5% increase. You can't give more than 5% increase. Think about other things the employee may accept instead of a salary increase, which could motivate them.

Buying Phones – Supplier

You represent a large phone seller, Carphone Warehouse, and you meet with a potential customer who wants to buy some iPhone 8 phones for their employees. Read the info below and prepare your role: You need to sell 100 phones to reach your monthly target. The standard price for 64GB iPhone 8 is £599, while the 256 GB model costs £749 you make profit if you sell the 64GB model for £500 and 256 GB for £600. You really want to sell the 256 GB models as they generate more profit. Shipping is not included in the price. The manufacturer gives a 12-month guarantee for free. You can ship 100 phones within 3 weeks or you can get it faster (2 weeks) by buying locally but it adds £50 to a price of one iPhone. For first-time customers the payment terms are: 50% pre-payment, 25% on delivery and 25% 30 days after delivery.

Buying Phones – Customer

You want to buy smartphones for the sales rep working in your company. You meet with a large phone seller to negotiate the deal for buying iPhones 8. Read the info below and prepare your role: You need to buy 80 smartphones as a first order, but you will probably buy more next year. You want the 256GB model but start with asking for the 64GB model. You know the standard price for 64GB iPhone 8 is £599, while the 256 GB model costs £749. You want to get a discount as you can't pay more than £650 per phone. You want to have a 24-month guarantee. You need to get the phones within 2 weeks. You are prepared to pay 30% pre-payment, 30% on delivery and 40% 30 days after delivery

Bitcoin and the black market

Warm-up

What do you know about bitcoin?

Key vocabulary

Match the words on the left with their definitions on the right.

1. a cryptocurrency a. a digital form of money produced by a public company
2. money laundering b. a record of money received and paid
3. a seizure c. a situation where there is more effort to punish people for a specific crime
4. conceal d. attracting a lot of attention in the media
5. high-profile e. moving and transferring illegal money to make it seem legal
6. a ledger f. taking something using legal authority
7. reconstruct g. to build or create something again
8. a crackdown h. to keep something secret

Before you read

You are going to read an article about bitcoin and illegal trading on the internet. Choose the best answers for the questions below, then check your answers by scanning the text on the next page.

1. What is the estimated value of bitcoin connected with illegal activity? a. $5 billion b. $36 billion c. $72 billion
2. According to the article, how many bitcoin transactions are connected with illegal activity? a. almost a third b. almost a quarter c. almost half
3. Why is bitcoin so popular with criminals? a. They can hide their real identities. b. It's easy to make a lot of money illegally. c. They prefer to use the internet to make payments.

Bitcoin price is so high because criminals are using it for illegal trades, research suggests. If they were to reject it for other digital currencies, its value is 'likely' to fall, according to the study.

1. Almost half of all bitcoin transactions are associated with illegal activity, a new study has concluded.
2. Researchers have also linked a quarter of bitcoin users with crime, such as hacks, money laundering and the trading of drugs and illegal pornography.
3. Worryingly for investors, they believe that the popularity of the cryptocurrency amongst criminals is a major contributor to its value.
4. The study, which was conducted by researchers from the University of Sydney and the University of Technology Sydney, found that 44 per cent of bitcoin transactions and 25 per cent of all users were associated with illegal activity.
5. Their findings from April 2017, the most recent part of the research sample, suggested that around 24 million bitcoin market participants use the cryptocurrency "primarily for illegal purposes".
6. These bitcoin users are estimated to conduct around 36 million transactions per year, with a total value of around $72 billion, and collectively hold around $8 billion worth of bitcoin, the researchers say.
7. One of the main reasons bitcoin is so popular with criminals is that the cryptocurrency allows users to conceal their identities.

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8. However, it isn't completely anonymous, as every transaction is recorded on a digital public ledger called the block chain, and it's possible to use this information to identify specific individuals.
9. The researchers say they used high-profile bitcoin seizures - including an FBI raid on the Silk Road Dark Web marketplace - as a starting point for their analysis, and managed to use the block chain to reconstruct a network of transactions between market participants from there.
10. The researchers said that although individual identities seem to be masked by a 26-35 character address, the public nature of block chain allowed them to link bitcoin transactions to individual 'users' (market participants) and then further identify the users that had bitcoin seized by authorities.
11. That's potentially extremely worrying for bitcoin-using criminals, who the researchers say are now looking at alternative cryptocurrencies that are better at concealing a user's activity.
12. "We find that the emergence of such alternative cryptocurrencies is also associated with a decrease in the proportion of illegal activity in bitcoin," the study reads.
13. However, they also believe that bitcoin could become less useful and less valuable if criminals turn away from it.
14. The researchers say their paper suggests that a significant part of the basic value of bitcoin as a payment system comes from its ability to make illegal trade easier.
15. "This has ethical implications for those that view bitcoin as an investment, as well as valuation implications.
16. For example, changes in the demand to use bitcoin in illegal trade (e.g., due to law enforcement crackdowns) are likely to impact its fundamental value."

Find the words

Find a word or phrase in the text which means....

1. a big part of the value of (sth) (phrase, P.3):
2. connected to (phrase, P.4):
3. carry out (sth) (verb, P.6):
4. the first stage of a process (three word noun, P.9):
5. hidden (verb - past participle form, P.10):
6. appearance or arrival of (sth) (noun, P.12):
7. results of an action (noun - plural, P.15):

Adverbs

Complete the sentences with the adverbs below.

Collectively completely potentially primarily worryingly

1. Transactions with bitcoin are never anonymous.
2. the price of the company's shares has fallen again.
3. The users hold around $8 billion worth of bitcoin.
4. It's possible the scandal could be disastrous for the company.

5. the reason people play the game is to make a lot of money.

Talking point

Ask and answer the questions below in pairs or small groups.

1. Have you ever used bitcoin? If not, would you give it a try? Why/why not?
2. What do you think the advantages/disadvantages are of using a digital currency instead of cash?
3. Do you think the high value of bitcoin is connected to illegal activity, or do you think there are other reasons why its so high?

And by self-direction is meant turning learners into users which is a crucial aspect for the effectiveness and success of ESP courses. A lot of different online platforms are available to facilitate students' freedom and autonomy to decide on their own pace and of learning. Self-direction is a part of autonomous learning approach where students and tutors develop a strong bond between each other.

What are the crucial features of ESP courses? We suppose needs analysis, syllabus (course design), adaptation and creation (materials selection), course delivery, learning and assessment.

Needs analysis plays a key role being as a fundamental stage for ESP courses as learners' purposes current command of language aimed at knowledge gaps and desired results are established with its help. And Strevens agrees 'ESP instruction is derived to meet learners' needs'.

Hereafter, it is due to mention that some scholars distinguish objective/perceived or subjective/felt needs. Objective needs refer to all factual information about the students, namely: language proficiency, language difficulties and the use of language in authentic situations can also be referred as objective needs. Cognitive and affective needs of learners, such as: confidence, attitudes and expectations are considered to be subjective needs. Therefore, in order to design an ESP course which meets learners' necessities, establishes knowledge gaps and expectations a careful and extensive needs analysis is needed. Furthermore needs analyses enables scholars to choose suitable materials to be taught.

Such activities as interviews, questionnaires, observations, pro-forma tests, work shadowing, discussions, telephone conversations and so on are possible ways to carry out needs analysis. What refers to higher or further education, learners' needs are identified and formulated by the institution faculty relevant to their study area, specialization and likely language proficiency, later turning them into syllabus.

Selection and evaluation of teaching and learning materials which range from textbooks, supplementary materials, and online resources to tailor-made institutional ones is an important stage of ESP course design. The choice of teaching materials is of crucial importance as they should suit the professional target needs of learners, be suitable for modern labour market, and aligned with learners' needs and motivation. 'Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn'.

Three stages of evaluation are applied towards ESP materials, namely: *pre-use* involves examination of future performance of the textbook; *in-use* comprises assessing the currently used text-book; *post-use* enables to improve or replace the given teaching

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materials. In our case, in higher education, the evaluation process is a collaborative activity where the feedback of learners and their distinct progress is considered, and the evaluation of the marketing faculty, who are responsible for the syllabus design and course delivery. According to Minasyan E.T., the four areas of curriculum development are: focusing on the course, determining the course content, developing materials, and evaluating courses and materials.

Therefore, the selection, adaptation or production of ESP materials depend mainly on learners' needs, which are related to their future professions. What is more the topics, tasks and approaches that are included in ESP should be applicable to the target skills area. The impact of selected materials on the entire ESP course is demonstrated in three levels by Ellis and Johnson:

- It determines the type of language the learners will be exposed to, and what they will learn in terms of vocabulary, structures and functions;
- It has implications for methods and techniques of teaching and learning;
- It is an essential component for being relevant and motivating.

The ideas mentioned above concerning ESP materials selection, adaptation or creation, and ongoing evaluation can be summarized in the following way:

- Relevant: materials should be adequate and appropriate for learners' age, language level, study area and future vocation.
- Diverse: they should include a range of activities and teaching techniques focused on specific language structures, vocabulary, and skills.
- Acceptable: they should address cultural diversity and nurture respect and tolerance towards other cultures since learners can act as intercultural speakers.
- Motivating: they should cover authentic, challenging and motivating content in order to increase students' interest, effectiveness and commitment to learn.

In this article, an attempt is made to highlight both pros and cons of the institutionally derived or teacher derived materials for higher education as nowadays we witness a powerful wave in the quantity of in-company produced teaching materials. Judging on our own experience and survey carried out among third year students a number of advantages can be presented:

- Adequacy: relevant materials can be produced which are directly suitable for both students' and institutional needs;
- Expertise: development of the materials enables the tutors better understand the features of effective materials and increase their expertise, contribution and confidence.
- Reputation: institutionally published teaching resources can foster the reputation and image of the higher educational institute by showing its competitive edge in providing its students with in-company produced materials.
- Adjustability: materials developed by the institution faculty can be revised, adapted or re-updated on demand, providing them with greater flexibility compared to externally published course books.

Nevertheless, some major disadvantages in using teacher-derived materials can be stated:

- Cost and quality: high-quality materials are time-consuming, what is more they demand allocation of greater resources. In addition, the design and content of teacher-tailored materials might not be good enough to meet the needs of both foreign and domestic students.
- Training: to produce high-quality and specialized materials tutors should get correspondent training to be prepared for such kind of work.

The basis of the curriculum in ESP programs is made by commercial materials that are supplemented by teacher-tailored ones to better reflect the needs of the specific learning context in the majority of cases.

Conclusions

An overview of ESP courses in higher education indicates the importance of needs analysis, careful selection and adaptation of teaching materials that determine the overall adequacy and significance of the course design, its implementation and direct relation to the students' needs. Mainly, there is high motivation in teaching and learning of ESP courses as they provide particular language skills beneficial for future professional life of students who are aware of importance of the skills they can obtain in such courses.

Both commercially published materials and institutionally produced resources should be aimed at satisfaction of the students' needs for professional English skills, so they should be authentic, interesting, various, and provide helpful, relevant and up-to-date practically applied information. It is worth quoting here that 'a key issue when considering the choice of coursebook or any material is *authenticity*'

The ESP courses should foster the use and development of functional language and productive skills. Therefore, the teaching resources after adaptation or reproduction should include tasks, techniques and content which, firstly, meet the requirements of learners, and secondly, are beneficial for learners in their studies and future profession.

‘A GAME OF THRONES’ IN THE CONTEMPORARY CLASSROOMS

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Abstract

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

Key Words: A Games of Thrones, Movies in English Language Teaching, Motivation

Introduction

Movies are thought to be one of the outstanding sources in teaching English as a Foreign Language (Quiang, Hai, & Wolff, 2007; Kelly, 2010; Khoshniyat & Dowlatabadi, 2014). Compared to course books, movies are mainly seen as a medium that attracts learners’ mind since they present language naturally (Xhemaili, 2013). They are much more a dynamic medium than coursebooks, as they provide a rich resource of English language in the context through being exposed to different native speaker voices in real life situations.

Movies are considered as the first link to English-speaking culture for many English learners through being exposed to various features of speech, say, accent, voice, pronunciation, tone, speech pace and so forth (Webb, 2010; Gruba, 2006). The knowledge of target language culture is of a great importance while decoding a meaning in reading texts, aiming at writing audience, producing a speech, which cannot be only obtained through classroom practices. Thus, movies are believed to be useful in terms of supplying language learners with cultural knowledge and other paralinguistic features which help them to use the language in context (Guichon & McLornan, 2008; Sherman, 2003). English learners become more interested and engaged in writing lessons when movies are implemented in the classroom (Esra & Tjut, 2013). They provide learners with contextualized new vocabulary and information, which could be considered as a springboard for collecting some interesting ideas for a writing task (Ergenekon, 2016). As a part of the mass media, movies also improve critical and analytical thinking and develop new ideas for writing classes (Saeideh & Sepehran, 2014).

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Practical Strategies

1.1. Speaking Activity

Duration: 15 minutes

Aim: to develop communicative competence

Topic: Power is a big temptation and maybe Jon can start searching for it

POWER	Happiness to Jon?
Secret Origin	Starks Reunion

Instructions: students are supposed to mingle in the classroom and fill out the chart.

1.2. Reading Activity

Duration: 25 minutes

Aim: to develop reading strategies

Topics:

a) 'Game of Thrones' Final Season Podcast: What Comes After the Winterfell War? by Josh Wigler

b) **b)** 'Game of Thrones': The Night King Breaks His Silence on That Final Season Twist by Josh Wigler

c) c) 'Game of Thrones': How the Final Season's Most Shocking Death Yet Played Out by Josh Wigler

d) d) How 'Game of Thrones' Finally Revealed the Night King's True Purpose by Josh Wigler

Sources: https://www.hollywoodreporter.com/live-feed/game-thrones-podcast-final-season-episode-3-long-night-explained-1206539

https://www.hollywoodreporter.com/live-feed/game-thrones-night-king-dies-vladimir-furdik-speaks-1206110

https://www.hollywoodreporter.com/live-feed/game-thrones-final-season-arya-kills-night-king-explained-1205491

Instructions: students are supposed to read the article and apply to skimming and skanning strategies.

Discussion Questions:

a) What does the Night King want?

b) What is the role of Arya Stark?

c) What is the token of the long night?

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1.1. Writing Activity

Duration: 30 minutes

Aim: to develop written competence

Topic: Describe the dragon queen, Daenerys Targaryen

Instruction: students are supposed to fill out the chart about the **mother of dragons**

'The Journey of Daenerys Targaryen'							
First Appearance	Last Appearance	Best Friends	Worst Enemies	Best Kill	Worst Wound	Critical Moments	Unresolved Mystery

1.2. Vocabulary Activity

Duration: 10 minutes

Aim: to enrich vocabulary

Instruction: students are supposed to match the words with the appropriate definitions

Maesters	a. the feathers on the back of the neck of some birds, that rise when the animal or bird is frightened or about to fight
Hand of the king	b. to be extremely determined to do something, without considering the risks or possible dangerous results
Hackles	c. very thin, especially because of sickness or hunger
Gaunt	d. Wise old men
Hell-bent	e. The King's most senior advisor

Conclusion

A Games of Thrones provides English as foreign language learners with the opportunities to acquire new vocabulary in context, functional phrases, facts and figures, which could be a springboard for generating some interesting ideas for writing and speaking tasks. The series are excellent references for cross-cultural understanding of the target language, which helps learners properly design a writing paper and develop fluency skills. A Games of Thrones proves to be a great source of motivation for the students at university level.

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THE NECESSITY TO FORM THE SKILLS OF EDUCATIONAL RESEARCH ACTIVITY AS A BASIS FOR GNOSTIC CRITERIA OF ASSESSING THE PROSPECTIVE TEACHER'S PREPAREDNESS FOR INNOVATIVE ACTIVITY

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Abstract

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

Keywords: innovative activity, abilities and skills of educational research activity, gnostic criterion of readiness of future teachers for innovative activity, critical thinking, analytical skills.

Modern education requires the formation of a new type of a teacher – a teacher-researcher, a teacher-innovator, a developer of new technologies of education and training. The author considers the formation of abilities and skills of educational research activity as the basis of the gnostic criterion of the future teacher's readiness for innovation. The article highlights the main indicators of the Gnostic criterion of the future teacher's readiness for innovation. The results of the study show a low level of readiness of teachers for innovation, which makes the problem considered by the author even more relevant.

The main result of vocational education is a person's readiness to effectively perform just basic production functions. However, such global changes as globalization and the acceleration of the pace of information flows rightly require the education system to change course towards the formation of a mobile, creative and independent personality. The search of new ways to improve the system of training of pedagogical personnel which would meet the requirements of modern society is found to be reasonably necessary (Ellis, 2005, p.11). The social order for a specialist with pedagogical education necessitates the formation of a new type of a teacher - a teacher-researcher, a developer of new technologies of education (Petrova, 2011).

The analysis of the literature shows that schools and teachers working in them are conservative forces that offer serious resistance to any changes in the learning process, any innovations (Fullan, 1993; 1998; Rudduck, 1990). However, the profession of a teacher is a dynamic and constantly developing concept. That is why the program of training future teachers should not only include innovative approaches to learning, but also develop students' ability to overcome various kinds of difficulties in the process of their implementation of innovation activities. This, in turn, means that the formation and development of only typical professional abilities and skills of future teachers is inadequate. It is also necessary to form the students' ability to analyze their professional pedagogical activity, to see and isolate problems, to make assumptions about their resolution, to be able to set a task, to identify conditions and unknown components in it, to select and create solutions, etc.

The formation of the prospective teacher's readiness for innovation as the most important condition for his further professional development seems to be possible in the process of students mastering the abilities and skills of educational research activity at the university. From our point of view, educational research activity is a process organized by a teacher aimed at acquiring subjectively new knowledge by students by activating students' individual, cognitive and creative activities, mediated by solving theoretical and practical problems in the process of finding their solutions. Besides, it is fair to note that the most effective way of developing such abilities and skills is to begin this process from junior courses, since not all talented students consciously associate their lives with scientific activity, even on the last courses of studying at the university. The identification of such students on junior courses allows not only to involve them into research work, to motivate them to enter graduate school, but also contributes to the formation of the future teacher's readiness for innovative activity.

If for a teacher working in the traditional system it is enough to master the pedagogical technique, i.e. the system of training skills that allow him to carry out educational activity at the professional level and to achieve more or less successful training, then the teacher's readiness for innovative activity is decisive for the transition to the innovative mode. Today, many teachers have to admit that it is impossible to achieve high productivity of teaching activity with minimal labor and time costs and without the ability to create an environment conducive to the independent and creative work of both the student and the teacher himself.

In pedagogical science, innovative activity is understood as purposeful pedagogical activity based on comprehending one's own pedagogical experience with the help of comparison and study, changing and developing the educational process in order to achieve better results, gain new knowledge, introduce a different pedagogical practice (Gnezdilova, p. 63). The manifestation of the teacher's creative approach to professional activity is an innovation. "An individual-creative approach in the teacher's innovative activity presupposes the teacher's awareness of himself as a creative individuality, stating his professional personal qualities that require improvement and adjustment. The need for improvement is the main motive and core quality of the teacher-innovator" (Slastenin, 1997, p. 97).

Historically developed ideas about scientific creative work viewed as the activity of the pedagogical elite form stereotypical ideas that ordinary teachers can easily do with ready-made scientific and methodological recommendations. At the same time, the majority of practitioners simply cannot afford to acquire the latest scientific pedagogical programs, and the practical implementation of an innovative approach to solving a pedagogical problem inevitably faces certain contradictions with the specific conditions of a particular educational institution. And this, in turn, means that a modern teacher cannot but be a researcher who, knowing the theory and technology of innovation, is able to practically use them in his professional activity (Kozhekina, 2009, p. 6).

Today society needs a teacher, who is able to find a creative approach to the solution of any problem, to compare, analyze, research, and who is able to find a way out of non-typical situations. In accordance with this, it has become necessary to search new ways to develop the creative personality of a teacher. One of them is research activity. According to Gorbunova (2004), the research element was, is, and, we believe, will be even a more essential element of practical pedagogical activity. The teacher who has mastered the research function, who is able to creatively solve various pedagogical problems, look for new solutions to pedagogical situations, will be able to organize)the learning process at a level that meets the requirements of modern society. In the process of professional activity, the teacher increasingly begins to analyze not only the results, but also the course of his work, as well as the activities of his colleagues at school. In this process, a teacher is automatically included in research activity, which requires the formation of certain skills and abilities.

However, it must be remembered that not every teacher is able to engage in research activity because the necessary abilities and skills for its implementation are not often formed. As practice shows, it is difficult for a teacher to write even a self-analysis of his activity when preparing documents for certification or to issue an article on his research work. We can assume that these difficulties are caused by the bad quality of training teachers. Pedagogical universities very rarely pay proper attention to the organization of students' educational research activity, which presupposes the formation of the following skills: to see and isolate problems, to make assumptions about their resolution, to be able to set a problem, choose and create solutions; be able to speculate about the possible causes and consequences of the phenomena of the material and ideal world, to put forward and justify hypotheses; set goals, analyze the situation, receive and practically implement the end-product, implement reflection and self-assessment; to reflect on their activities, behavior and values (Garunov, 1978, p.19). Mostly in high school such work is carried out individually or not at all.

Thus, we can conclude that the formation of abilities and skills of educational research activities of future teachers is necessary for them to carry out further innovative activity. In addition, these two activities are inextricably linked.

In our research conducted on the basis of the research laboratory of innovative educational activity of the Elabuga Institute of Kazan Federal University, we identified four criteria for the future teacher’s readiness for innovative activity: motivational-value, cognitive, gnostic, and operational-activity. We think that mostly the gnostic criterion is connected with the educational research activity. In this respect it is necessary to single out the indicators of the gnostic criterion.

The indicators of the gnostic criterion are the following:

- the ability to see the problem;
- possession of advanced analytical skills;
- developed critical thinking;
- experience of search and research activities;
- the ability to predict the development of their own creative potential in order to get more productive self-realization;
- conscious mastery of research methods (analysis, synthesis, hypothesis, modeling, pedagogical experiment, etc.).

Now we see that it is fair to note that these indicators provide a certain level of formation future teachers’ abilities and skills of educational research activity. Thus, we conclude that the abilities and skills of educational research activity are the basis of the Gnostic criterion for assessing the readiness of a future teacher for innovative activity.

The survey of school teachers (random sample - 562 teachers, general population - 1390 teachers) shows that many teachers are not ready at the Gnostic level for innovative activity, as for the creation of highly intellectual products. So 11.8% of teachers

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answered that they have some developed analytical skills. A vision of problems is developed in 13.73% of respondents. Critical thinking is formed only in 17.25% of teachers. Only 13, 56% of teachers have gained experience in search and research activities. Only 16.2% of teachers answered that they predict the development of their own creative potential in order to get more productive self-realization. Only 13, 91% of school teachers consciously master research methods.

Thus, according to the results of our survey, we conclude that the problem of the formation of future teachers' readiness for innovative activity really exists. It is necessary to revise this process seriously and make a significant accent on the formation of the abilities and skills of educational and research activity when preparing students for innovative educational activity.

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SOCIO-PRAGMATIC ANALYSIS OF PHATIC FAREWELLS

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Abstract

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

Key words: Phatic, communication, farewell, politeness, principles.

Linguists consider the language to be the means of transmission of factual information. Sociologists and sociolinguists, on the other hand concentrate on the functioning of language to establish social relationships. All linguists admit that language is means of communication, as no social act can be conducted without language. By means of communication we establish human relationship, exchange our point of views, express our feelings, reach our goals, make expressions on others, and form our authority. Communication can be considered fundamental base of human life and society.

Among many kinds of communication, phatic communication is one of the most important ones. It doesn't only serve to exchange factual information, but to make friendly atmosphere, fill sudden, awkward situations or avoid them.

Knowledge of polite phatic expressions and topics, rules of phatic communication provide successful communication not only among the members of the same, but also among the members of different mode of life. That is why, while contrasting this linguistic phenomenon, the limelight is pragmatic aspect of its functioning, which includes a goal, communicants, communication mode, attitudes between communicants, and terms of making communication.

The scientific research of phatic communication is connected to a Polish scientist B. Malinowski (1923). The word 'Phatic' derives from Greek word 'Phatos' –communicative, 'Phanai'- communication.

Topics of phatic communication are versatile. The most common ones are: weather, appearance, sport, family, profession etc. The choice of the topic of phatic communication is conditioned by origin, culture, age, sex of communicants.

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Phatic communication can be formal and informal, oral or written. People learn the rules of phatic communication gradually, like norms of behaviours. Children cannot make phatic communication at an early age. They develop this skill gradually. Phatic communication is mainly accompanied and sometimes replaced by kinesthetic, that plays an important role in decoding the information properly.

Phatic communication verbal or non-verbal is based on politeness formulae. Concept of politeness and polite behavior has different definitions, for example, treating others with respect, good manners, and cordiality. It sometimes means snobbish behavior and insincerity.

The rules and maxims of politeness were formed by many linguists. Due to socio-pragmatic nature of research, I consider the classification made by R.T. Lakoff and G.Leech, P. Brown and S. Levinson to be important. I used them in descriptive and contrastive analysis of English and Georgian polite expressions. R.T. Lakoff combined the concept of politeness in three rules. Distance (do not impose), Deference (Give options), Camaraderie (Make a good feel, be friendly) (Lakoff, 1973). G. Leech formed six maxims of politeness: tact, generosity, approbation, modesty, agreement, sympathy (Leech, 1983).

P. Brown and S. Levinson played an important role in the development of politeness as a linguist theory. They discuss politeness as **positive** and **negative.** The first one expresses solidarity, close, friendly relationship, informality. The second one expresses reticence, formality and distance (Brown & Levinson, 1987).

L. Goksadze and I. Demetradze (1996) identified 8 groups of polite phatic expressions. They are: greetings, farewells, than-you-s, apologies, invitations, blessings/congratulations, condolence, compliments.

I compared English and Georgian phatic farewells on the basis of fiction, notably 20-21century prose in terms of socio-pragmatic view. The datum of my analysis is text- a speech act in which variants of forms are created. The semantic potential of phatic expressions of contrasting languages are revealed on the ground of analyzing factual material. By virtue of putting one model on the other, it became possible to identify the points of coincidence and lack of coincidence i.e. to define similar, general and specific traits, characteristic to these languages.

Every verbal communication ends with farewell in all languages. The English people love diversity in their everyday conversation. Content of phatic farewells can be refereed by many forms. The choice and usage of them is conditioned by extralinguistic situation. Most common farewell is *Goodbye,* which etymologically comes from expression *God be with you*. It dates back late 14^{th} century. For example:

There is so much to discuss…" Stella began.

"It's not going to happen. I'm so sorry. And I'm really sorry to know how bad your illness is, but I think you're painting too black a picture. Cancer can be cured these days. Truly it can. Stella."

"Good-bye, Noel," she said.

No matter how often he said her name she would not turn towards him.

(Binchy, 2010, p. 260).

The most commonly favored farewell expression in official language in Georgian is ნახვამდის (Goodbye). It means that the next meeting will be held soon.

ბიჭმა ისე ჩაიცვა, არც მორიდებია მედიცინის დას. თავის ოთაში შებრუნდა, ქურთუკი მოიცვა, ჯიბე მოიჩხრიკა. ორი-სამი ქაღალდის ფული ამოაყოლა ხელს, -მეყოფა, -ჩაიბურტყუნა თავისთვის.

- *წავედი, ნახვამდის, - უთხრა მეზობელს, გაუღიმა და ოთახიდან გავიდა.*

მედიცინის და თავის ოთახში, საექიმო ტახტზე ჩამომჯდარიყო, ხელში ბიჭის ნაცვამები ეკავა, გარინდებულიყო და დროდადრო ხან შარვალს ყნოსავდა, ხან ხალათს.

(Solomonashvili, 2010, p. 69).

As we see, nominative meaning of phatic farewells in English and Georgian languages are different. In English language it expresses wish of God's favour for a listener made by a speaker. In Georgian it expresses a wish to see the hearer soon. As for communicative meaning in both languages it refers to the completion of communication and farewell.

Other phatic farewells are: *Have a good day; Have a nice day; Have a good evening; Have a good night; Good night; Take care.*

They said that of course they would. They couldn't wait to meet her. Well. All right, then. "But I don't have to tell you to get to bed, do I?

"No."

"All right, But I'm going to keep an eye on you. I want you in school tomorrow, you hear?"

"Yes."

"Good night."

"Good night."

"See you tomorrow," the sheriff said, and walked to his car.

(Robinson, 1981, p. 209).

Georgian equivalents are: *კარგად იყავი,* (კარგად იყავით); *კარგად ბრძანდებოდეთ; ღამე მშვიდობის.* For example,

- *მინდა ჩამოშორდე შენს მეგობრებს და ჩემს საქმეს მიხედო.*
- *-კატეგორიულად წინააღმდეგი ვარ. მე ძმებთან ერთად ქვეყნისთვის სასიკეთო მინდა. თქვენ კი ხრწნით ჩვენს თაობასაც და მომავალსაც.*

გეხვეწები, იქნებ დაშოშმინდე და დამიჯერო!

- *-შეუძლებელია. გგონიათ რომ დრო თქვენია და ეპოქაც თქვენით დაიწყო? მეტს ვეღარ დაგითმობ დროს. ხვალ ადრე ვარ ასადგომი. ძილინებისა!*
- *- კარგად იყავით!*

ჩათვალე დრო შენ შექმენი და ახლა შენით იწყება?

დროს ვერ შექმნი, ის თავად გაყალიბებს.

(Rioneli, 2014, p. 87).

In informal register the Englishmen use the following phatic expressions: ' *Later!; See you later / Talk to you later; So long; All right then; Bye*!

"Well, I'd better get going," I said.

Do you have a phone number?"

"Not yet. I'll call you when I get the phone on."

"Right. Well, bye.

"See ya"

As I turned and walked out, Dad let out a little rumbling grunt, like the sound of troubled bowels.

(Toltz, 2008, p. 332).

In Georgian language we have the following informal phatic expressions similar to above mentioned English ones.: *მომავალ შეხვედრამდე,* (which refers to hope of meeting the interlocutor soon), *აბა დროებით; აბა (სახელი); გნახავთ; არ დაგვივიწყო; არ დაიკარგო; აბა შენ იცი , აქეთ რომ იქნები შემოგვიარე, ნუ დამეკარგებით, etc.* Most of these expressions reveals that Georgians are eager to see their acquaintances soon. For example:

საუზმეს რომ მოვრჩით, ავდექი და ზურგჩანთა ავიკიდე. დაურმა თავისი ქურთუკი ჩაიცვა. შევნიშნე, როგორი თვალებით მიყურებდა ზიტა და ამიტომ, როცა ვემშვიდობებოდი, გავუღიმე.

შენ იცი, გია, - მითხრა მან, - აქეთ რომ იქნები, აუცილებლად შემოგვიარე...

უეცრად მომინდა ზიტასთვის ჩემი ნამდვილი სახელი მეთქვა, მაგრამ მივხვდი, რომ არ გამოდიოდა. რაღაც წავიბურდღუნე და სამზადიდან საჩქაროდ გავედი. უკან დაური მომდევდა.
(Shataidze, 2010, p. 99).

The englishmen sometimes use formal expression - Farewell, which is etymologically defined as Faran -travelling, well. It is used when people leave for a long time or permanently. In Georgian language we use the word მშვიდობით. By this expression Georgian people wish one another peace. The concept of peace is dominated in Georgian greetings as well, for example, *დილა მშვიდობის, შუადღე მშვიდობის, საღამო მშვიდობის.* It shows that Georgian people have always strived for peace.

It's always unpleasant to leave beloved people. Even in case a speaker doesn't want to carry on speaking, he/she shouldn't reveal it. So it's common when interlocutors to apologize to each other for interrupting conversation and name this or that reasons to leave. Such as *I gotta go, baby is crying, here is my bus/ train; I must run/go; I have to meet someone...*

They said that of course they would, they couldn't wait to meet her. Nothing they would enjoy more.

Henry said. Here's my train. I must run. Take care of yourselves. Good bye," and ran through the dark to the train.

The Jonathans waited outside the station until they heard the train leave.

(Wesley, 1992, p. 278).

Brian Flinn couldn't lie. It was only the once and it didn't last long." He said. Immediately he realized that Moara hadn't known. He saw that in her face. As usual he had managed to make things worse. In future he would walk about with a paper bag over his head and slits cut for his eyes. He would talk to nobody. Ever again.

"I hope you don't think I'm rude, Moira, but I have to um… meet someone… farther along here…"

"No, of course."Moira realized that there was less warmth in his faith now. But then that was often the case in her conversations.

(Binchy, 2010, p. 341).

Georgian equivalents are: *თქვენთან ლაპარაკს რა სჯობს, მაგრამ უნდა წავიდე; გაკვეთილზე მაგვიანდება; ახლა მეჩქარება და სხვა დროს გამოგივლით; წავედი (წავედით)...; მაპატიეთ უნდა დაგტოვოთ.*

- *აბა, ბატონო პედერსენ, რა მოინახულეთ დღეს? ჰკითხავდნენ ესენი.*
- *კაპიტანი ელტერი სწორედ ამ დროს წამოდგებოდა და იქ მყოფთ თავს დაუკრავდა.*
- *მაპატიეთ, უნდა დაგტოვოთ. ერთხელ ხომ მაინც უნდა მოვიგო, -იტყოდა ის და ქაღალდის სათამაშო ოთახში გავიდოდა.*

(Morchiladze, 2004, p.68).

In summary, Georgian and English polite phatic farewells are characterized by same content, but the forms of expressions are different due to extra-linguistic factors. These factors are conditioned by etiquette, tact. In some cases interlocutors say truth, in other cases they say lie – a white lie in order to make farewell warm and friendly. Doubtless to say that in both languages Georgian and English speakers use positive polite strategies (Brown & Levinson, 1987). In English Languages phatic farewells are based on principles of camaraderie and distance (Lakoff, 1973) and maxim of tact (Leech, 1983). In Georgian Language Phatic farewells are based on principles of deference and camaraderie (Lakoff, 1973) and maxim of sympathy (Leech, 1983). In Georgian language nominative meaning of expression is a desire to see an interlocutor soon, and in English it is to wish the listener God's protection. As for communicative meaning, in both above mentioned languages it is to finish communication and saying good bye for a short period or forever.

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USING MOBILE APPLICATIONS IN FOREIGN LANGUAGE LEARNING

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Abstract

Technology is chenging every aspect of our lives. Especially, mobile technologies that emerged as a result of internet connection started to develop rapidly by getting rid of cable limitations. Thanks to the multimedia skills of mobile devices that have become a part of our daily life, learning can be done anytime and anywhere. With the use of mobile devices and wireless network connections, the "mobile learning" has been used frequently in the education sector and has become the subject of most interest by researchers. Foreign language is of great importance in the 21st century, where cultural changes have developed along with technological development. Foreign language learning is as complex and problematic as it is important. It is known that learning a foreign language is fairly difficult, because there is the unique structure of each language in foreign language education. It requires great efforts to use, understand and improve the foreign language's own written and oral form. It is argued that foreign language learning is no longer effective by the traditional method in the 21st century, cause of technology develops in every field and can no longer be followed. Researchers suggest different ways to simplify the foreign language learning process, and foreign language learning through mobile applications is one of these ways. The use of mobile applications in foreign language learning is preferred by various learners. There are a number of mobile applications used in foreign language learning. According to the studies "Duolingo", "Memrise" and "Voscreen" were found to be very effective in learning foreign languages. In literature, several researchers have studied language learning through social media, online games and SMS. When the studies related to the topic are examined, the use of mobile applications in foreign language learning increases the motivation in the course, makes the lesson interesting and provides users with the opportunity to learn language everywhere and has a positive effect to language learning.

Keywords: foreign language, m-learning, mobile application, language learning

Introduction

Technology is rising in every aspect of our lives. Especially, mobile technologies that emerged as a result of internet connection started to develop rapidly by getting rid of cable limitations (Tılıc, 2016). Mobile technologies, have been used intensively to increase their productivity in various sectors such as health, business and also have great impact on the education sector. These technologies, which provide faster access to information, make learning much easier. Thanks to the multimedia skills of mobile devices that have become a part of our daily life, learning can be realized anytime and anywhere (Agca & Bagcı, 2013). With the use of mobile devices and of wireless network connections, the "mobile learning" has been used frequently in the education sector and has become the subject of most interest by researchers.

Foreign language learning is very important in the 21st century, where cultural changes have developed along with technological development. Foreign language learning is as complex and problematic as it is important. It is known that it is not very easy to learn it, because there is the unique structure of each language in foreign language education. It requires great efforts to use, understand and improve the foreign language because of its own written and oral form. In this case, mobile applications in foreign language learning may be an alternative. İn recent years, with widespread of mobile learning and use of smart phones has increased and in language learning has emerged "Mobile Assisted Language Learning" approach (Yaman, 2016). With the emergence of "Mobile Assisted Language Learning", researchers directed questions such as: are small screen mobile devices sufficient for language learning? How it effective is limited input capacity in terms of language learning? (Kadızade, 2015).

What is a Foreign Language?

Foreign language is any language except the native language (Ersungur, 2013; Ateshal, 2017). According to other definitions, foreign language is the language learned in the framework of a program (Gunay, 2015). There are basic reasons for learning a foreign language such as desire to recognize different cultures or to be interested in many cultures or as a compulsory subject during any education. According to research, it is said that individuals who speak two or more languages has higher thinking structure than who speak only native language (İlkhan, 1999).

But foreign language is as complex as it is important. Individual differences and living conditions affect this process. According to the researchers, success in learning a foreign language is closely and directly related to the individual characteristics of the students. Every person who learns a foreign language sometimes feels inadequate, ineffective and helpless (Omer & Kilic, 2017). This situation can be explained as anxiety in foreign language learning. Anxiety is the fear, worry and the rapid impact of the heart (Omer & Kilic, 2017). After the importance of learning a foreign language, the most concentrated subjects were the subject of anxiety in foreign language learning. Researchers have suggested that there is a relationship between foreign language learning and anxiety. Therefore, most of the research focuses on the use of different methods to reduce anxiety in a foreign language.

The method that used in language teaching has a great effect in learning that. Because, in language teaching, method is the element that will reach the goals in the fastest, most effective and reliable way. The development of different methods in foreign language learning brings along the question of which method is more effective.

The effectiveness of these methods may also vary on individual differences. A few alternatives such as traditional methods, collaborative methods, game learning, multimedia learning, digital games and mobile learning can be examples to methods that used in language learning.

Mobile Technologies

Smart phones, computers and tablets, which are not included in our lives until about 10 years ago, but nowadays used by people of all ages, have been known as mobile technologies. Since the emergence of mobile technologies, it has been developed very quickly. Especially computer and internet usage has gained new dimension with the introduction of mobile technologies and made life easier. Nowadays, we see that it is possible to use mobile technologies in different areas such as to learn e-mails, to access information sources, to learn lesson notes and curriculums. Buyukugurlu (2015) examined the use of mobile technologies under six headings: health and medicine, marketing, working life, mobile trading, mobile state and education.

Mobile technologies attract attention with the convenience and smart services provided to students and teachers in education. Learning is carried out without time and space limitation. Researchers call this concept 'mobile learning' (Hamutoglu & Kiyci, 2015).

Mobile learning is defined as the intersection of mobile computing and e-learning to produce learning experiences anytime and anywhere (Bozkurt, 2015). Along with the development of mobile learning, researchers have begun to search the use of mobile technologies in language teaching. With the help of mobile assested language learning, foreign language can be learned anytime and anywhere. Of course, these applications need to be well designed to be effective. According to Keskin and Kilinc (2015), the first step in the design of mobile applications is to analyze the stakeholders of the project. The purpose of the application, who by whom and how to use it is the critical point in project design. In language learning speaking, listening, writing and reading skills are developed. Mobile applications, for the development of these skills, ease of use, easy to download and updateability, very affordable price or completely free for users to be one of the most preferred foreign language learning methods. There are various mobile applications in language learning such as Duolingo, Voscreen, Rosseta Stone, Memrise. Also people can learn foreign language from social media.

Related Research

Many studies have been conducted on the use of mobile applications in foreign language learning. These studies give insight to both the researchers and those who work in these areas. It is possible to obtain the following results regarding the studies in the literature:

It is seen that the number of studies increased after 2013. It is common for this increase to be reflected in the difference of article subjects. When the studies related to the use of mobile applications in foreign language learning are classified according to their subjects, it is seen that the articles on effect of vocabulary learning' (23.58%) constitute the highest rate. This ratio shows that mobile applications is a method to vocabulary learning that one of the most important element to learn foreign language.

Also seen that, there are not enough studies on the use of mobile applications in foreign language learning. Topics such as the effect on academic achievement and the effect on motivation are under-studied.

According to the methods of the articles, it was determined that the researchers mostly used experimental and mixed research methods (33.3%) in their studies. Quantitative studies (33.3%) seem to be more preferred research methods by researchers than qualitative studies (14.3%). Qualitative research usually takes a lot of time and requires detailed study. In addition, as the data collection and analysis in qualitative research takes time according to quantitative research, it can be considered as one of the reasons why researchers prefer quantitative and mixed research methods.

When the sample level of the articles is examined, it is seen that the undergraduate students are chosen as the largest sample group with 42.8%. The high number of university students in the sample selection shows that the researchers have chosen the sampling method which is easy to reach.

Results

As a result, when the articles published in foreign language learning are examined, it has been determined that there has been an increase since 2013, including studies using both quantitative and mixed methods, the studies are mostly in English, and mostly undergraduate students are chosen as the sample group. Another result is that there are deficiencies and errors in the method sections of some studies, and there are problems in the method knowledge of the researchers. Also it has been determined by analyzing the results of the articles that the use of mobile applications have a positive effect on language learning.

According to the results of the studies, the following suggestions can be introduce to studies that regarding use of mobile applications in foreign language learning:

- Qualitative methods may be used more frequently to obtain more reliable data.
- Work with young groups.
- In the compilation studies, data on the method section can be given accurately.

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EVALUATION OF TEACHER'S ABILITIES TO CHOOSE APPROPRIATE TEACHING METHODS AND FORMS AS THEIR KEY PROFESSIONAL COMPETENCE (Case Study)

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Abstract

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

Key Words: Professional competence, teaching methods, forms of work organization, evaluation, assessment instruments, and case studies

Introduction

For a quality, successful and effective conduct of the educational process, it is essential that the teacher has the appropriate competences for the teaching profession and meets the requirements that determine their erudite and professional approach to the learners and the process of their education. Requirements for the teacher's personality are summarized and systematized in the so-called teacher's competence profile, which includes the necessary competences of the teacher. The research team of APVV-14-0446 project *Evaluation of Teachers Competences* was looking at how the teacher's professional abilities can be assessed. As part of the new approach to teacher assessment, the team developed a set of assessment tools designed to assess the different competences of the teacher needed for the successful performance of their profession.

An isolated assessment of each individual competence may seem at first glance counterproductive. However, after more in-depth analyses and research investigations, the research team believed that such a way of assessing competences can contribute to addressing the strengths and weaknesses of a teacher, which gives a reliable picture of teacher's work and feedback to the evaluated teacher. The developed assessment tools focus on 10 key competences of the teacher. For each competence a separate assessment sheet (AS) for the evaluator and self-assessment sheet (SAS) for the evaluated teacher were designed. Part of the developed set of evaluation tools is also a list of questions suggested for the post-observation interview (POI) of the evaluator with the evaluated teacher and a record sheet (RS) designed for the notes from the post-observation interview.

The assessment sheet serves the evaluator as a starting point for observing the lesson and reflecting the impact of the monitored teacher's competence on the outputs of their educational work. The assessment sheet addresses several phenomena and categories to be monitored, which determine the assessed competence and facilitate the evaluator's perception of the behavior and performance of the teacher. Their evaluation is carried out either by using a scale that ensures the expression of the range and intensity of the observed phenomenon, or by using other recording tools. Even the teacher himself can comment on the observed lesson using the self-assessment sheet and present their view on the impact of the monitored competence on the course and education achievements in the monitored lesson. The teacher's comments relate to phenomena that correspond with the assessment of the competence in the assessment sheet. This approach to teacher competence assessment provides the two-sided, more objective view of the pursued competence, knowledge, abilities and skills that the teacher possesses to varying degrees. The reconciliation of both the views - the evaluator's one and the evaluated teacher's one, is ensured by means of the post-observation interview. Not all the questions stated in the designed list of questions for the interview must be necessarily asked and used as they were designed, since the situation at the lesson may be very different and it is impossible to anticipate all details of the lesson in advance. The proposed questions are referred to as options only and should not be perceived as binding and fixed. The same is true for assessment and self-assessment sheets. They can be adapted to the needs, requirements and differences of the school and the subjects involved in the evaluation.

Teaching methods and organizational forms of work that any teacher must be able to choose or decide upon and use to meet the educational objectives and content of the curriculum are the basic construction items in any teaching process. It is this ability of their adequate choice and use that is one of the most comprehensive competences of a teacher and it is largely reflected in learners' learning activities and acquired knowledge.

Over the centuries many scholars, educators and scientists have tried to define the notion of teaching method. In modern pedagogy, we can find definition of the term method as deliberately organized content of teaching, teacher and learner activity (Stračár, 1977), as a coordinated system of teacher's teaching activities and learner's learning activities (Maňák, 1990) or perception of the method not only as a means and a way, but also as the interaction of the subject matter, teacher and pupil (Petlák, 2004). Especially mutual teacher-learner, learner-teacher, learner-learner interactions, i.e. cooperation accepting the different psychological, social and somatic differences of learners leads to the achievement of the set educational goals. Their achievement serves as the basis for monitoring the professional qualities of the teacher (Kalhous, 2009).

In the professional literature, various authors present various typologies of teaching methods. More traditional ones are usually based on oppositions, such as interpretative vs. heuristic methods (Lerner, 1986) or information source (verbal, illustrative, practical methods) or phases of teaching (motivational, exposure, fixation, and diagnostic methods). Other typologies reflect the use of a logical process (inductive, deductive, analytical-synthetic, comparative methods) or the activity and independent work of the learners (declarative, problem-solving, creative methods) (Kalhous et al., 2002). Currently, experts guide teachers to use modern, activating teaching methods aimed at encouraging learner's motivation for learning to support the intensity of experience, thinking, acting, developing cognitive processes and critical thinking (Sandanusová et al., 2018; Petlák, 2000; Petty, 2004; Wurdinger & Carlson, 2009; Pecina & Zormanova, 2009; Čapek, 2015). Recommended methods include, for example, brainstorming, experiential teaching, teaching in real-life situations (Maňák & Švec, 2003), problem solving and project work, snowball method (Zormanová, 2017), and many others.

At the same time, the competence of the teacher to select and implement adequate teaching methods and organizational forms of teaching includes considering all learner abilities, differences, and competences, as well as the teacher's decisions about which method to use and how to implement it efficiently in order to elicit its impact on the learner. In addition, the question of appropriate choice of teaching resources is also linked to the choice of teaching methods and forms (Stranovská et al., 2018; Lomnický et al., 2017).

The organizational form is part of the formal aspect of teaching, but it interferes with its procedural side too. It also has impact on the overall class climate. Velikanič (1967) uses this term to refer to the organizational arrangement of the conditions for the realization of the content of the teaching, applying one or more methods and appropriate teaching aids, and respecting didactic principles. Similar definitions can be found in the works of Maňák (1990), Turek (1998), Obdržálek (2003), and Žák (2012). Despite the well-established definition of this term, in pedagogical literature as well as in teaching practice, teachers often confuse it with the concept of teaching method (Lomnický et al., 2017).

The term organizational form of teaching, however, should be used in its broadest sense. Turek (1998) presents its typology based on three aspects. First, forms related to learners as objects of education and training (individual organizational forms of teaching: one learner - one teacher; collective organizational forms: more learners - one teacher; mixed organizational forms: a combination of individual and collective forms). Secondly, the forms in the context of teaching process place: school-based organizational forms (classroom, laboratory, gym, and others) and out-of-school organizational forms (home study of learners, outing, excursion, ski training, swimming training, and education in the gallery, library, museum, cinema, and others). Thirdly, the forms in the context of the teaching methods and curriculum used (the way in which the subject content is communicated, the process of achieving educational objectives): individual and frontal work of the learners.

A responsible teacher tries from the start of their teaching career to make every lesson well thought out, planned and taught as best and as effectively as possible. The teacher becomes competent thanks to constant self-education and practice, i.e. by realizing and justifying their positive professional performance and possible failures and lapses. Every teacher should constantly strive for self-improvement. Mostly they analyze, at least for themselves, or with their colleagues or learners, some of the didactic and methodological procedures used in the lesson and try to use the "good", appropriate ones and eliminate the "bad", ineffective ones in the lessons which follow. Performance, self-reflection and self-assessment should become part of their profession. Their performance, however, can and must also be judged by their supervisors (head-teachers or their deputies, school inspectors) or other competent colleagues. The dialogue between the evaluator and the evaluated teacher can be considered as an objective analysis of the professional performance of the evaluated teacher if based on reliable, objective records from the observed lesson. Most often, it is a written record of the observed phenomena in an observation sheet.

In two case studies below, we analyze the teacher's competence to select and implement adequate teaching methods and organizational forms of teaching. The issue of self-reflection and evaluation of this competence has theoretically and practically been discussed in several publications (for example, Lomnický et al., 2017; Boboňová et al., 2017; Stranovská et al., 2018; Sandanusová et al., 2018; Petlák, 2000; Petlák, 2004; Kalhous, 2009; Kyriacou, 2012). In the first three stated monographs published within the above mentioned research project, the designed tools: the assessment sheet (AS) for the evaluator and the self-assessment sheet (SAS) for the evaluated teacher as well as the list of questions suggested for the post-observation interview (POI) of the evaluator with the evaluated teacher and the record sheet (RS) for the post-observation interview, are introduced.

Both the assessment and self-assessment sheets followed two basic goals. The first one was to find out what teaching methods teachers use in each phase of the lesson and how they can identify them and determine their appropriateness and relevance based on their impact on learners. The second goal was to find out what organizational forms the teacher used during the lesson, and how they instructed and grouped their learners.

In the assessment sheet (AS, Part A) the following phenomena were expected to be recorded:

- number of phases of the observed lesson and their names identification;
- teaching methods used in each phase of the lesson, their purpose of use and impact on learners;
- appropriateness and suitability of the different methods used as to the aim of the lesson and its subject matter as well as to the age and interest of learners;
- logical sequence of the methods used, ensured dynamics of the lesson.

In the assessment sheet (AS, Part B) the following phenomena were expected to be recorded:

- use of organizational forms of teaching (as related to the identified phases of lessons) and their names identification;
- way of informing learners about the form of work for the activity;
- quality of the instructions related to the forms of activities;
- grouping of learners: who grouped learners (teacher or learners) and on what basis they were grouped (level of knowledge, practical or physical performance, gender, interests, placement techniques); whether the groups were homogeneous or heterogeneous.

In the last part of the AS there is also room for conclusions and recommendations from the evaluator as well as for the statement of consent or disagreement of the evaluated teacher with the opinion of the evaluator.

In the self-assessment sheet (SAS), the evaluated teacher is required to reflect and analyze their application of the competence in the observed lesson from their point of view using identically formulated questions as they are stated in the AS. Bothe sheets differ just in one item - in SAS, there is a logical omission of the recommendation of the evaluator to the evaluated teacher.

The relevance and comprehensibility of the final form of the sheets (AS, SAS, POI) was tested and verified during the school teaching practice of the first grade master's degree students at Constantine the Philosopher University in Nitra (Slovakia) in the winter semester of the academic year 2018/2019. Their mentors acted as evaluators and teacher trainees as the evaluated teachers.

However, there are also numerous evaluation records, in which the teacher-trainees performed in both roles - evaluator and evaluated teacher. The analyses of these research materials showed that neither teacher-trainees nor their mentors had any major problems with filling in the tested sheets. Furthermore, we were pleased to find their good pedagogical and methodological preparation. Some critical remarks relate just to the records regarding the impact of the methods used on the performance and reaction of the learners. In some cases, this item was slightly misinterpreted or misunderstood, or there even was no comment there.

Case Study 1

Annotation

The testing of the sheets was held in an English lesson in the fourth grade (school-leaving class) of a secondary grammar school. The lesson had a standard length of 45 minutes. The evaluated student teacher (further EST) set out two basic aims for the lesson: to revise the spectrum of present, past and future grammatical tenses used in the audio-recording of a given textbook unit (in the analysis of which graduates were to demonstrate the required level of comprehension of the listening text) and to practice future tenses in communicative assignments.

The EST introduced the topic of partnership relations to the learners using a didactic game, in which they practiced past and present tenses in a natural way through an online quiz about famous film-star couples. In this warm-up activity, the learners worked in pairs and in a downloaded mobile application responded to the visual stimuli projected on the interactive whiteboard. In the second phase, the learners worked with a textbook in which they first expressed their views on the identified couples by a dialogue method led by the evaluated student teacher. This introduction was followed by listening comprehension tasks based on the textbook exercises which the learners completed independently, but they worked in pairs while doing the tasks related to the revision of already known present and past tenses. In the third phase, the task of the learners was to identify future tenses listed in the worksheet, which was designed by the EST as a supplementary learning material. The learners worked independently and checked the answers in pairs. In the last part of the lesson, the learners practiced future tenses in a communicative activity (predicting the future – fortune telling). In this method of role-playing, several teaching aids were used: the interactive whiteboard and the data projector, pictures, the cellphone, worksheets, textbook, audio-recording, role cards, and dice.

During the lesson, the evaluated (female) student teacher used several methods: motivational method of a didactic game - quiz, discussion, method of listening with comprehension, method of working with textbook, method of practicing grammatical tenses and method of role playing. The evaluated student strove to develop all four communicative skills, but with a logical emphasis on developing listening comprehension. In contextual use she repeated and strengthened the already learned grammar subject matter (present and past tenses) while respecting the primary goal, i.e. practicing future tenses.

The entire lesson was conducted in a pleasant, relaxed atmosphere; it was logically thought out and appropriately implemented. Learners' responses were positive, they willingly and with interest came in all the activities, and although they were "self-confident" graduates, they fully respected the teacher because of her enthusiasm, personality traits and professional prerequisites, her level of English language command as well as responsible methodological realization of a detailed lesson plan.

Analysis

The aim of the lesson was to repeat the present, past and future verb tenses with an emphasis on future tense and practice listening comprehension using different teaching methods and forms of work.

The teaching methods and organizational forms of work used were appropriately selected and creatively implemented. The evaluated student teacher largely respected the structure of the self-assessment sheet she filled in after the lesson was over. She did not have any problem with determination of the basic phases of the lesson (motivation, exposition, fixation), which basically coincides with the identification of the phases made in the AS by her evaluating teacher. While the evaluated student in her class names three phases of the lesson: 1. motivational, 2. expositional, 3. fixative, her evaluator in the AS lists four phases: the first - warm-up, as the motivational, but the second phase - *description of the persons,* is identified by the evaluator also as motivational and she interprets this second part as an introduction to the exposure phase and correctly perceives it as an introduction to the following listening comprehension. The third phase of the lesson is named by the evaluator as the exposure phase - stated as *listening,* which coincides with the identification stated by the evaluated student in her Self-evaluation Sheet. The both teachers (the evaluator and the evaluated student) identify the activity called *"fortune teller"*, chosen by the evaluated student for practicing future tenses, as the fixative phase. Interestingly, while the evaluator explains the nature of each phase correctly with at least one or two words, the student is not yet feeling the need for explanation.

Both in the AS and in the SAS, Part A, the teaching methods used are addressed. When analyzing the records, it can be stated that neither the evaluator nor the evaluated student teacher had a fundamental problem with filling in the adequate phenomena required to be recorded in the tables. Also noteworthy is the finding that the EST was not only able to name the methods used, but also to justify the purpose of their use. In this, both the assessments stated in the AS and SAS are quite consistent. In addition, the analysis of the used methods recorded in the evaluated student teacher's SAS points to a more accurate identification of the methods than those records made by her evaluator (for example, in the third phase of the lesson, according to the evaluating teacher, the purpose of using this method is to listen with comprehension, while the EST states its purpose is to complete/fill in the exercises which corresponds with her intention recorded in her lesson plan). On the other hand, a critical remark should be made in the case of an incorrect indication of the activity instruction as a *demonstration method* named by the EST in her SAS. Other methods (dialogues, work with the textbook, practicing activities and exercises as well as another, and final didactic game) are precisely identified. However, both the teachers seem to have a problem with verbalization, or a description of the impact of each method on learners. They do not describe learners' reactions (verbal or non-verbal), but rather reiterate the purpose of their use (for example, in the AS, the evaluator states the purpose of the first used method - a didactic game, is "to introduce the lesson´s subject matter" and the entry of the EST sounds similar: "Motivating learners, introducing them into the topic." However, while the evaluator identifies the impact of this method on the learners more precisely with the note "relaxed, interested in the lesson," the EST does not precisely and clearly understand the impact on the learners and identifies it as "motivation, activating learners."

As stated in the Annotation, the lesson taught has many positive aspects and the evaluated student teacher can use appropriate methods not only to arouse interest of learners, but also to achieve the set objectives. She was able to motivate the fourth-graders from the very beginning with the introductory didactic game - a quiz about famous couples from the film industry. As she states

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in the SAS (part A2), she considers this didactic game – the quiz, to be *fully suitable* for achieving the aim of the lesson, i.e. revision of the previous grammar subject matter, which was accomplished by the method of practicing through the exercises designed in the worksheet. The evaluator's assessment varies. She marked listening with comprehension and the final didactic game (*Fortune teller*) for practicing future tenses as *fully appropriate* methods. None of the teachers considers them to be *largely appropriate, unsuitable* or *inappropriate* (scale options given in the sheets).

As for the use of the methods in terms of adequacy to the age and interest of the learners, both teachers expressed themselves more concisely. They consider the initial didactic game and the discussion about partner relationships to be *fully appropriate*. Likewise, the final role-playing game for predicting the future, in the evaluated student teacher opinion, was *fully appropriate* for the learners. No methods in this context were identified as being *less suitable* or *inappropriate.*

The next section of AS and SAS, item 3, leads users of both the sheets to judge upon the logical sequence of the methods used to ensure time dynamics. As we know, the learners worked with different tasks using several methods. Both the teachers agree that these methods followed each other smoothly and logically phase after phase. However, with the justification for this claim, both the evaluator and the EST seem to have had a problem. The EST only re-enumerates the methods used and rather states their purpose of use instead of justifying the smooth continuity. Inaccuracy is attributed to the momentary inability to appropriately verbalize own thoughts, the substance of which is correct. In contrast, the evaluator´s reasoning is brief; the idea is incomplete, since she merely states: "*warm-up → the evaluated student teacher introduced the topic excellently*." It can only be assumed that this first activity indicated the dynamic continuity of the used methods. As was also apparent from the positive reactions of the learners, from their expressed interest, the lesson was dynamic and interesting. However, in point 3b none of the teachers consistently expresses the time dynamics of the individual methods. Although they equally argue that diverse methods have ensured the appropriate temporal dynamics but stating just the names of the methods in the sheets does not inform the reader whether the alternation of the methods also implies their appropriate timing.

Thus, the evaluated student teacher used six teaching methods in total and organized the individual activities in two basic forms, using pair work, and individual form of work. Consideration could be given to the activity in which she could also work in groups. Learners were always informed in advance of the organizational form of work. They always were given clear, factual and concise instructions, and even more, the instructions were summarized by some of the learners. When working with grammar exercises from the textbook, an individual form was used that dominated especially when practicing listening comprehension to the textbook text while didactic games were performed in pairs. As for organizational forms of work at the lesson, both the agents express their ideas in part B of AS and SAS as they were used according to the stated phases of the lesson. In the SAS, the EST also lists the third, frontal form of work she used, according to her, when the learners answered her questions during checking the correctness of the given exercise. However, it is not clear from the record whether it was a frontal or rather an individual form of work. The evaluator herself mentions only the two forms used (AS part B, item 1) - pair-work (first phase: warm-up quiz and fixation phase at the end of the lesson: didactic game); the second form is the individual work applied for listening comprehension in the second phase, but also without commenting on the learners' reactions. In the first phase of the lesson (didactic game - quiz), the learners grouped themselves into pairs according to each other's sympathy, and in the 2nd and 3rd phase of the lesson, the learners were split into pairs according to the same principle. However, the evaluator did not pay proper attention to the grouping of learners and her record in the AS (Part B, item 4) is rather confusing. It is recommendable in solving and controlling grammar tasks that the evaluated student (as stated in SAS, item 5) provided learners with the opportunity to choose either individual work or pair-work.

Regarding responsible lesson planning of the will-be teacher, her respectable approach to teaching the lesson and the quality of the records, both in her SAS and in the evaluator's AS, it can be stated that the EST demonstrated that she has already acquired the competence of the appropriate selection and implementation of teaching methods and organizational forms of work during her undergraduate training. Similarly, the finding that the designed and used record sheets do not cause any major problems for their users is equally pleasing.

The professional potential of the EST is also documented in the analysis of the post-observation interview (POI) between her and the evaluating teacher. Her reactions, responses, and insights can be considered not only cultivated and comprehensible, but also professionally sound and relevant. A proof of this potential and the enthusiasm of the evaluated student, are her claims in the POI record sheet. This whole record can also be considered a suitable educational material for other will-be teachers.

The first question of the post-observation interview focuses on those methods that belong to the evaluated teacher's favorite and preferred ones. The EST can name several methods that she considers to be popular and tries to implement them in her teaching. It is gratifying how the EST can reasonably justify the meaning of their use and their potential impact on learners. As she rightly states, methods such as heuristic, problem and project teaching and a didactic game activate learners - the more interesting, challenging and practical the tasks are, the more they learn and are motivated for further work. The demonstration method helps with a better and faster understanding of the subject matter. The method of practicing is suitable for practicing grammar and can serve as an illustration, especially when explaining a new language. The teacher believes that she has used appropriate methods to achieve the aim of the lesson and has enriched the required method of working with the textbook by adding others (didactic game, practice, dialogue, and others). All the used methods required long-term and thoughtful preparation. During planning, she had to think about including a demonstration before the activity the rules of which were more difficult to understand. As she states: *"Because it was an activity of individuals working with the textbook, I wanted to include other forms of work so that the lesson would be dynamic and interesting. Likewise, I was thinking about the objective that was to practice the grammar, and for that I used a didactic game that enabled the needed practice."*

The evaluated student teacher in her SAS claims she prefers group work and mainly pair work activities. In these organizational forms of work, she sees several benefits. But she adds individual and frontal work is also needed. Variety and alternation of work forms ensures the dynamics of the lesson and the diversity of learners' experiences. However, she is aware that there are always such learners in each class who prefer to work independently.

No matter how the activity planned may be interesting, if the teacher does not give clear, comprehensible, and concise instructions with adequate examples before its implementation, any of them can become ineffective, and even more, the learners may get confused. The EST is fully aware of this; hence she gives examples, uses demonstration, and, moreover, asks learners to repeat the basic instructions after her. As she says, "*learners will know immediately what to do, and the level of accomplishment of the task will be at a higher level*."

Alternation

The analyzed lesson respects modern, humanistic approaches in foreign language teaching. It has a sophisticated, logical structure that is achieved throughout the entire lesson via appropriately planned and used teaching methods and forms of work. The methods and activities used ensure the overall dynamics of the lesson. In addition, the way the EST instructed the learners to implement them, how she motivated them and how she established a natural friendly contact with them was reflected in the overall positive climate of the class and in achieving the aims. Such a characteristic of a lesson does not seem to require any major change or alteration. On the other hand, every human activity, including a lesson, can be modified and improved. Sometimes a teacher can prepare any interesting activities using modern learning approaches, methods and aids, yet learners do not respond as they would wish, for various subjective-objective reasons. Therefore, it is advisable to have some additional, supplementary, extra activities that can be used, as opposed to general texts in textbooks, to satisfy the needs of specific learners in a class.

So, when we ask ourselves what to change at this lesson and why, we can suggest the following:

- when choosing to use two didactic games, consider which of them can be more effectively implemented in groups rather than in pairs; Reason: greater formal diversity and dynamic activity of pupils;
- when working with a text for listening comprehension, work more with a wider diapason of techniques, especially in the second, more detailed analysis of the text, the so-called "While-listening stage"; Reason: deeper understanding of the text, increasing the learners' deliberate attention to the perception of facts, phenomena in the text;
- at the end of the lesson, as it follows from the EST's lesson plan and from the assessment records themselves, there is no summary of knowledge and feedback from the learners on the part of the EST; Reason: Fixation of the subject matter and verifying the effectiveness of work at the lesson;
- there is no mention of the possibility of assigning a homework, either in terms of *Partner Relationships* or linguistic tasks - practicing future tenses; Reason: deepening knowledge and skills, motivating the following activities.

Case Study 2

Annotatıon

Evaluation of teacher's competence to choose appropriate teaching methods and forms was carried out in a chemistry lesson in the 4th grade of secondary grammar school. The topic of the lesson was *Carbon in Inorganic Compounds* and the lesson had a standard length of 45 minutes.

The evaluated student teacher started the lesson with a test during which she learned the acquired knowledge of the learners. She introduced the new subject matter material using the method of Socratic discussion, during which she relied on their acquired knowledge about the topic, which she gradually developed during the explanation of the new material not only by presenting theoretical knowledge but also by giving examples from life and by application of cross-curricular knowledge and relationships from chemistry, biology and geography. The fixation phase was focused on application and acquisition of the presented

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knowledge, which the EST assessed positively during the feedback phase. She used the frontal form of work with learners at all stages of the lesson.

Analysis

The aim of the lesson was to acquire basic knowledge about carbon in inorganic compounds, its use in industry and household. In connection with the main goal, the EST also formulated partial objectives, namely: to acquaint learners with another form of carbon - diamond, its practical use and technical processing. Then, she continued with the third form of carbon - the fullerene, which she called "the 21st century hit" during her discussion with her mentor. She wanted to point out the fact that she had given the students the latest knowledge within the lesson topic.

Both AS and SAS are formally well-filled, but during their more detailed analysis we can find some mismatch and incomplete comments on the item. The records can be considered less comprehensive, lacking even the note about the used teaching aids in the lesson. The names of the lesson phases were identical in both sheets (AS and SAS) with just one difference - in the AS, the evaluator also mentioned feedback phase (as a separate phase) at the end of the lesson, which the EST did not identify. She considered the practice phase of the new material to be the last of the three phases: testing, explanation and practice. It is important to mention that the EST provided also timing for the lesson phases: testing - 15 minutes, explanation - 15 minutes and practice - 10 minutes.

In the area of the used teaching methods, both teachers - the evaluator and the evaluated teacher, state that the first method used was the motivational discussion. Then, the method of dialogical discussion follows which the evaluator characterizes in more detail as a Socratic discussion. The biggest discrepancy can be observed in naming the third teaching method used which was identified by the EST as a revision. In contrast, the evaluator calls it fixation method. We believe that the name fixation method was incorrectly stated by the evaluator because of the content of the third teaching phase, the purpose of which was to fix the knowledge. The information that is unclear in both records in the AS and the SAS is the impact on learners. We can exemplify it just by presenting one example where the evaluator reports that the method of the Socratic discussion has the following impact on learners: *relying on their knowledge*. Thus, the evaluator's statement rather captures the general nature of the method, not its actual impact on learners, i.e. their verbal or non-verbal reactions.

The motivational interview, the Socratic discussion and the fixation are evaluated by the evaluator in terms of the goal of the lesson and its topics as *fully appropriate*, but without any specific justification for their suitability. The EST considers motivational interview and revision as *fully appropriate* and dialogical discussion as *mostly appropriate*. Just as the evaluator, she neither gives any justification for the methods used, even though both the sheets (AS and SAS) invite their users to such reflection and formal record.

In terms of the age of learners and their interests, the evaluator considers only the discussion method to be *fully appropriate* but does not comment on the other methods used. As the reason for the relevance of the discussion method, the evaluator states: big interest of pupils, to show what they know, playfulness, interest in the subject; while not distinguishing between the two types of discussion used in the lesson, i.e. motivational and Socratic, as opposed to the EST, who specifies and indicates all three used teaching methods as *fully relevant* and *appropriate*.

The logical continuity and coherence of the methods used in the different phases of the lesson is considered by the evaluator and the AST to be *fully appropriate*, providing the time dynamics of the lesson. The rationale behind their statements is less transparent, but positive when both point to a logical and smooth transition between the three phases of the lesson.

Out of the different forms of work, the EST used only the frontal form of work with learners. She discussed the topic of the lesson with them, introduced and elicited some examples about the topic from real life and tried to connect the topic of the chemistry lesson with knowledge of learners from other subjects, especially from biology. The record of the mentor is well-formulated; it describes the learners' activities and their responses/reactions just as the item states it in AS. The evaluated graduate identifies herself with the record of her mentor-teacher in AS. Her descriptions of the activities (in SAS) are more concise, she is not able to fully verbalize the activities yet. She only states that learners were actively involved in the discussion.

Both agents - the mentor and the evaluated student teacher, equally claim that the learners were informed about the form of work (implementation of activity) in advance. The instructions for the activities were, according to them, clear, factual and concise, though, the reason for claiming this is not sufficiently explained, they just state that *the learners did not have problems to do the activities*.

The SAS in Part B5 requires the evaluated teacher to comment on the possibility to give learners some space to express their opinion about the methods and forms of work used in the lesson. Being still not an enough experienced teacher caused that the EST commented this item by a not very relevant statement that the age category of learners (i.e. secondary grammar school graduates) *are unable to comment on the organization of teaching*.

Luckily, the EST experienced the need to receive feedback from the learners at the end of the lesson (*whether the learners understood the topic and whether they enjoyed the lesson*) and she asked about their opinion on the lesson and, as her mentor stated, the learners had expressed praise of her lesson and so had the mentor.

As to the recommendation for improving the professional performance of the EST, the evaluator (mentor) puts much emphasis, stated in the both parts of the AS, on the indispensable role of teaching practice and the need to increase the number of observations and active teaching. The mentor even says that *observation and active teaching is a substantial part of will-be teachers and novice teachers training which often is much neglected*. Moreover, in the conclusions and recommendations the mentor adds: *in free time, go to school and attend and observe lessons on your own initiative.*

Based on the records in the assessment and self-assessment sheets, and in the record sheet from the post-observation interview, it can be stated that the educational goal of the lesson was achieved. The chosen teaching methods and organizational forms were appropriate and made it possible to achieve the goal of the lesson. The whole lesson was led in a stimulating and relaxed atmosphere and in principle met all the demanding requirements that are part of the teaching process.

Alternation

As to the used organizational forms of work, we would suggest applying more dynamic forms of work as e.g. pair-work or group-work. However, in the post-observation interview, the AST says that she uses group-work mainly in laboratory when learners perform some research activities. From her answer, therefore, it is clear she is also familiar with non-traditional organizational forms of work, and she wants to use them in the future relevantly to the environment in which she finds herself and the activities she does with her learners.

Some attention could also be paid to the motivational part of the lesson if the test had not been written. We suggest thinking about methods a teacher could use in this phase of the lesson (for example, brainstorming, demonstration, illustration). Furthermore, it would be useful to reconsider the explanation phase, what other methods the student teacher could use to introduce new subject matter material (such as problem solving tasks or observation) which would require adequate use of technical or non-technical teaching aids.

Conclusion

Based on the records in the Assessment and the Self-assessment Sheets, and in the record sheet of the Post-observation Interviews, it can be stated that the educational aims at the both lessons analyzed in the two case studies were achieved. The chosen teaching methods and organizational forms of work were appropriate and made it possible to fulfill the intended teaching aims. Both evaluated student teachers already govern the researched competence in a good deal, moreover, their lessons were conducted in a friendly, relaxed and constructive climate, which was reflected in the creation of a positive and effective interaction not only between the learners but also between the evaluated student teachers and the whole classes. Last but not least, the researched team via its numerous similar case studies of all the researched teachers' competences is entitled to claim that if their evaluation is based on verified assessment instruments and done appropriately, it can have a very positive impact on the quality of teacher's work and thus on quality of educational achievements.

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THE 2^{1ST} CENTURY CITIZENS AND SOFT SKILLS

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Abstract

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

Key words: soft skills, emotions, emotional intelligence, communication skills, thought

Introduction

Technological, socio-economic, political and cultural changes caused changes in education. Global world requires new citizens with 21st century skills. They include hard skills which people gain through education, trainings and certifications and soft skills "that enable people to navigate their environment, work well with others, perform well and achieve their goals with complementing hard skills" (Flaxington, 2017**).**

Soft skills is a wide term. They are "a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others. They give opportunity to people to achieve their goals, work well and have a success" (Wikipedia, 2019).

What are soft skills?

There are many definitions of soft skills. The Collins English Dictionary (n.d.) defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude. The Cambridge dictionary (n.d.) gives a short definition. Soft skills are "people's abilities to communicate with each other and work well together**"** (Internet source 4). Almost the same definition is given in Oxford dictionary. Soft Skills are "Personal attributes that enable someone to interact effectively and harmoniously with other people".

But what exactly are soft skills? Soft skills are the personal attributes, inherent social cues, and communication abilities needed for success first in university than at work. Soft skills characterize how a person interacts in his or her relationships with others. "Soft skills include attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, time management, motivation, flexibility, problem-solving, critical thinking, and conflict resolution (The Balance Careers, n.d.). In the end we can say that soft skills are a combination of people's skills. Namely emotional skills, communication skills and interpersonal skills" (Career Contessa, 2018). Each of them includes different skills which can be taught either at university or later.

Aim

Soft skills cover different spheres of human beings' behavior and action. From the above given definitions we find out that soft skills are needed in every sphere of our life--in business, in universities, in families etc. We stepped in the 21st century with a number of challenges, like: global changes and new technology development; working with people of different nationalities, religions and culture side by side; changing of professional requirements for employment; environmental pollution; job restrictions etc. The question is who should bring up the 21st century citizen, and how the citizen of the new world will solve the above-mentioned issues. The answer to this question lies in education, namely in higher education. One of the main tasks and challenges of higher education is to prepare students for the world of today and to equip them with the skills that will be most required in a changing world. Such skills are increasingly included in many organizations' requirements, or at least in their expectations from them and are the skills underlying retention and promotion in organizations. The aim of the article is to show the way how to teach students soft skills on the example of communication skills.

Communication skills

Most important soft skills are communication-based. Strong communication skills are needed both at university and at work. People need to communicate with their friends and with other people, to respond to challenges and manage their emotions and express empathy, they also need to be able to speak clearly and politely with people over the phone and in writing, make right decisions, express their opinions and share their ideas. They will also likely need to be good listeners. So, communication skills are variable. They include abilities to listen, to make presentations, to negotiate, to persuade, to write reports and proposals, to make a speech, to use and understand body language, to think critically etc.

In order to succeed at work, university graduates need at least some of above mentioned soft skills as every employer wants an employee who is able to effectively interact with others. Soft skills are "very hard to teach, so employers want to know that job candidates already have the soft skills that enable them to be successful in the workplace" (The Balance Careers, n.d., a).

Today soft skills are very important to achieve the goal and make a good and successful career. They are often called people skills or emotional intelligence, refer to the ability to interact amicably with others. They help people to resolve conflicts, solve problems, and provide excellent customer service, can lead to stronger relationships with colleagues, vendors, and other professional contacts.

But still what are communication soft skills?

Communication soft skills are the tools you use to clearly and effectively converse with others, set expectations, and work with others on projects (Career Contessa, 2017). Traditionally, communication falls into three categories: verbal, non-verbal and written communication. Verbal communication is something that comes more naturally to certain people—and it's a highly ranked skill in the university and in the workplace. For this it's necessary to enunciate clearly, to ask questions, and to state your needs and wants. You should be mindful when speaking with your friends, employees, colleagues. Verbal communication is extremely important when you are having a casual conversation, a discussion about a client, a brainstorm on a project (Career Contessa, 2017). During non-verbal communication great attention is paid to eye contact, body language and facial expressions. It helps people to be more successful in communication with others.

Written communication is very important. Every detail should be envisaged especially in writing emails and correspondences. They should be professional. University students have a lot to write. They write essays, letters, and stories. All of this greatly improves their written communication. One of the most valuable communication skills in the digital age is the ability to convey need-to-know information clearly and concisely. Knowing how to write briefs, memos and executive summaries will make you a valuable asset to your team, and you can prove your savvy with digital badges. Once you've learned how to write a memo and summarize detailed information, your short and snappy communications will set you apart from the sea of senders who sometimes share more than what's needed (University learning store, 2016).

But 21st century is the century of technologies. So, new types of communication appeared. They are 1.**Online communication that** means speaking with colleagues and stakeholders, collecting information via emails. They need to say more with fewer words and inspire action without inciting reaction. Some recipients like friendly greetings and smiling emoticons, while others tend to keep interactions brief. It is very important emails to be written correctly and accurately and on time. Success greatly depends on it. 2. Phone communication that means to communicate via telephone calls. Phone communication is not easy because you are lack of using body language or facial expressions. To be successful you have to introduce yourself before you speak, allow pauses for others to finish and thank people for their time and contributions at the end of the call.

It should not be forgotten that communication begins with listening. A key part of good communication is being a good listener, knowing how to consider and empathize with what others are saying and feeling. Besides, one can learn a lot while listening. You should respect your partners and friends, share their opinions and ideas.

University courses practice students to improve their ability to interact face-to-face with others, to make presentations, to correspond. They meet a lot of people at university with different backgrounds. The ability to meet other people and socialize with them, to correspond with them is invaluable when they enter the workplace.

How to improve communication skills

As Wikipedia (2019) states, "Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. It is the meaningful exchange of information between two or more living creatures." The most significant aspect of communication is to be able to make an exchange efficient. Learning how to deal with the challenge of effective public speaking, efficient discussion or debate, having a strategic dialogue, writing emails, using social media tools, and many other ways of communicating your ideas and thoughts is vital if you are determined to be successful (Top Universities, 2013). Hard skills can be learned, soft skills are much harder to learn, at least in a traditional classroom. They are also much harder to measure and evaluate. Some teachers think that soft skills are not “teachable”. On the contrary, they can be taught as a separate discipline or together with the discipline which is taught at university.

Skills that are taught at Universities

- **Communication skills** (verbal, non-verbal, written, online, phone);
- **Emotional Intelligence** (Self- awareness, self-management, social awareness and social skills);
- **Interpersonal skills** (Problem-solving, adaptability, positivity, Collaboration, honesty, work ethic, ability to manage stress). In this article we will discuss communication skills, how to teach them and how to assess. It has steps:

Step 1. At the beginning of the course, the teacher presents the concept of soft skills and their inseparable role in learning and academic achievements and after graduation from the university.

Step 2. The teacher presents the skills that students can “learn” and develop at university.

Step 3. The teacher presents the skills selected to be a part of the course, defines them and highlights their relevance for the course.

Step 4. Students choose the skills presented by the teacher to be their target of development within the course.

Step 5. Students are given the cards which include activities /assignments for the development of the skills.

Step 6. Students document their development, using the activities, reading materials, reflection questions and exercise guidelines provided to them. They mark them in detail in the reflective journal.

Step 7. After 4 (or more) weeks, the students submit a general reflection of the work they have done and receive feedback.

Step 8. The teacher accordingly assesses the work done by the students and provides feedback. The assessment is based on the extent to which the student shows understanding of the concepts, commitment to the process, insights along the way, development since the starting point, and not by the level they have reached at the end of the process. There may be peer feedback (optional), students gather in small groups, share and discuss their opinion, / provide support and insights to each other. We start teaching Soft Skills with developing Communication Skills because English is taught for communication. Feedback is documented by a student and is added to the reflective journal with his/her feelings, thoughts and ‘take-away’ from the feedback**.**

Students are given cards with assignments. They do what they are asked to do and write them down in their journal. It takes quite a long time to do all the assignments but it is important to develop Communication Skills. Communication Skills are of different types and it’s obvious it needs a time. Below are shown the examples of assignments.

Assignment # 1
• **Getting to know the Skill**

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- Read the Article – "How to Develop Good Communication Skills" (Co-authored by Gale McCrear). (Internet source 12).

Qs: 1. What did the article teach you about the skill?

2. In your view, which are the three most important things about the skill?

Assignment # 2

Watch the TED lecture – The way to improve your communication skill (Internet source 13).

Three things I took from the lecture

1.

2.

3.

Qs: What did the lecture add to the article?

Define the Communication Skills in the article and at the lecture.

Assignment # 3

Qs.

1. What is the relevance of the concept of Communication Skills to the course??

2. What is the importance of the skill to your success in the course in studies and in life?

Assignment # 4

From the general to the personal.

Think about Communication Skills on a personal level.

Do you have Communication Skills?

Do you have any weaknesses you want to improve?

How would its improvement promote the quality of your everyday life and your success?

How would you do it and who can help you?

Assignment # 5

Exploring your communication skills

Think about different areas of your life in which you can use Communication Skills.

Create a table presenting the areas of growth and fixed Communication Skills. ?

What did you learn from it?

Assignment # 6
Facing Failure Think about the time you failed. What happened? How did you cope with it? What did you tell yourself while experiencing it? How did you feel about the work failure in general?

Assignment # 7
Comfort Zone Draw a circle. Write in it all the things that you do well and feel comfortable doing. This is your comfort zone. List the things that lie outside your comfort zone that you are reluctant to start or pursue. What stops you? What do you need to start doing them?

Assignment # 8
Self-Talk Listen to yourself talk when you are tackling something new or difficult. What do you tell yourself? Are you using a growth or fixed language?

To assess Soft Skills is so far as difficult as learning/teaching them. We can use Students Questionnaire. Students fill it in, analyze the answers and evaluate themselves. They highlight their strengths and weaknesses to improve it nearest future.

Student final assignments

	How would you summarize your experience with the tool?	**Strongly Agree**	**Agree**	**Neither Agree Nor Disagree**	**Disagree**	**Strongly Disagree**
	I feel the process was meaningful for me					
	I feel it needs more time					
	I began an important proces					
	I want to continue this process					
	I had insights that have never had before					

	I learned to look at myself in a more reflective way					
	I felt a need to share the process					
	I made changes in my everyday life					

Teacher also assess students achievements is developing Soft Skills –Communication Skills asking them questions.

Final assessment- teacher

1. How many assignments did the students complete?
2. Did the students demonstrate knowledge and understanding related to the skill?
3. Did the students use relevant examples to their goals?
4. Did the students connect theory and the personal experience?
5. Did the students use relevant examples to their goals?
6. Did the student relate to issues that helped him/her or could help them?

Conclusion

Life shows us that people need different skills to be employed well. Skills are not easy to acquire. They take a lot of time and diligence from us**.** Soft skills are like a living organism in that they shift constantly. Communication is an ever-changing landscape, too. The ways of communication in different situations are different. So, great attention should be given to what language you are using while communicating with others, if you are friendly, polite, if you use body language and are a good listener for communicating successfully.

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WHY HAS MEMOIR LITERATURE LOST ITS POPULARITY IN AZERBAIJAN AFTER 1990?

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Abstract

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

Key Words: a memoir, autobiography, diary, Azerbaijani literature, XXI century national literature.

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Introduction

One of the trend genres of world literature in the XXI century is a memoir. Letters, diaries, journals, memoirs, and reminiscences are part of autobiographical works. The term 'memoir' comes from the French word for memory. It is a genre of literature where the author writes about his or her memories, usually going back to childhood. "Memoirs are typically written by celebrities, world leaders, prominent athletes, etc, at the same time anyone can write a memoir, and sometimes they turn out to be great works of literature even when the author hasn't led a particularly unusual life" (Literary Devices, Terms and Elements, n.d.) The works written in this genre are more readily welcomed by readers nowadays. This genre does not have a volume limit; it can be a short/ wide article or a thick book. "Closely related to, and often confused with autobiography, a memoir usually differs chiefly in the degree of emphasis placed on external events; whereas writers of autobiography are concerned primarily with themselves as subject matter. Writers of memoir are usually persons who have played roles in, or have been close observers of, historical events and whose main purpose is to describe or interpret the events" (Encyclopedia Britannica, 1998). The writer can mention and write in his/her memoir about several people as well. The main requirement of the memoirs is to describe the events in which the author is personally involved. Memoirs are closely related to socio-political processes and historical events additionally.

Memoirs have been written since the ancient times, as shown by Julius Caesar's "Commentarii de Bello Gallico" (English: Commentaries on the Gallic War), but the well-known French writer Michel de Montaigne laid the foundation of this genre, with Essais (Essays) in 1580. "The popularity of memoirs has risen and fallen over the centuries. There are many examples of memoir from the Middle Ages, the Renaissance, and from the twenty-first century. Perhaps memoir is most popular as a form in the modern day, however. This could be because of the advent of the internet and the ease with which we are able both to research our own stories and to publish them" (Literary Devices, Terms and Elements, n.d.). Famous writers and philosophers of the world: Jan Jack Russo, Wolfgang von Goethe, Alexander Pushkin, Vissarion Belinsky, Maxim Gorky, Leo Tolstoy, Georgy Zhukov, Aziz Sharif, Francis Bacon, Henry Fielding, George B. Shaw, Romain Rolland, and others created engrossing examples of the memoir works. In XXI century not only writers but also other famous people, like politics, sportsmen, actors, activist, celebrities have presented most original, compelling, poignant angled memoirs to the large auditory. Today memoirs are more popular than ever. They are common on best-seller lists of books with some recent memoirs selling millions of copies. "The last ten years, the popularity of books with "memoirs" in the title has sky-rocketed in North America, leading to what Leigh Gilmore has called "the memoir boom" (Rak, 2004). In Amazon.com best-seller memoirs were Michelle Obama "Becoming", Tara Westover "Educated: A Memoir", David Goggins "Can't Hurt Me", Trevor Noah "Born a Crime: Stories from a South African Childhood" in 2018. (Amazon.com)

Theoretical Framework

Azerbaijan memoir literature is traced back in XI century. Our prominent pen writers, public figures, and military men created appealing examples of memoir literature. There are mainly four types of memoirs in Azerbaijan literature history:

1. Diary and autobiography;
2. Personal memories about a well-known person;
3. Traveling notes;
4. War days;

Nasraddin Tusi, Khagani Shirvani, Nizami Ganjavi, Abulgasim Firdovsi, Afzaladdin Khagani described some parts, moments, events of their life in their works. It would be quite right to say that memoir genre became more fashionable in XIX century in Azerbaijan: Sayid Azim Shirvani, Mojtaba Navvab, M.Muctehidzade presented appealing works. Abdulla Shaig's "Past Days" (Keçmiş günlər), Omar Faik Nemanzadeh's "My memories" (Xatirələrim), Suleyman Rustam's "Unforgettable Teacher" (Unudulmaz müəllim) and Mehdi Hussein's "One month, one day" (Bir ay, bir gün) are perfect examples for the memoir literature of XIX century.

Some of the most interesting examples of Azerbaijani memoir literature are "The Copybook of a Young" (Bir cavanın dəftəri) and "Twenty Years of My Life" (Həyatımın iyirmi ili) by Azerbaijani outstanding writer Yusif Vazir Chamanzaminli. There are two memoir works about Hussein Javid by his family members; "Memories about Javid" (Cavid haqqında xatirələr) and "A book of a young" (Bir cavanın dəftəri). "A book of a young" is one of the bestsellers in Azerbaijan, according to the Ganun publishing house representative.

Mammad Said Ordubadi, with his memoir example of "My life and the Environment" (Həyatım və mühitim) could give the reader a detailed insight into his life. The book "If I had two Lives" (İki ömrüm olsaydı) by eminent theatrical figure Ali Zeynalov is also a great contribution to the field. Huseyngulu Sarabski, Ahmad Gamarli, Mirmahmud Kazimovski, Mirzaga Aliyev, Sidgi Ruhulla, Ahmad Anatollu wrote memoirs and depicted Azerbaijan theater life and events in details during XIX-XX centuries as well.

Dilbar Akhundzada's "Mushfigli Days" (Müşfiqli günlər), Ummulanin's (Banin) "The Caucasus days" (Qafqaz günləri), Mohammad Amin Rasulzade's "Contradictory memories with Stalin" (Stalinlə İxtilal xatirələri), Hajiaga Abbasov's "My memories" (Xatirələrim), Aliaga Shikhlinski's "My Memories" (Xatirələrim), Sabir Ahmadli's "Unwritten note" (Yazılmayan yazı) are marvelous works of Azerbaijan memoir literature. It is important to mention that there are many woman memoirist who wrote appealing books about their husband, father or son. Hamida Mammadguluzade, Dilbar Akhundzada, Mushkunaz Javid, Turan Javid, Banin and others played an invaluable role, and they played an important role in enriching this genre with new features and content. Memories of Shovkat Mammadova, Rubaba Muradova, Fatma Mukhtarova have a unique style about the great artists' hard-working life. It is also important to emphasize that academician, professor and Haydar Aliyev's wife Zarifa Aliyeva's perfect portraits of a woman, a mother, a doctor, a scientist, a public figure was depicted in various memories as well.

It should be mentioned that in XX century most of the memoirs were dedicated to the first People's Artist of the Azerbaijan Samad Vurghun and Uzeyir Hajibeyov. Unfortunately neither S.Vurghun, nor U. Hajibeyov, or Jafar Jabbarli, Mikayil Mushvig wrote memoirs of events, news that they knew only. Also, the main topic of memoirs in Azerbaijan was war and A. Alakbarzade, I. Shikhli, S.Gadirzade, Sh. Abbaszade, Z.Jabbarzade, M.Murselov wrote magnificent victory spirit memoirs. There are various notes and memoirs about Rasul Rza, Mir Jalal Pashayev, Abbas Zamanov during different times as well.

There are memoirs dedicated to traveling, like Z. Marajani's "Ibrahimbay's Travelling" (Səyahətnameyi İbrahimbəy), I. Gutgashinli's "One visit to Nakhchivan", H.Seyidbeyli's "Notebook of Yugoslavia", N. Babayev's "Memories of Bulgaria" (Bolqarıstan xatirələri), A. Ibrahimov's "Things I have seen in Vietnam" (Vyetnamda gördüklərim) , Ch. Huseynov's "France book" (Fransa dəftəri) and "England book" (İngiltərə dəftəri) and others (Samadova, 2006).

As stated by Sariyeva (2017), "since the independence of Azerbaijan, works in memoir genre are less encountered. Although there were a lot of works on that genre back in the XIXs, now, for authors, it has become uninteresting to write". So, what has happened that after its historic independence Azerbaijan writers and audience lost its interest to the memoir genre? Why?

Methodology

The aim of this study is to find out the actual condition of the modern memoir genre in Azerbaijan literature. For this analysis, both quantitative content and qualitative thematic analysis were carried. The research question is, "Why has memoir literature lost its popularity in Azerbaijan after 1990?" The hypothesis is that- although there is some amount of works in this genre, they are not well promoted to the large auditory. Almost all politicians, deputies publish either autobiography of themselves or their parents.

Data collection consisted of several interviews of literary critics and experts as well as bookshop representatives. Interviewers are the editor-in-chief of "Khatira Kitabi" (Memorial Book) Nazakat Mammadova and Azerbaijani poet and philologist Sabir Rustamkhanlı, as well as representatives of publishing houses and bookshops (Ali and Nino, Uc Alma, Chirag, Ganun, Kitabkhananet). The aim of the interview was to seek answers to the following questions:

1. What is the genre preference of modern readers?
2. What kind of memoir books do you have in your bookshop?
3. Do you have any modern memoir writers' works in your shop?
4. Why do people buy and read fewer memoir works nowadays?

For this research, seven school literature textbooks were analyzed as social artifacts. It is a very effective method to view problems from different perspectives to arrive at real solutions that may be helpful and appropriate in the local case. The limitations are: the findings are not suitable for generalization since this investigation concerns only one literature genre and due to the limited time, it was possible to contact several bookshops and interview two experts. That is why the results cannot be determined whether the writing of memoir books is unpopular in all Azerbaijan or only in Baku.

Findings/ Results

After historic independence of Azerbaijan, great attention and resources are lavished for its literature. "Khatira Kitabi" editorial house started its publication of various memoirs, diaries, letters since 1997. The series consists of a total of 20 books and has been completed in 2015. Parallel with that, "I remember" (Yada düşdü) journal was launched in 2010 and is being published monthly about memoirs of well-known and prominent people of the world and Azerbaijan. The editor-in-chief of both publishing house and journal is Nazakat Mammadova.

N. Mammadova explained that the publication of the journal could give a new breath to this sphere. She believes that the memoirs of prominent figures of Azerbaijan must be promoted not only in Azerbaijan but also abroad. According to Mammadova, those books are extremely compelling and rich with information about different historical periods, personalities, and other events of Azerbaijan. She states: "This magazine introduces the lifestyle and period of prominent people to our young generation". N. Mammadova believes that there is a need to promote the genre of the memory literary genre more widely. "Unfortunately, in recent times people are avoiding talking about memorable events and one another. Many are engaged in advertising themselves. As an opportunity, they want to bring their writings to the world. However, prominent people who are friends must write memories of each other. It is extremely important for modern writers to address to the memoir genre" (Sariyeva, 2017). In order to support Mammadova's words, we could find a way lots of autobiographical books and publications of almost all ex-politics and statesmen in Azerbaijan National Library.

"Khan Memorial Literature" by "Hadaf" published already 37 series from "Khatira Literature" collecting almost all Azerbaijan valuable memoirs since 2015 till now. According to the website "Parafraz" in February 2019, the most sold books in Kitabevim.az library are "Memories about the Caucasus" by Rasulzade, "Mushvigli days" by Akhundzade, "Memories about Javid" by Mishkinaz Javid and Turan Javid, "Old Baku" by Sarabski and "Memories" by Sheykhzamanli. They are of XX century literature and there is nothing about modern memoirs according to the given list (Parafraz, 2019). "These memoirs tell us how these outstanding people, whose names are written in golden letters, have gone through the difficulties and deprivations. They are sincere and that is the main reason that people buy these books" (Haji, 2017). In all online websites of publishing, houses and libraries memoirs of "Khan Memorial Literature" are on sale for 4-7 manats which are quite available for the large auditory. Ali and Nino's representative said that the last five years citizens buy classical local and foreign memoirs of abovementioned publication and the demand for these books are huge.

We have not come across any minister or state officer who wrote memoirs during the years of independence. Ex-president of Azerbaijan Ayaz Mutellibov said that 'he is writing memoir-diary since studentship, notes about Karabagh war, meetings and thoughts and time would come, people would be able to read them, but not now' (Bingol, 2017).

Azerbaijan Public writer, ex-deputy Sabir Rustamkhanli admitted that he would like to write his memoirs, but he didn't have time. "While working it is hard to read and write memoirs," said S. Rustamkhanli. "Some ministers' memoirs will not bring any privilege to them. The memoir genre is not so easy to write. Not everyone can sit and write memoirs. In fact, the memoir is considered to be the most difficult genre of literature. It must be artistic and appealing at the same time, only after that people will buy your book. On the other hand, not every person's life is interesting. People who have an exemplary life can write memoirs." According to the words of ex-deputy S.Rustamkhanli, the second reason is lack of ability to write in their mother tongue. "Even if we can see any memoir published recently by the prominent politician, I am sure it was ordered to be written by the skillful writer." Finally, the last reason is lack of typing and computing skills that old statesmen don't have. Our statesmen don't read a lot, so don't have writing skills in Azerbaijan language" (Bingol, 2017). Apart from foreign literature trend, in modern Azerbaijan, it is hard to encounter any woman singer, artist, public figure to present her memoir book.

Professor A. Huseynov said that well-known people write memoirs, however, only financially supported ones can promote their works. "People would like to buy and read memoirs as it is always interesting to have a look into others life and thoughts, but it must be pure, sincere and as it was without any edition or correction. Unfortunately, it is not always like that and readers can feel it. So, it is the main reason for the unpopularity of modern but popularity of old national memoirs."

Well-known and prominent bookshops and publishing houses were interviewed via telephone. One of the biggest publishing houses representative Ms. Mehriban (Ganun Publishing House, personal communication, March 25, 2019) could clearly describe Azerbaijani readers' preferences and interests during the last five years. She informed that during book fairs people prefer to buy detective, psychological and self-developing books. People less and less chose classics or scientific books. Although teenagers and youth are enthusiastic to buy books, they prefer foreign authors. 'The main reason can be persuasiveness and modernity in them' as stated Mr. Mehriban. According to the Chirag publishing house representatives, the best way for politics is to order writing a book about themselves. "Kitabevim" (personal communication, February 28, 2019) book market representative admitted that classic memoirs are bought well, whereas only some new memoirs are purchased and the main reason is week promotion of them. In spite of that, Hafiz Pashayev and Anar Rza could present their memoirs in the book market.

A representative of "Libraff" book cafe (personal communication, April 18, 2019) surprised informing that people buy memoir books of Bahram Baghirzade (Dreams come true), Tural Abbasov (World tour by bike), Gulaghasi Mirzayev (Ramp life) and from foreign literature of Otto Wagener (Memoirs of a Confidant), Adolf Hitler and Winston Churchill (Memoirs of the Second World War) and others.

As the research artifacts, seven school literature textbooks (from year 5 to year 11) and chrestomathy were observed. It appeared to be that there is some information of memoir writers only after 9th class. They are two works of memoir genre (Mirvari Dilbazi and Madina Gulgun) in the 9th class literature textbook and one work (Ali Karim) in 10th class literature textbook. Again there is not any example in 11th class as it is in 5,6,7,8th classes. All these factors greatly influence the new generation and as a result, today, memoir genre is not in trend in national literature.

Through conducted research at Azerbaijan National Library, it appeared that, indeed, there are writers come along with amazing memoir works:

1. The first trend in Azerbaijan is memoirs about the national leader Haydar Aliyev, meetings with him, his great reconstructions, regime during the Soviet period and independence.
2. The Chairman of the Writers' Union of Azerbaijan Anar Rzayev (Anar) has written several increasable memoir books. The book "Unforgettable Meetings" (Unudulmaz görüşlər) dedicated to the great leader Heydar Aliyev, the novel "Like Kerem" (Kərəm kimi) dedicated to Nazim Hikmet, "Without You" (Sizsiz) devoted to the hard days of losing his parents, "My life is painful" (Həyatım ağrıyır) dedicated to Anvar Mammadkhanli, "We have fight today as well" (Mübarizə bu gün də var) dedicated to Rasul Rza's life and work are best seller and amazing works.
3. Manaf Suleymanov studied and published biographical articles on many Azerbaijani industrial magnates, oil tycoons, and philanthropists such as Zeynalabdin Taghiyev and Uzeyir Hajibeyov. (Suleymanov, M.)
4. Nizami Jafarov – "Tale of Past Days" (Keçən Günlərin Dastanı-2017), Hafiz Pashayev- "Manifest of an Ambassador" (Bir səfirin manifesti -2009), Rizvan Akhundov- "My Aghdam, my soul. My native Azerbaijan: Battalion memories" (Ağdamım qanım, canım. Doğma Azərbaycanım: Batalyon xatirələri-2015), Gazanfar Pashayev- "Sakhavat Seyran: poet, prose writer, translator" (Səxavət, Seyran şair, nasir, tərcüməçi -2015), Timujin Hajibeyli- "Life of migrants" (La vie des migrants-2019), Jeyhun Hajibeyli- "A year in dreams- and whole life" (-2017) are the most advisable modern books in this genre nowadays.

Discussion

The collected data from the observation and interviews strongly indicate that Azerbaijan literature has lots of interesting memoir books of well-known and prominent people. Unfortunately, nowadays memoir works are less being created and sold compared to old times and there are various reasons. Some of them can be eliminated and some of them are inescapable.

According to experts, famous people do not write memoirs either because of language problems or incompetence. Celebrities or famed do not read much in order to gain abilities to write memoirs. The second reason can be given as dubious and uninteresting lifestyle of local well-known men.

Today, unfortunately, there are not many who would like to write in this genre unless we take into account certain exceptions. It appeared that there are several memoirs (manifestos, confessions, a biographical sketch) in modern national literature with rich and vivid details that give the story greater imagery, texture, and impact. The works of Anar, H.Pashayev, N.Jafarov, T. Abbasov, B. Bagirzade can be said to stand out as strong examples of the genre, although they impress in different ways. Even in this short sample of memoirs, it is possible to see a wide variety of styles and approaches, some focusing on excellent dialogue and some using a more descriptive approach. Humor features very strongly in a number of memoirs of XXI century. Whilst it is tempting to try to emulate some of these most impressive qualities, the whole point of the memoir is that it is personal and individual and it is a question of expressing one's own experiences and thoughts in a way which is true and valid, reflecting one's own personality.

Some of the memoirs are well written and well promoted, but as the experts claim the plat is not sincere and pure enough to create intimacy between the narrator and the reader. According to literary critics, because the memoir literature requires sensitivity, accuracy, most writers cannot apply to this area as well. Also apart from the world literature trend, the autobiographies are much more addressed in Azerbaijan after the 2000s.

Conclusion and Implications

Memoirs allow us to experience a moment in their lives from their perspective, feel emotions, appreciate the learning that took place and empathize. The existence of the memoir as a key literary genre is already well established, especially in the USA, but also in Azerbaijan. Azerbaijani memorial literature has passed a very long way of development, has been of great importance in formulating a concrete idea of the political, economic, cultural and scientific situation of different periods. In the history of literature, there are fewer memories in comparison with other literary genres, but it has been chosen as a genre that provides more accurate information about the history and spiritual development of the people.

The present study strongly supports the concept that the memoir genre is very important with its insightful ideas, deep thoughts and methods and both writers and Azerbaijan Writers Union should do their best to promote this genre in Azerbaijan. Conducted observation and interviews could give a clear picture of today's memoir in Azerbaijan. So Azerbaijanis still read memoirs of XX century writers with great enthusiasm and interest.

Our experts in this field condemned modern authors in insincere writing style, deficient ideas and advised them to work hard on their technique. Bookshop representatives advised for more advertisement of modern memoir books.

Overall, this data suggests that several authors presented interesting and attractive memoir works during independence. They should be advertised and promoted as much as possible rather than typical autobiographies of separate individuals.

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USING GAMIFICATION APPROACH IN THE CLASSROOM TO CREATE ENGAGEMENT AND ACTIVE LEARNING

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Introduction

Gamification has become one of the most popular topics of the last few years. The numbers of changes have been made in the teaching and learning processes. The modern educational challenge involves tasks of engaging learners, retaining their attention, stimulating their interests, promoting their skills and maintaining a positive classroom climate in an active learning environment. The educators are trying to promote and facilitate the process of implementing more student-oriented approach in the classrooms. Hence, creating student-centered environment requires putting in practice various methods and techniques which support learners to be actively engaged in the learning process. Since, the role of today's education is not only transmitting knowledge to students, but also equipping them with the skills necessary for the 21st century world, creating more interactive and engaging learning spaces have become the priorities. Although, games concept is too old, using games in the field of education as educational tools is quite new concept (Pechenkina, 2017).The advances in technology has also brought new possibilities, which could be easily applied in education, in other words, ICT tools have become effective teaching aids. If you ask learners, how they can define 'work' , they would definitely associate it with the school/university, but if you ask them to say 'what is play?' contemporary learners would say, 'games'. Therefore, there should be obviously a way to help students learn from what they can do best. This is the main reason why many teachers/educators are researching the various techniques and tools in education gamification. A novel learning experience tends to create students' motivation, increase their engagement, which could be done through incorporating gamification approach in the classroom. Consequently, the paper sheds lights on variety of ways how we can implement it in the classroom.

What does a Gamification Approach imply?

Games nowadays are a part of learners' daily lives. It is known that many people tend to play games. Statistically, the average number of people who play on a daily basis is more than 10 millions. Duo to this, implementing game elements in the classroom allows learners to have fun in the learning process (kocakoyun&Ozadmli, 2018). The primary objective of games is to make the learning process more attractive to learners. The fact that traditional methods of providing some tasks to learners are no longer that much engaging is obvious. If we compare today's learners to the students in the last twenty years, there is big discrepancy between their interests and demands. Hence, we need to meet the needs and the interests of contemporary students. Since, the system of education nowadays, strives to promote more student-centered teaching, applying games which require using smartphones or computers, could be considered as the one of the facilitating elements to create student-oriented environment in today's classrooms. According to Suzanne (Holloway, 2018), "**Gamification** is the use of game design and mechanics to enhance non-game contexts by increasing participation, engagement, loyalty and competition". Well, in order to engage student learning, using gamification approach, through providing game elements and game design methods in a non-game context, plays a great role. Huotari and Hamari point out that (Huotari &Hamari, 2012), engaging in the gamification approach evokes the same psychological experience as games generally do. Understanding of gamification in education can be broad as the use of game elements in non-game contexts, which aims at enhancing learners' motivation and involvement. The paper introduces several applications/ICT tools which could be used for doing interactive activities in the classroom, which can also be referred as game-based mobile learning. Various scholars are researching this topic and there are some who believe that to implement gamification approach successfully in the teaching process requires taking into account the context of its implementation, as well as, the success is greatly dependent on the perceptions of the learning and their attitudes towards this approach. "The recent research has found that the students generally have positive perceptions of gamified learning, which encourages educations to go deeper in the research of this actual issue and find the most effective ways how to activate this approach in their teaching practice" (Pechenkina, Laurence, Oates, Eldridge, & Hunter, 2017).

"All of the studies in education/learning contexts considered the learning outcomes of gamification as mostly positive, for example, in terms of increased motivation and engagement in the learning tasks as well as enjoyment over them" (Hamari, Hamari, & Sarsa, 2014). Consequently, the main question arises here- what are those tools which could help us to implement gamification approach in our teaching?

How to activate a Gamification Approach in the classroom? The list of Educational Tools

Hannon (2017) states that mobile apps can be used to facilitate learners' knowledge acquisition and transfer. Beside the engagement and motivation, using mobile apps that are part of the gamification approach, have a positive impact on acquiring the knowledge. There are a number of applications which are widely applied. This paper introduces several game-based mobile applications which have been experienced by the author. Besides, the paper gives guidance how to use these particular apps to create engagement and active learning in our classrooms.

Polleverywhere is one of the interactive tool, which is aimed at creating interaction and increasing participation. It is a useful tool for making impressive presentations, since it allows us to collect live responses from the audience. You just need to register as a teacher and create a question that you would like to ask to your students. After creating the question, you have the link that could be shared to students. Students can access it using their mobile devices. Using this app in the teaching has a number of benefits. You can start the lesson and do a lead in part with asking a question to students. Once they answer the question, you can see the instant results on the screen. Based on the results, you can easily trigger the discussion or a debate about any topic. Answering the question with their mobile devices creates an interest in the lesson and when students see instant results they feel more engaged and motivated to pursue the discussion. This tool can also be used for getting the feedback. If you want learners to reflect on their learning in the end of the lesson, you can simply make a question and ask them to use Polleverywhere to respond. You can use the feedback results for further debates or making some changes and improvement in the lesson.

One of the education gamification examples is using **Socrative**. Most students find attending the lessons/lectures boring and dull, but this tool offers a solution. It has been created to engage students through a response system, which offer educational exercises using mobile device or a laptop. After registering on the website, the teachers have a great opportunity to create the quizzes. Instead of distributing the handouts to students, you can provide the same questions using Socrative. You will have a "room number" which you can give out to the students. The students will join the session by going to m.socratic.com and entering the room number. It is the classroom app for fun, effective engagement, which also encourages friendly competition among students. Students can work in pairs or groups to answer the questions and while they are answering they can see their progress using the space race mode. Once the quiz is complete, the results are instantly available to the teachers. It allows reviewing student understanding in the class, individual student, or question-level. Socrative provides with the reports, which could be used for giving feedback to students and error correction or a peer review. It is aimed at the digitally native generation, this education gamification program helps teachers adapt lessons to these modern learning styles and better track the results. The role of higher education is not only equipping students with subject-matter knowledge. As we know, the students' expectations have changed and we need to adapt. Implementing one of the techniques of gamification approach in the classroom promotes the 21st century skills development too. For instance, by using mobile devices, any class can become more interactive and fun and the skills such as collaboration, decision making, critical thinking, analytical thinking, creativity, teamwork could be developed. This tool is not only for checking the comprehension or giving feedback to students; it also helps them to be more collaboratively engaged in the learning process and makes them to use both lower and higher order thinking skills.

As student expectations are gradually changing, education has to follow it and create active learning through implementing interactive methods, and this tool could be one of the first steps in making that happen. **TED-Ed** is one of useful educational tool, which allows teachers to create customized lessons for students. The educations are recently talking about the effectiveness of implementing more flipped classroom model in Higher Education. The flipped classroom is an instructional strategy, which is a type of blended learning. This strategy reverses the traditional teaching by delivering the content outside the classroom using the technologies. So, in a flipped classroom, students benefit from watching online lectures and collaborate in online discussions, as well as, carrying out the research outside the classroom (Soliman, 2016). While we are discussing how today's education should promote the developing of the 21st century skills in learners, this is one of the techniques which also facilitates this process. TED-Ed is the tool, which actually supports teachers to implement a flipped classroom. The teachers create their accounts and are able to customize the lectures, adding the videos from YouTube or TED talks. It is not simply a matter of watching a video on a particular topic. Creating lectures outside the classroom also allows teachers/lecturers to add interactive questions, which enables them to track the students' comprehension and progress. In order to dig deeper a particular topic, the teachers can also add additional recourses or links, which students can use to do a research. TED-Ed also allows creating the discussion, where students can comment or write a paragraph about a topic. The students see other comments and can also reply and pursue the discussion. The teachers/lecturers expect students to engage with knowledge that they read through a task set by them. Adding various tasks on TED-Ed, test understanding and enable teachers to look at the responses and inspires them to reflect on their teaching. The students are more motivated and take greater ownership over their learning, because they are able to master/review the content at their own pace, as well as, it scaffolds higher order thinking. It is a good way to help students to be more engaged in the discussion, since it facilitates setting more interactive learning environment. Therefore, if you want to make your learners more autonomous and engaged, simultaneously offering them with the opportunity to develop the research, collaborative working or analytical thinking skills, involving them in the customized lectures outside the classroom through TED-Ed is a solution, which might also be used as a supplementary material.

Additionally, one of the game-based mobile learning tools is using **QR Codes** in the teaching and learning processes. This paragraph introduces some ideas how to implement QR codes in the classroom. There are different QR codes generators, which allow the teachers to create codes and add information they would like the students to find out after scanning those codes using their mobile phones. One of the activities that we can do with QR codes is creating quizzes. We can simply put the questions and ask students to work in pairs or groups; they can mingle in the classroom and scan the codes which could be seen on the wall. We can set the time limit for this activity; the students answer the questions which appear on the phone screen. It creates the competition and collaboration. The treasure hunt can also be planned using the codes. Besides, it is a nice way to assign students research work or additional information. We can stick on the book cover QR codes and the students can read additional information. Instead of giving students handouts, the codes could be distributed, that make them more interested in finding the information. It is also support with assignment, if we think that the students might have some questions, they can use it to get further information. Furthermore, for creating a discussion about any topic or for making a book review, the students find QR codes engaging. An example is displayed below.

Source: https://www.teachstarter.com/au/teaching-resource/qr-code-super-six-comprehension-question-cubes/

Research goal, method and participants

The goal of the research is to get a clear picture in terms of perceptions of the students regarding using gamification approach in the study process. It describes the research carried out at 'X' state university, through a survey. So, the quantitative method was chosen as the method for the research. Thirty responders from Bachelor cycle answered nine questions using survey monkey. The participation was voluntary and it was kept anonymous.

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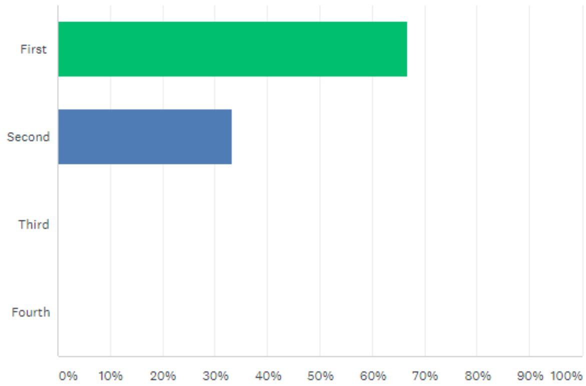
Q1: Indicate your study year

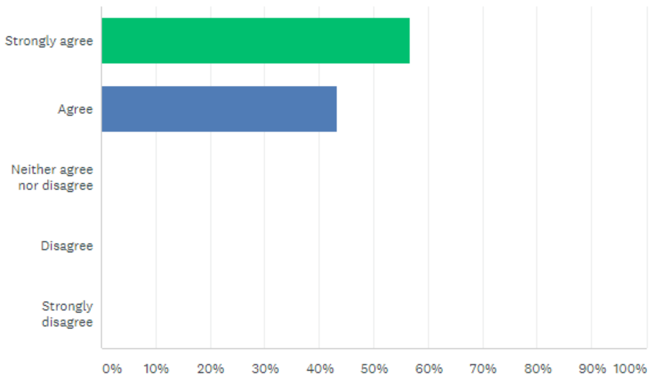
Figure 1: Study year



The majority of responders are from the first year of study. The participants study at the Faculty of Arts and Science and they are majoring in various fields.

Q2: A gamification method increases my interest in the lesson

Figure 2: The students' perception about their interest in the lesson



According to the figure, it can be clearly seen that more than half responders strongly agree with the statement that engaging in the gamification activities increase their interest in the lesson. During the lectures all these students have experienced using above discussed educational tools and as it is shown, those apps helped them to be more interested in the lesson.

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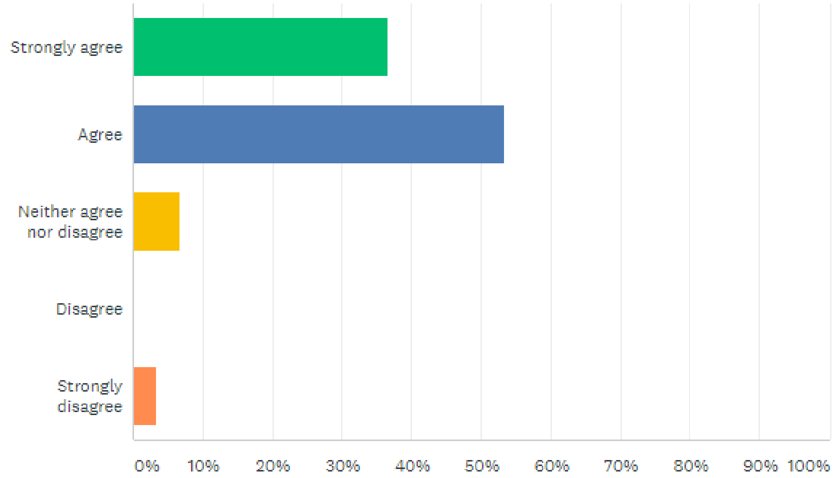
Q3: Being placed in competition with other students in the classroom via a gamification method increases my motivation and engagement

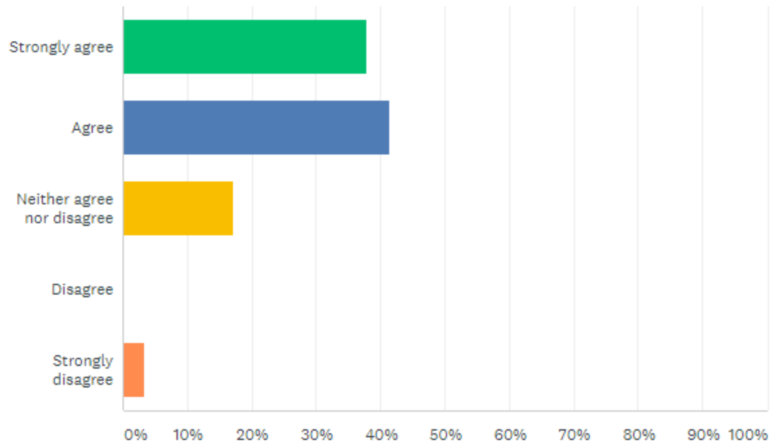
Figure 3: The students' perception about their motivation and engagement



Beside students' interest in the lesson, gamification method has a positive impact on their motivation and engagement. More than 50% of the participants responded that they benefitted from this method. The engagement of the students was higher, when they were asked to use their mobile phones to answer some questions, or do some quizzes. They were more eager to answer the questions with their phones. They were more engaged and because of competitive environment they felt motivated.

Q4: I communicate more with my friends to become more successful via gamification methods and Performing group work with a gamification method illustrates how achievement can be obtained through collaboration

Figure 4: The students' perception about their collaborative work



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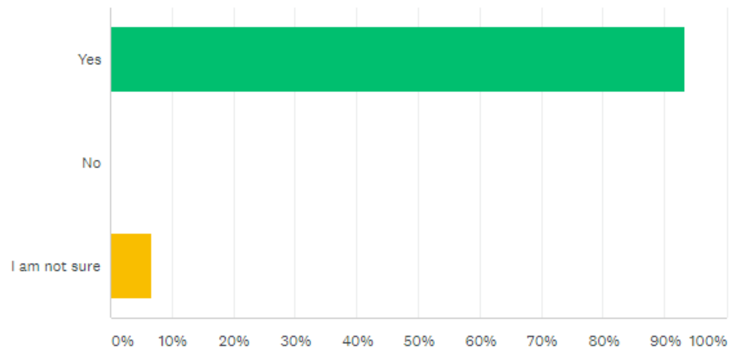
The responses to this question are more varied. As it is shown, less than the half of the participants agrees with this statement. 17.24% responders neither agree nor disagree. 3.45% strongly disagrees. Based on these results, it can be concluded that there are some students who do not benefit from collaborative work, as they prefer to work individually. While, majority thinks that they communicate more with their friends and they can complete the activities better through collaboration.

Q5: Gamification allow me to practice skills (time-management, teamwork, critical thinking, decision-making, analytical thinking, etc)

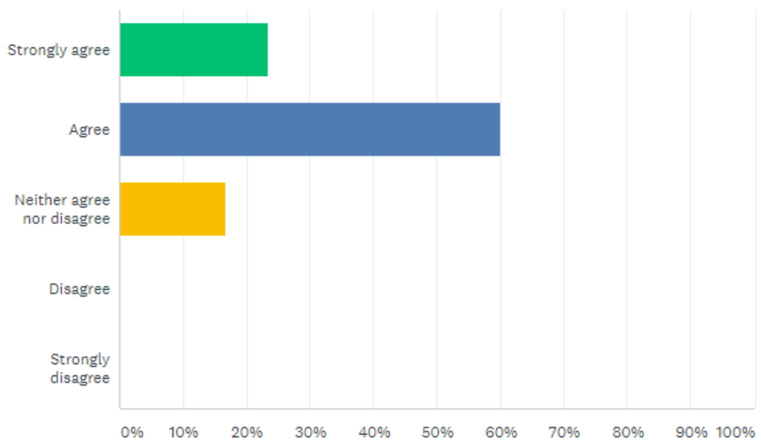
Figure 5: The students' perception about developing the skills



99.33% of the responders state that Gamification allows them to practice skills. Therefore, while students are involved in completing some tasks, with the purpose of understanding the content better or practicing some topics, they are able to practice the skills. Such techniques allow students to use both lower and higher order thinking skills.

Q6: Using a gamification method through my smartphone/computer makes me feel better

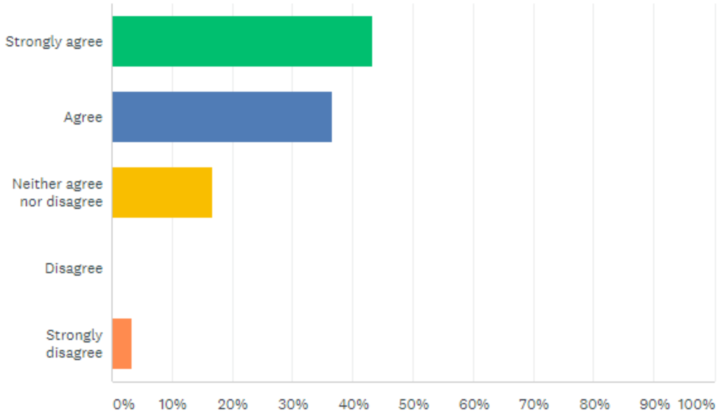
Figure 6: The students' experience connected to gamification method



Most of the participants share the same view that engaging a gamification approach makes them feel better. 16.67% neither agrees nor disagrees. The interest in the lesson rises, when they are involved in various game-based mobile learning activities, as stated by most of the students.

Q7: The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in

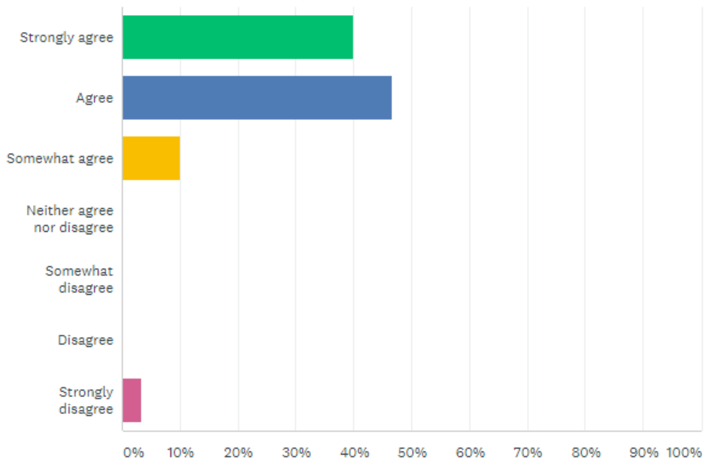
Figure 7: The students' experience connected to gamification method



Almost half of the responders strongly agree with the statement that gamification method allows them to see their achievement status and improve themselves in the areas that they are weak in. Not only for teachers/lecturers, but also for students this is a good way to track the progress and see the strengths and weaknesses. It allows them to work autonomously and take the ownership over their learning. Using above mentioned tools help them to reflect on their learning and make improvements.

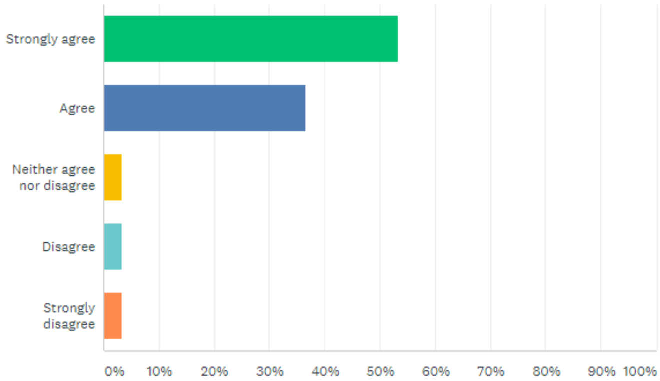
Q8: Use of a learning method blended with a gamification method helped me to understand the lesson better

Figure 8: The students' experience connected to gamification method in terms of mastering the content



Q9: Gamification methods are fun. Gamification methods enable me to learn difficult topics while having fun

Figure 9: The students' experience connected to gamification method



The figures show the results of questions (8&9), which aimed at determining the students' perception regarding how does using gamification approach help them to comprehend the topics of the lessons. According to the figures, it could be seen that majority of the participant find those techniques beneficial and effective in order to improve the understanding of the topics.

Conclusion

Consequently, it is hard to generalize results of the data gained from the mini research that has some limitations in terms of the little number of participants and only one case discussion, or the limited number of apps. In spite of this, it still could be concluded that the students' perception regarding the gamification approach in their study process is positive, since they find it engaging and motivating. The article introduced various educational tools, which could be applied in the teaching process, in order to create active learning. Hence, it is timely to take advantage of mobile app technologies to create new ways for students to personalize their educational experiences. "Learning is most effective when learners are engaged, cognitively active and guided by a goal, and when learning activities are scaffolded and interactive" (Hirsh-Pasek et al., 2015). In this article were discussed why to implement a gamification approach and how to activate it in the classroom. These gamification techniques have been used by educations/researchers since a few years ago and "several researchers stated that gamification has the potential for a positive impact on performance, productivity, and user engagement" (Simões, Redondo, & Vilas,2013). Therefore, implementation of gamification method means that the learners will be able to get knowledge of the subject-matter alongside with practicing the skills in the study process with the use of game-based mobile learning elements. There are much more educational tools, which could also be applied in the learning process and this is topical topic for the further research nowadays.

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DESIGN-BASED RESEARCH: DEFINITION, CHARACTERISTICS, APPLICATION AND CHALLENGES

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Abstract

In recent years medical education has developed dramatically, but lecturers often claim the existence of a gap between theoretical and practical knowledge. In the opinion of the experts in this area, lack of expansion and extension of knowledge frameworks is one of the weak points of research and studies in the medical education area. Because training occurs in complex environments where many factors are also effective, medical education should include both its structure and the theory as well as understanding and dealing with educational problems. In the first decade of the present century, new research methodology named "design based research" was developed, which most experts and journals refer it as a fundamental way to make changes in the quality and applicability of studies and educational research as well as to enhance and improve the practice of instruction in practice. The aim of present study was introducing design-based research and its concepts, features, applications, and challenges. This narrative review was conducted in 2018. For this purpose, authorized English and Persian academic database include Web of Science, Science direct, Google Scholar, international database and library in medical research filed with keywords include design-based research, definition of DBR, DBR applications, medical education, and DBR challenges without date limitation until 2018.11.21 were screened. Overall, 68 articles were selected and after careful reading, 21 article with related subjects were selected for material extraction. Findings: According to authors' view, DBR which combined experimental research with design-based research, could be considered as an effective method for understanding quality, time and the cause of the phenomenon of educational innovation in practice. Also, DBR can be used to strengthen learning and knowledge and it can help to develop the human capacity for change and educational reform. The use of DBR as a scientific approach through the implementation of multiple data collection and analysis cycles can promote the proper implementation of innovations in schools and universities. Usually DBR is formed by initial evaluation of a problem that occurs in a particular context, and this assessment continues throughout design and implementation. One of the characteristics of DBR is the guiding team, which includes researchers, professionals, designers, managers, teachers, trainers and others which their expertise and knowledge may in some way help. The application of DBR in web-based training programs is very evident. The probability of non-returns in short-term projects is one of the main challenges of DBR. A conclusion was made: medical education has developed dramatically in recent years, but it has made little progress in promoting theories. DBR can be used as a bridge between theories and practice and provide the basis for close communication between researchers, designers, and participants which by using sophisticated methods and multiple sources of information, the success rate of an intervention in a particular environment is assessed and ultimately leads to improved theories.

Key words: Design-based research, Define of DBR, DBR Applications, Medical Education, DBR Challenges

Introduction

Medical education has expanded greatly in recent years, so that the number of journals in medical education has been more from the number of researchers in the field, internationally. But the question that arises is that do research in the field of medical education lead to improvements in the application of knowledge? Masters often state the existence of a gap between theoretical knowledge and practical knowledge. According to experts in this field, the available problem in the research and studies of the medical education field is the lack of development and extension of knowledge frameworks in this field (Dolmans & Tigelaar, 2012). According to experts in the field of medical education, research that has been carried out in previous years, or has been carried out in some way which has not added new knowledge to this field, or some of these studies have not had a suitable theoretical background. The importance of this issue is that if study and research does not have a suitable theoretical background, it's difficult to understand and explain the factors affecting in the research and to explain why an intervention has been effective or not. Educational research should be part of the knowledge and theory structure as well as understanding and dealing with educational problems, because education takes place in complex environments that have many factors affecting it. Educational research should examine how these different factors affect together and, how an intervention works or does not work (Dolmans & Tigelaar, 2012; Dede, 2005).

Another critique on educational research has little effect on practice, which may be because researchers' priorities are usually different with the priority of the executives in the field of practice, and the practical aspect of a study is not very high, and priorities and skills of the executives do not overlap with the researchers in this field; the theoretical studies do not follow a special instruction, and this will peak in research based on practice. It seems that the problem is that researchers often try to design that, instead of leading to increase impressment, everything will be ended to the data analysis and collection, and statistical templates will be preserved, and instead of thinking the same at the time of the problem, they focus on that failure to correctly apply methods cause problems (Dede, 2005). In the first decade of the current century, a new research method called "design based research" has emerged that most scholars and journals have called it as a fundamental way for changing in the quality and applicability of educational studies and research as well as increasing and improving the function of education in practice (Anderson & Shattuck, 2012).

Design based research emphasizes the link between research and practice, because direct application of the theory on practice is not possible due to the existence of a complex relationships between theory, and practice. Therefore, researchers, educators and practitioners must work together to identify and resolve problems and gaps in order to eliminate these distinctions by DBR. This approach will focus on research with a periodic cycle of design, application, operation, analysis, and design of new templates (Wang & Hannafin, 2005). The purpose of this paper is to introduce a design based research, including conceptualizations, features, methodology, applications, and challenges, so that researchers can use this research approach to remove the gap between theoretical knowledge with practical knowledge in the field of education.

Method

This study with narrative review approach was done in 2018. A comprehensive review of papers using computer search in reputable English databases such as Web of Science, Science Direct, Google Scholar, international and foreign libraries and databases in the field of medical education was done with the keywords such as Design Based Research, Define of DBR, DBR Applications, Medical Education, DBR Challenges, without time limit, and until November 21, 2018. In the first step, 107 papers which included the mentioned keywords in their titles, were selected and, according to the mastery of the authors of this paper in English, the abstract of these papers was carefully examined. Then, in the second step, 68 papers were selected and studied in more detail with regard to the more subject matter and content validity, content quality, scientific credit, quality, and update the papers. In the third step, the papers were carefully reviewed and a number of papers were excluded from the study process. At the end, 21 papers were extracted which were more consistent with the subject and purpose of the study.

Findings

Definition: In the early 1990s, the definition of "research design" and, later, in 1992 the term "experimental design" was proposed by Brown (Brown & Melamed, 1990), because he believed that research design could remove the gap existing in educational studies and its methodology. Research design was done to understand the learning nature in educational environment and to carry out evaluations that examine educational design based on theories. Since then, various terms such as design experiments, design research, and finally design based research have been proposed (Dolmans & Tigelaar, 2012). Other definitions have been mentioned in many papers to express this concept, educational research and knowledge research has been used, but today the term design based research of DBR has been accepted (Anderson & Shattuck, 2012). Design based research is often described as interventionist or pragmatic in its literature, and like other scientific research, involves identifying, evaluating, applying change and modifying, or intervening to solve a problem (Ford, McNally, & Ford, 2017).

For readers of such papers, it may be that DBR is not a new method, and it's just a new term for intervention research. For example, the method by which the executor examines and evaluates his/her educational methods and improvements, but DBR is not limited to designing, evaluating, and observing whether measures are at the expected level or need to be improved. An important point is that, in addition to the above; one proper DBR also looks at the nature of the complexities of education. The relationship between theory and practice is the most important aspect of the difference of DBR with similar methods. Another point is that DBR uses different methods to understand the factors and their effect, that is, it focus on both the results and on how to emerge results. In fact, real based research can only be done by DBR and other methods. For example, the use of mixed-method, in which both quantitative and qualitative methods were used, and are very important in DBR, and lead to a deep understanding of the results, and for research that seeks to respond the questions like "How does it work?" and "Why does it work?" as well as studies that are aimed at increasing awareness and improving our understanding of the issues in the field of medical education, is appropriate (Dolmans & Tigelaar, 2012). According to the authors, DBR, which combines empirical research with theories based designs, can be a useful way to understand how, when and why the emergence of educational inventions is in practice, as well as DBR in an effort to strengthening learning and creating knowledge can be used to help improve human capacity for educational change and reform. DBR is an emerging paradigm for studying and learning the systematic design of educational strategies and tools, and it has been argued that DBR can help create knowledge and expand it, as well as develop and maintain an innovative and active learning environment. For example, the Riser Project, a research program to support the training and learning of the lesson of biology, showed that DBR, in addition to achieving good results in the project, also demonstrated the level of understanding and psychological aspects of students (Design-Based Research Collective, 2003). Proper implementation of innovation is a critical factor in improving the performance of education, and research should be aimed at helping teachers and trainers to acquire the knowledge and skills necessary to implement these innovations. However, in the process of developing and implementing innovations, there is often an imbalance between designers and professionals, which makes the implementation of projects in practice not sufficiently successful. Design based research is based on close collaboration between researchers, designers and participants, resulting in more integration and coordination between theory and practice in education system. In addition, it's believed that in order to bring the theories closer to practice in the educational environment, it's necessary to pay more attention to the goals of the individual which are in the learning position, which will result in the promotion of the application of these innovations in a wider environment. This will not be possible unless the design team and specialists participate in planning and designing innovations in the same educational environment (Stemberger & Cencic, 2016). It should be noted that implementation of DBR in a real environment and in practice can significantly enhance programs in terms of resources and budgets, since it enables the design team to evaluate its hypotheses in the same real environment and Identify and reject unfavorable events and process (Easterday, Lewis, & Gerber, 2014).

Discussions about the transformation of theories and theories into practice in the field of education have always been the subject, and it's felt that the results of the research are not sufficiently effective in practice. Given the complexity of teaching and the learning environment mentioned above, it's not reasonable to focus research on the passive publishing of knowledge, but should use it to solve problems in the field of education, and today it's believed that knowledge should be created from practice. In order to improve the education and learning of researchers and professionals, innovations must be used in practice to advance forward education. Using DBR as a scientific approach through the implementation of multiple data collection and analysis cycles can promote the proper implementation of innovations in schools and universities. It now seems to be the time to advance research based design in education system (Shah, Ensminger, & Their, 2015).

DBR Features

An important feature of DBR is that it does not occur in an experimental and theoretical environment, but in a real environment where education and practice take place. The second feature is that it relies on the complex nature of training and learning. Therefore, the design is implemented and evaluated in a standardized and natural learning environment, which leads to the identification of new dimensions of problems that design can rely on. The third feature of DBR is its reliance on theory, and aims to advance theories in the complex educational environment and the factors affecting it. The fourth feature is that in DBR only one evaluation method is not used, but it involves both quantitative and qualitative methods to understand the complex relationships between students and instructors and the tools and content as well as the contradictions in the same relationships. Finally, its fifth feature, which leads to collaborative work among designers, instructors and learners in each levels and expertise, is designed and evaluated (Dolmans & Tigelaar, 2012; Design-Based Research Collective, 2003). According to Anderson and Shattuck, these features are accepted for DBR including 1- The emergence and implementation of it in an educational context and in a real environment that this issue validates our research and assures us that greatly results can be used in practice. 2 - Designing and focusing on a specific intervention, in the sense that an effective intervention should be able to transfer from the experimental class environment to the real and normal class. 3 - A suitable platform for collaboration between researchers and teachers to overcome the functional problems of education through the accurate creation and evaluation of its environment and texture. 4 - By recording time, requirements, facilities and possibilities can evaluate the achievement of the results and goals of the program. Another point is that in a practical education environment, the teacher is both a researcher and a teacher at the same time; studies in this field have shown that teachers often refuse to continue the exact process of research because of their busy. Also, the researchers are not fully aware of the cultural and technical complexities, and teaching rules of the real classroom to be able to create or discover the effects of interventions. Therefore, the coordination between them can effectively solve problems and defects in the construction, design, intervention, application and evaluation of theories. Another important point is that teachers and researchers are sometimes confused in distinguishing between design based research and practice based research, although both methods have similar patterns. But there is "reflection" at all steps of DBR, and that the practice based research is done by the teacher and lacks the energy, potential and skill of a design team (Anderson & Shattuck, 2012). DBR processes are flexible during application. Schwartz et al. argued that design should be flexible, but sustainable with the important principles of learning. In addition, in order to improve a design process, researchers must also be aware of changes during the design process, so that applying any change in design aspect must be consistent with other aspects of design, and so that the researchers by balancing their roles, should be addressed both design and research and its structural form. Objectivity and validity of DBR are widely increased by methods such as study, expert review, evaluation, case study, interview, retrospective analysis, and by a combination of these methods. Methods may also focus on the needs and to improve research. Researchers may use different methods to review and record observations and changes in the classroom environment, while moving toward practicality and effectiveness of the methods. He also recommended the following principles in DBR. 1- Support design by research from beginning. 2 - Determine the practical goals for the theory and its expansion and follow the program. 3 - Focus on research in real situations which has feedback capabilities. 4 - Work closely with participants. 5 - Follow the research method systematically and purposefully. 6 - Analyze data in retrospective repeatedly. 7 - Improve the design in a developmental way. 8 - Evaluate the extent of generalizability and general ability of design (Wang & Hannafin, 2005). Usually the start of DBR is formed with an initial evaluation of a problem that occurs in a particular context, and this evaluation continues throughout design and implementation. The DBR team includes researchers, professionals, designers, managers, teachers, trainers, and others whose expertise somewhat may help by their knowledge (Herrington, Reeves, & Oliver, 2014). Also in DBR, learners' participants and those who are known as program stakeholders are essential along with specialized team (Russell et al., 2013).

DBR Application

A practical example of design based research was provision and setting up of an educational portfolio to improve the professional performance of teachers in higher education with regard to different educational aspects and the need for communication and the alignment of education and evaluation, done by Dolmans. This work was done using multiple methods of collecting data and a combination of quantitative and qualitative methods. In the first step, the Delphi method was first used to collect data, and then meetings were held to examine the theories and its shortcomings. In the second step, evaluations and studies was done on a small group to achieve new dimensions and methods of interventions that were carried out by the Portfolio. In the third step, comments, responses and actions of teachers were examined and evaluated. Finally, a study was done on portfolio evaluation methods and executive criteria to improve its quality (Dolmans & Tigelaar, 2012). In Wang research in the field of Tele Education and the use of online services in education, it’s stated that the design based research model contributes to progress in practice and has shown a high potential in this regard. Of course, DBR does not replace other methods, but somehow, with the design and research coverage extends the practice being context of theory. The design based research claims collaboration and the coordination between theory and practice, which in this study, DBR was able to improve and extend the design and theories of Tele. Tele design and research activities can be more bilateral than before, and designing educational environments will be combined with the expansion of theories. In DBR, researches are based on the evidence, and cause the creating tangible changes in Tele, and designers use evidence to improve it. Additionally, DBR provides the basis for creating and studying useful operating methods that their dimensions are not yet clear. Finally, it was argued that design based research has the potential to build theories that both meet the needs of teachers and improve the educational process, as well as help teachers to understand better Tele education (Wang & Hannafin, 2005). In the research by Hege, Kononowicz, and Adler (2017) in the field of training and improving clinical decision-making and diagnoses fields and using virtual patients, the DBR method was used with aim of designing a system for upgrading tools, details of models, and eventually pushing students to reach a conceptual map for differential diagnosis of patients. During the implementation of the program, the capability of using virtual patients was recorded and reviewed using a primary sample, as well as comments and suggestions of students and professors, and then provided to researchers and authors of the project. Subsequently, a review and revision was carried out during the implementation of the new program, which included displaying new details, the possibilities of advanced search, applying new frameworks and templates, and, in some cases, improving speed and ordering processes with the aim of improving educational conditions and clinical decision makings for students.

A study was done with aim of improving clinical evaluations of students during clinical stages using web-based education by Bacon et al. The method of this study was to develop a web-based program called Feed for the Future by using DBR. The research approach focused on designing and researching simultaneously on the promotion of technology and its development. In this way, continuous reforms were carried out taking into account the participants' processes and reflections, and finally, the results of the DBR study were considered as a proper approach to the performance of web-based tools and its development (Bacon, Williams, Grealish, & Jamieson, 2015). In another example, a study by Dornan et al. was done with the aim of finding a way to improve self-direction training and problem based learning (PBL) for medical students in a clinical environment by DBR method. The main purpose and method of this study was to design and plan a web-based learning management system that could enhance PBL in students and clarify their clinical purposes for them. In this study, the purposes of the program are monitored step by step according to the feedback, as well as participants involved in the process and supported by the executors. The results of each group were recorded and, feedbacks were evaluated in formative. Finally, it was argued that DBR improved the system, as well as increased persistence and enthusiasm in students (Dornan et al., 2005).

A study by Subramaniam et al. (2015) was done with the aim of using DBR to improve adolescent literacy. The method of this study was to use DBR to design, implement, and revise in Hack Health program. They studied on the data collection in the literacy skills and the level of health literacy of participants in Hack Health and related challenges using various tools such as participant observations, surveys, interviews, recording their web activities and also a series of specialized forms. To analyze the data, qualitative and quantitative methods and then the results were used. Finally, the results indicated that the improvement and evaluation of these skills and the active collaboration of the participants would ultimately improve the long-term perspective of such projects in society.

In another example, Koivisto, Haavisto, et al. (2018) held research with the aim of promoting and improving clinical competencies and reasoning and creating the necessary competence in clinical environment for nurses. The method of this research is to adopt a DBR method for designing and planning a simulated game, in collaboration with researchers, trainers and students. In the first step of DBR, the principles of design were first extracted from theoretical knowledge and theories, then in the next step, these principles were evaluated in terms of credibility and validity, then the extracted empirical knowledge immediately was carried out in the clinical environment. The results of this study provide the basis for redesigning these projects and the feasibility and use of similar simulated games in the future, and projects aimed at educating and learning clinical reasoning or other similar projects. Authors and researchers of this project described the role of DBR as effective in developing clinical skills in nursing education.

Another study with aim of introducing design based research and its consistent to the creation of educational models, was carried out in collaboration with three universities including VIA in Denmark, Huddersfield in England and Metropolia in Finland. As mentioned, the aim of this study was to introduce the concept of DBR for proper design and creation of principles and model of education and development. One of the results of this study was the production of an educational model of NESTLED and its redesigning principles. According to the results, the role of trainers and instructors as a facilitator in the education subject is essential. In the study, a large number of researchers and designers and experts in education field were involved to use the DBR method to design and create new learning environments and develop them internationally. The NESTLED program is now used to train nursing instructors to facilitate educational simulation in all three countries involved in the ongoing project, and the tested model can be used to ensure the quality of this educational method at a wider level (Koivisto, Hannula, et al., 2018).

Another study by Rose et al. was done on the factors that increase self-esteem and enhance the success factors of students in life. The method of doing it was the DBR approach and designing a proper diet and examining its effect on the success of the curriculum and social programs. After the planning of the project, a curriculum improvement evaluation was carried out that the results of statistical tests and data analysis as well as the views of project researchers, DBR could provide a useful framework for better evaluation and effective monitoring of the project (Ross, Mitchell, & Williams, 2017).

DBR Challenges

Although design based research is rapidly becoming a popular method in educational research, but question is that is design based research method suitable for short-term projects like masters or PhD? In most references, as well as the opinion of the experts in this field, DBR is a design with long-term approach that involves several steps of repetition and redesign, development, and revision, and may not be a suitable template for short-term projects because DBR has the number of steps and many cycles in its design and implementation process. The response to the previous question may lie in the response to this question that, basically, what is the basis for repeating cycles and time of the project? And how is it determined? (Pool & Laubscher, 2016). Of course, according to Pool and Laubscher, two studies in PhD degree have been able to successfully implement their study principles and interventions using DBR, given their time constraints (Hakkarainen, 2009).

The disadvantages of a design based research are that it often has no generalizability, since the review has been done for a specific subject and terms and with specific criteria and is only applicable to the same. Another disadvantage associated with complexity and time consuming of DBR is its high reliance on redesign, which testing and improving theories may be neglected. However, some designs focus more on testing or proving theories, and others focusing on the application of theories. But one should not forget that all these studies use theories and help to improve it and seek to respond the question that, are these theories are practical (Dolmans & Tigelaar, 2012). Another critique on DBR is, for example, when it’s responsible for research, review, evaluation, and redesign, here the assurance to the inclusion of this project will not be definitive. Among these features and concerns, it is found that DBR has features that are the basis for improving educational knowledge and improving experimental research; but raised questions is that, how much does DBR be used? Or what are the issues affecting it? Is it used in a region, state or country, or global? And the more important question is that, do design based research is also done in large-scale or only on a small scale (Anderson & Shattuck, 2012)? From another perspective, the challenges of DBR are described so that first challenge is related to the methodology, that is, for example, knowing when to modify or continue a method is somewhat difficult, because there is no standard for effect evaluation, and even if it's useful, it's impossible to measure it in other conditions in terms of useful. The second challenge is the ability to implement and its application, for example, the presence of the researcher in the educational classroom will lead to people not displaying their normal behavior, or even that the teacher and the professor do not want to apply these conditions in his classroom. The third case is changes in samples, that is, changes in new fields of planning or behavior with participants that may occur at any time. The fourth case is the need for this method refers to the full data collection on a large scale, which itself requires a lot of time and effort (Wang & Hannafin, 2005).

Discussion

In our country, the use of design based research is still unrecognizable and unconventional, and it may be said to be somewhat neglected. It's worth noting that most of the studies done in this field is in the United States with 73% with a huge difference compared to the next countries, and then the Netherlands and the United Kingdom with 5% and 4%, respectively. Also, the number of papers published in this field has reached from less than 20 to about 400 studies in time range of 2000 to 2010 (6). The results of the studies state that most papers of the DBR field include these concepts in their studies over the past decade. First, design based design is continuing to expand throughout the world after United States, and second; most interventions have been in the field of online education and mobile learning technology. Third, DBR projects provide much information, but the exchange of this information is still not high, and the exchange of information should be extended. Fourth, the reference to the important feature of DBR, which is the study, explanation, and modification of theoretical and theoretical foundations while application in the practical environment. Fifth, qualitative analysis on empirical studies has shown that the results are focused on the findings of researchers and on the effect of interventions on participants and learners findings. In other words, the focuse on both theory and practice have almost existed in all studies. Finally, most studies point to the progress of programs and studies and the coordination between theories and interventions in the educational environment (Anderson & Shattuck, 2012). A systematic review of the DBR status and position over the past decade has been done by Zheng. In this study, 162 papers related to this field have been reviewed. The demographics of this study showed that DBR was the most widely used and applied in the field of higher education. Also, DBR has also been welcomed in the field of distance learning. In the case of design based research, most studies were also done on a qualitative method, which is consistent with past opinions by experts in the field which DBR can be qualitative and descriptive. Data were collected mostly by interviews and questionnaires. In the discussion of educational fields, the most application and use of DBR has been mentioned in the design and construction of technological and computer interventions (Zheng, *2015*).

Conclusions

Medical education has made remarkable progresses over the past years, but it has made little progresses in promoting theories. Medical education studies and research should go toward measuring, evaluating and improving theories to explain the factors of failure or success, which should, of course, be done under certain conditions. DBR can be used to make a bridge and way between theory and practice and provide the basis for close communication between researchers, designers and participants, until using complex methods and multiple sources of information, it evaluates the success of an intervention in a particular environment and situations, and ultimately lead to improve theories. Design based research, to the same extent that leads to the improvement of theories, needs more effort and attention than other aspects of the study.

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CREATION OF ADAPTIVE LMS SYSTEMS IN POSTGRADUATE EDUCATION

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Abstract

The article considers the development of the market for postgraduate education in the context of requirements of Industry 4.0. The composition of the main providers of the educational services market has been determined. Among them are groups of universities, consulting and educational centres and business schools. The most significant for retraining of personnel are traditional universities and corporate training centres. They allow to effectively achieving students the required level of competence through a highly specialized training program. Universities also build a curriculum based on a competence-oriented approach. However, in fact, the actual needs of business in qualifying personnel are insufficiently taken into consideration in state education standards, which leads to the labour market imbalance. For adapting the existing training system to the new conditions a flexible LMS model has been proposed. It is based on the interaction of business, training centers and the labor market (student). Filling the LMS in such an 'ecosystem' occurs in accordance with the needs of enterprises in the field of qualification of the necessary personnel. As a result, the university or training center provides the necessary tools in the modular LMS, taking into account the prospects for the development of markets in the Industry 4.0. The student sets up the LMS for his individual needs and obtains precisely those skills and competencies that will enable him to become a competitive employee. Therefore, the company receives qualified personnel with a set of necessary competencies. Such an 'ecosystem' allows a flexible adaptation of the content of the educational process to the needs of all participants in the training. Using the proposed approach will ensure sustainable competitiveness of companies by providing the necessary personnel, students - to get the most popular skills and high qualifications, and training centers - to ensure high quality and demand for their educational services.

Key Words: LMS, competences, labor market, teaching methods, postgraduate education, qualification, Industry 4.0.

Introduction

Over the past decades, global transformations have occurred in the world, linked to the new technological paradigm. Total informatization of economic processes definitely affects such an important sphere of human activity as education. The labour market today prefers professionals with a high level of communicative and leadership qualities that can handle non-standard tasks and combine different areas of knowledge. The digitization of the economy and the rapid development of innovation require a continuous updating of the set of professional competencies to meet the needs of the market.

The modern model of vocational training is in the process of transformation, which actively involves the state and educational institutions. At the same time, there are certain imbalances in the system of higher education, which require further elimination. Thus, there is a chain between the employer and the supplier of staff (an educational institution) that is not flexible enough and not well adapted to changing competitive conditions. But sometimes bureaucratized management systems are not directly responsible for the professional employment of graduates.

Vocational training requires the further development of a lifelong learning system that will meet the needs for retraining or upgrading of workers at different levels in line with rapid information and technological transformations in the economy and society. An important role in the training of such specialists is played by the system of postgraduate education and corporate training. The current situation on the labour market is characterized by the availability of several alternative sources of education and practical skills in a particular field. Among them are classical universities, open online education systems, independent and corporate training centres. All these structures rely on the process of providing services to LMS as the main platform for the interaction of all participants in the educational process.

Methodology

The modern vector of development of the educational market is characterized by a clear orientation on labour market demands regarding the required set of professional competencies of employees. At the same time, traditional patterns of teaching at universities do not always provide future professionals with a sufficient level of mastering the necessary competencies.

Despite the development of the information environment, modern educational systems remain, unfortunately, still quite conservative, which prevents them from adequately competing with leading educational institutions in the international environment. But reforms in the economy and the education system, as well as increasing the competitive pressure of alternative players in the educational market, encourage them to look for new managerial decisions that are more adapted to the current and future requirements of the labour market, since their graduates must develop a high-tech economy of the future, the key characteristic of which is uncertainty and variability. The modern system of training and retraining of personnel should quickly adapt to the new requirements, creating favourable conditions for the formation of positive perceptions of changes, creative approach and non-standard thinking in specialists dealing with solving professional tasks, the ability to manage information flows and the ability to obtain reliable data in non-standard conditions (*Sokhatska, 2017a*).

However, the real state of the domestic labour market shows that there are certain imbalances in the area of personnel upgrading and retraining. So, on the one hand, there is a lack of young management specialists' practical experience in quickly solving practical problems in the workplaces, on the other hand, domestic employers in most cases seek an already experienced specialist who is able to deal with complex professional tasks quickly and efficiently, and, accordingly, have no desire to lose time and money on training and retraining of interns. This situation creates the grounds for reducing the share of employment in the specialty of graduates of higher education and a certain depreciation of higher education in society.

In search of answers, the domestic labour market is trying to find alternative ways to ensure the quality training of management personnel, referring to other sources of knowledge supply. Recently, the Ukrainian educational market has seen a significant increase in competition among leading providers of educational services, driven by the trends of globalization and academic mobility of scientific staff, the development of the corporate sector of postgraduate education, and the spread of trends to self-education through open online resources.

The current state of the market of post-graduate education providers can be presented in Fig. 1.

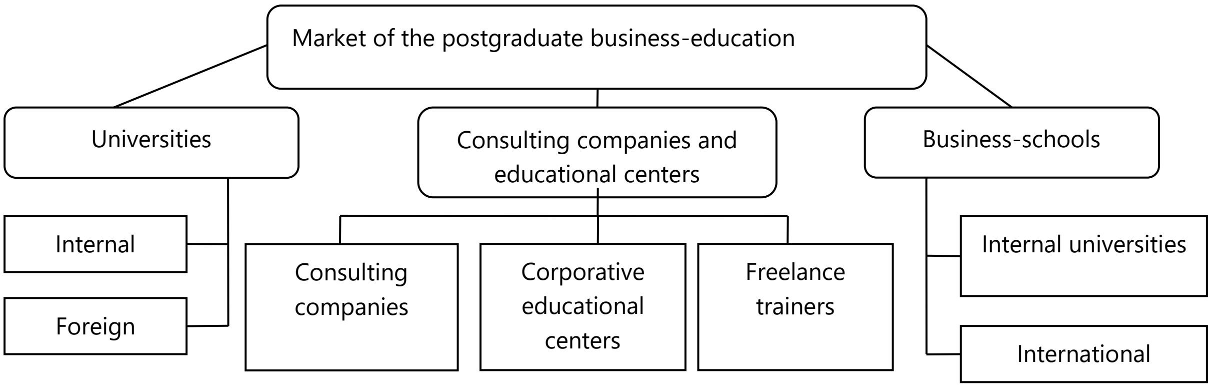

Figure 1: Generalized structure of the postgraduate business-education in Ukraine (Sokhatska, 2016, p. 119).

As one can see, the educational market is quite saturated and actively developing. At the same time, the methodology of training in different market players has fundamental differences. Postgraduate education at universities is based on traditional educational instruments that practically repeat the methodology of basic higher education. This is a holistic system that has a significant historical background, a significant scholarly contribution and a broad theoretical foundation.

An important role in shaping the modern educational system in Ukraine is played the European educational policy, which needs to be harmonized with the national standards of education. The successful experience of the European Union countries shows that it is necessary to form not only educational system elements but also the implementation of a comprehensive Education and Training 2020 strategy (European Commission, n.d.).

The modern educational system in Ukraine is based on the introduction of national standards of higher and vocational education on the basis of the NFQ, approved by the Ministry of Education and Science of Ukraine. Schematically it is possible to represent it in the form of such elements (Fig. 2).

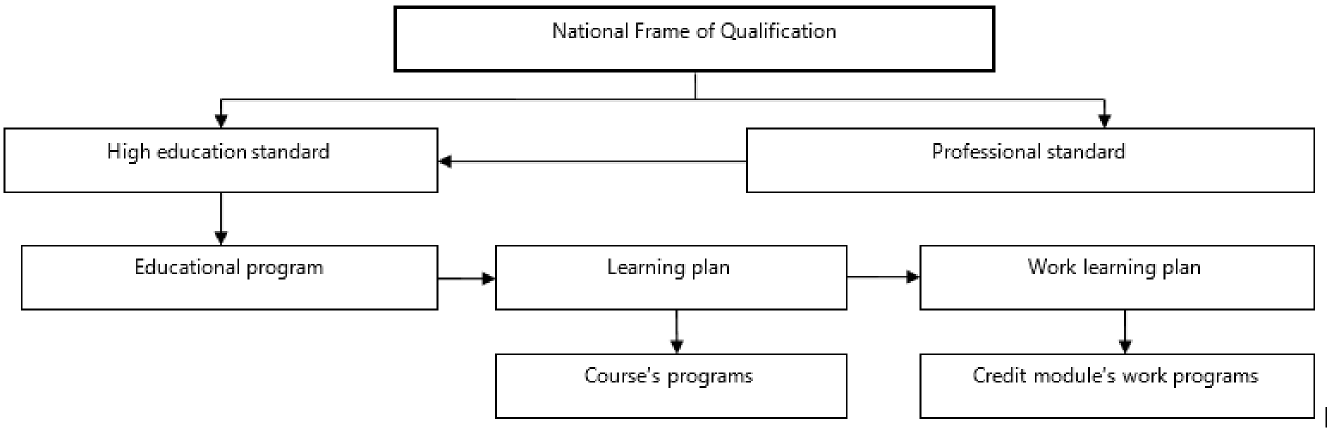

Figure 2: Structure of educational content development (adapted based on Law, 2017)

According to the given scheme, the primary source of requirements for the future specialist is the approved standard of education. Educational institutions (universities) and the state are represented in the institution by the relevant institutions in its creation. At the same time, for the effective functioning of the proposed standards, it is necessary to involve business representatives who act as consumers for the education market. Today, ties in the state-university-business triangle in Ukraine are still underdeveloped (*Etzkowitz, 2008)*.

At the heart of modern higher education in many European countries and Ukraine there is an approach aiming at obtaining a student with a certain competency-based education. As noted in (*Antonyuk* et al., 2016, p.13), "competence-oriented education is aimed at responding to the personal, social, professional and cultural needs of modern society. In this direction, there is a transition from a traditional approach in which teaching is centred, to an education oriented, where students are the centre of the educational process". Consequently, competence-oriented learning is closely linked with the implementation of the principles of activating the learning process, according to which students must themselves collect information for problem solving. This changes the role of 'teacher-student' (ibid, p.26).

An important place in the LMS study is the structure and content of competencies that should be provided by its elements. User guide for the European Credit Transfer System (ECTS) (European Commission, 2015), the main competencies are defined at different levels of qualification, but there is no single interpretation of these categories, and this situation is natural in the conditions of rapid changes that are the inherent requirements of business, which cannot be a priori standardized within the global markets, so the educational system should have a large flexibility reserve for rapid adaptation to labour market demands. Thus, it is expedient to see the introduction of a flexible adaptive education system, the elements of which are customized and business queries.

However, despite the relatively long implementation of such an approach to the Ukrainian system of higher education, in practice it remains incompletely implemented. In the higher education system, there are objectively similar phenomena, such as conservatism, insufficient level of information culture of personnel, lack of international experience, which considerably complicate the process of integration of Ukrainian universities into the international educational system. However, modern teaching requirements include the presence of a high level of technological awareness among the instructor, openness to advanced innovative technologies and the ability to integrate them into their everyday practice, as well as a decent logistical support of the educational process. However, it is these abilities that create a favorable environment for the development of students' creativity, the formation of the most sought after-graduation skills of a future specialist, namely, ability to solve complex problems, critical thinking and creative abilities, the development of emotional intelligence, etc. (Sokhatska, 2017b).

Results

According to research results of scientific works and experience of leading universities, it has been found that the modern system of postgraduate education is based on the implementation of a complex LMS. The distinctive features of such a system are e-learning, the active use of modern technologies in the educational process, changing the format of interaction between the student and the teacher, the practical orientation of the educational process. Such systems are actively being implemented in the sector of corporate vocational training and in advanced universities with well-developed information infrastructure and relevantly skilled personnel. Technological opportunities for achieving such a level of development of LMS require an active use of cloud technologies, tools of virtual and complementary reality. In general, LMS can be represented as in Fig. 3.

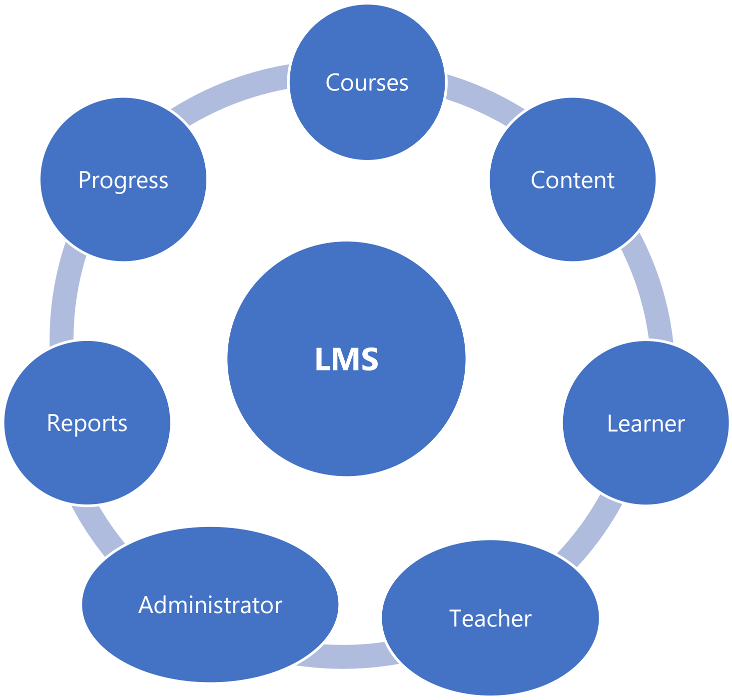

Figure 3: LMS general structure

The given structure implies filling the system of learning with a variety of content, the availability of the transparency of the educational process and an individual approach to the choice of courses and levels of complexity. But for the development of specific skills and competencies required by the labour market in the Industry 4.0, the overall structure needs to be improved (Huba & Kozák, 2016).

According to the results of recent studies (*Schallock, 2018*), the most promising methods of training are still those that allow obtaining complex competencies in the following areas:

- Technical (computer skills and knowledge of modern information technologies);
- Professional (specific competences in the professional field, ability to apply interdisciplinary approach, non-standard problem solving);
- Social (teamwork, knowledge transfer, knowledge acquisition, collaboration for synchronization of processes and delivery dates).

The analysis of world contemporary trends in the educational process and the skills of a future specialist, according to the forecasts of the World Economic Forum (2018), allowed to reveal the causal relationship between the teaching methods and the skills that will ensure competitiveness in the labour market in several years According to the results of the study, three groups of teaching methods are distinguished according to the degree of novelty and the complexity of implementation in the system of the national higher education:

1. simple: Teach back, productive error, regulatory analysis, multilingualism;
2. medium: Crowd sourcing, learning through social media, gamification, blended learning;
3. complex: learning for the future (virtual, augmented reality), smart factories, block chain for learning, which involves a special technology for storing, checking and transferring ownership of the intellectual achievements of each participant in the educational process.

The introduction of such methods into a complex LMS is advisable by the principle of adaptability, which involves the use of separate methodological sets depending on the purposes and conditions of the system.

Taking into account the necessity of developing professional competences for the needs of the real and future labour market, the formation of LMS should take place in an organic combination of the interests of all participants in the educational process. This approach involves the creation of a comprehensive educational ecosystem, in which the educational institution does not offer the content of educational process tools, based on its own capabilities and state guidelines, and adjusts the necessary elements of the system to specific business demands. The role of the state in this process is to stimulate the innovation activity of educational institutions to ensure the high quality of the provision of scientific and educational products (*Sanchez-Gordon & Lujn-Mora, 2015)*. The generalized scheme of the proposed educational ecosystem is shown in Fig. 4.

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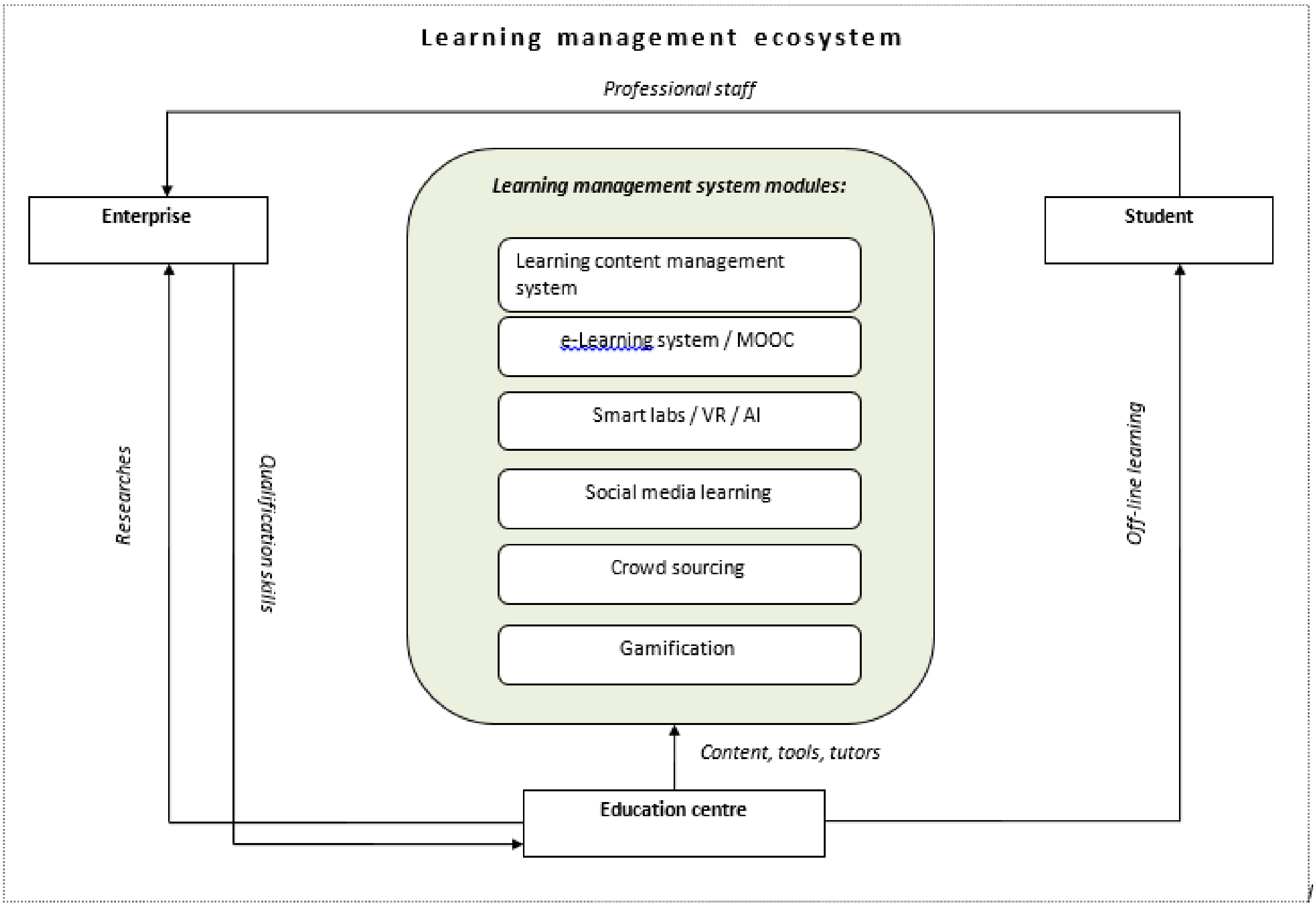

Figure 4: Learning management ecosystem

The proposed scheme combines the main participants in the educational process in a cyclic way, which ensures the continuous supply of skilled personnel to the labour market. This approach allows you to modify the LMS configuration for specific market requests and integrate new elements according to the needs of the Industry 4.0. As a result, a balance is struck between the needs of the economy in the skilled staff and the number of graduates of post-graduate education centres, including from the number of universities.

Conclusion

The practice of introducing LMS elements into the learning process in different educational structures varies considerably depending on the field and scale of application. For example, structural subdivisions of postgraduate education at universities have long been engaged in raising their qualifications in relevant educational programs. This process is well standardized and based on state-level education standards. But for a number of reasons, services are not always able to provide high-quality training of modern specialists in accordance with business requirements.

To overcome this imbalance in the market of educational services, alternative providers of educational services are actively developing, which satisfy the urgent needs of the labour market in specialists with modern competencies to meet the challenges of the new technological era. These are various training centres, internal corporate universities, non-formal education institutions, and so on.

The basis of the activities of any educational centres is LMS, which may have a standard or specific structure. In order to achieve the correspondence between the content of training and the needs of the labour market, it is advisable to create an adaptive Learning management ecosystem that combines the business university - labour resources triad in a mutually beneficial cycle. The basis of such an ecosystem is the LMS, which will have a set of state-of-the-art training tools to provide competences for the future. The choice of a particular set of tools depends on the demand for the labour market in the certain time.

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THE COMPARATIVE ANALYSIS OF VOCATIONAL EDUCATION LEVEL OF TURKISH WOMEN WITH EU MEMBER COUNTRIES

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Abstract

Women as the integral members of our society are always not at the forefront but have important impacts on the development and advancement of society. The more women are efficient, the more the community will evolve and progress. In the process of social and economic development, the presence of women in working life has great importance. In addition, in terms of increasing their social status, women are required to be active in business life. Therefore, in order to perform socially sustainable economic development, the effective presence of women in the process of social and economic development has vital importance. Thus, providing vocational education for women should be taken into critical consideration.

Studies that examine women and women level of vocational education have gained importance in academic communities. Women and family research centers are founded in universities which are under control of higher education boards and important studies and projects are conducted in these centers. The action plans and projects of Directorate General on the Status of Women in the Ministry of Family and Social Policies create awareness for women. It is considered that explaining the current level of vocational education of women enlightens future policies and studies. In this study, related literature was reviewed and Turkish Statistical Institute data were used. Thanks to statistic data, vocational education level of women is to be evaluated based on some aspects. In this study, an attempt has been made to define the place of women in vocational education in Turkey and EU member states. It was found out that providing vocational education for women is important for social development. However, because of the present social structure and the policies which are followed in economics, it is concluded that the level of vocational education isn't in the expected situation for women.

Key Words: Vocation education, vocational education of women, women labor force.

Introduction

Women have different economic activities throughout history. Firstly, it is required to give information about gender and the status and role of women in society. Gender is an individual's representation of genetic physiological and biological features both in men and women. Afterward, it is required to talk about social gender. Social gender specifies women and man's social responsibilities and roles. For ages, this division of labor limited women with their home and personal life and in relation to economic, they are dependent on men. Beyond that men gained social value and became more productive economically. However, in today's circumstances; with the social change and development, the expectations of men and woman's social role begin to become more similar. In social life; becoming smaller of the families and the increase of the social foundations that serve as child care center and improvement of these foundations cause this similarity. Increase in working women is becoming effective on changes of traditional men and women roles and responsibilities (Karcıoğlu & Leblebici, 2014).

Women have changeable statues in different economic activities according to the test of times throughout history. In this period, the industrial revolution is representing an important milestone when it comes to defining the status of women in the labor market.

During this period and afterward technological, economic and social changes led to women's participation more on economic activities with a payment apart from the mother and housewife roles. These changes also create the paid women labor force. From the women's point of view, payment is an important issue. This payment gives chance to women for being an individual and being seen in society and also this payment gives women a possibility to be treated equally in every section of the society. Furthermore, the separation of working women and unemployed women is more defined with the concept of the paid women labor force. Women form nearly half of many countries' population for that reason they have a leading role in countries' development. Without women participation in the labor force, it is obvious that countries cannot get into a steady and sustainable development process. The increasing number of women participations empowers the economic growth and affects the women status both in society and in family positively; and also contributes to the social and cultural development of the country (Parlaktuna, 2010).

Besides the men joining the military; partly reforms, poverty and the idea of equality that is pervading among the society play a significant role in women's taking part in work life in Ottomans (Kalan, 1998). In the Ottoman period women, started to work in Tanzimat and Meşrutiyet (the reforms during Ottomans) times. In 1842 Midwifery school, in 1869 Industrial Girls Vocational School and in 1870, Girl Teacher Schools started to give place to women. In 1922 the faculty of medicine started to admit female students. In the Republican period, with changes and reforms made, women directly participated in working life and society development. With the new legal legislation that was announced on 3rd March, 1924 women got equal education right. With the civil law that was announced on 4th of March 1926, the state tried to strengthen the rights of both women and men. In 1934 women were entitled to vote and in 1935 elections women entered parliament as deputies. The rate of working women increased with legal legislation that was made in 1936 (Karcıoğlu & Lebleci, 2014). Women rate in working life increased when Turkey's industrial growth process increased since starting from 1950 (Kırkpınar, 1998). As seen above, women started taking part in labor force apart from handcraft jobs after World War II and in the planned period occurred because of inner immigration due to the industrial development. In Turkey, women whose education levels improved constantly, do jobs such as teaching, engineering, lawyers, academic staff, etc. In our country women became visible and have a chance in fields which they couldn't enter before by increasing their participation despite all the traditional cultural hindrance, they made important progress in our country's history in a very short time in many jobs that were traditionally described as men job especially after the 1980s. They took part in some fields, for instance, entrepreneurship, management, tourism, advertising, banking, insurance, etc. (Önder, 2013; Gelişli, 2014).

In Turkey, studies show that deliberate policy reforms increased the rate of women participation in the labor market. In our country analyzing the present situation of women, the hindrance to women employment and suggested solutions to these problems have great importance. This study aims to highlight the problems in the employment of women and suggest solutions to these problems.

General Data on Women

The investment which is done to women education means guaranteeing the future of society. Therefore, the education of the girl child is an important issue both in the World and in our country. Women who lack confidence and low level of educational qualification can show weaknesses as a mother when growing the next generation. For this reason, starting education for the girl child and generally trying to involve the women in social cooperation as qualified persons is an important topic which has to be solved in the beginning. From this point of view firstly, it is more useful to analyze the data which shows the present attitudes towards women (Taşpınar, 2014).

The basic data can be summarized as (Turkish Statistical Institute, 2018)

- When we examine the total population, we can see that the number of women and the men is nearly the same (male population 40,535,135, female population 40,275,390). Women constitute nearly half of the world's population. 15.3% of the illiterate are men and 84.7% of them are men. When we consider these rates, it is defined that the six of the seven illiterates are women.
- In universities male students of (2, 9644,42) are more than female students (2,508,079).
- In universities, the number of male academic teachers (81504) is more than female academic teachers (60933). The number of female academic teacher is increasing in years.
- Women are earning less than men
- When we compare men and women's wage, women are taking the little amount of the total income.

When we consider these data, we can first see that the women aren't benefiting from the educational facilities enough as women participation in labor force according to men; is more on the agricultural field and their income is less.

Women's Participation in The Labor Force in The World

The possibility of one being in the labor force; who is at the specific age and gender, is called the rate of participation. The rate of participation in the labor force is an important concept when applying the economic policies, the rate reflects the individual's decision to participate in the labor force is a basic and important parameter which is taken into account. The rate of participation in the labor force is to define policies aiming to provide full employment and it is also applying these policies to provide awareness about how many people want to work (Lordoğlu & Kaplan, 2005). Low levels of participation in the labor force show an important number of people who don't take part in the labor force market. Increase in participation to labor force means an increasing number of productive people on the other hand decrease in this rate means tightening of this rate (Akgeyik, 2004).

In European countries especially since the 1980s, one of the strategies that are followed to fight unemployment is to make the market more flexible and part-time working hours which is becoming widespread. The production styles and employment policies are directly connected with the economic crisis which occurred in 1970. The most important reflection of this change is becoming flexible labor market conditions (Metin & Kariman, 2013).

It is known that female participation in labor activities is low in all over the World. According to the data that were taken from Turkish Statistical Institute (2018), in every country that is examined by comparing the number of male and female workers, the number of female workers is lower than male workers. The United Arab Emirates has the biggest number for the male participant in labor force with the rate of 92% and Iceland has the biggest number for the female participant to the labor force with the rate of 72%, 8%. The least male participants to the labor force are in Croatia (57.7%) and the least female participant to the labor force is in Turkey (33.6%). Women form 63% of the people who are illiterate from a total of 758 million adults worldwide (UNESCO, 2016). In Turkey, women form 84.3% of the people who are illiterate from the total 2,462,604 million adults. When we compare

Turkey and World averages, it shows up; In Turkey, the studies which aim to increase the number of literate people choose women as a target group.

The Rate of Women's Participating in The Labor Force in Turkey

In Turkey, we have been going through economic, social and political changeovers since 2000. This changeover process results in public effect decrease in the economic system and moreover, agriculture loses its importance. Because of the changes and crisis in the economic area, unemployment increased. This situation causes ongoing poverty in society moreover social problems are getting deeper because of this. Therefore, the inclusion of women which is an important economic fact and the policies which aim to increase women participation to labor force become a current issue. Consequently, the increase in women participation in the labor force and employment of women play an important role in realizing individual and social progress. Recently, social and economic changeovers in society provide reconstruction in the trade market (Karabıyık, 2012). It is known that women participation in the labor force is low between 1996-2017 in Turkey (Turkish Statistical Institute, 2018).

According to the Turkish Statistical Institute's (2018) data between the years 1996-2017 female participants to the labor force is less than males in each year. The highest rate for women participation in labor is seen in the year 2017 with the rate of 33.6% and the same rate is 77.3% for men in 1996. The lowest rate for women participation in the labor force is 23.3% between the years 2004-2005 and the same rate for men is 69.8 % in the year 2007. A regular increase has been seen in women participation in the labor force since 2005. Women getting used to social and economic improvements is in direct proportion to their participation in the labor force. Although their participation in labor force rate increases, they are far behind from men and they don't benefit from social and economic improvements as men do. Women participation in the labor force is carrying great importance for society and women's themselves. Women's participating in labor force change them who depended on men and limited with home, family. As women gained their economic independence the roles in society and family started to change. Women participation in the labor force rate is showed comparatively in Turkey at Figure -1 between the years 2007-2017.

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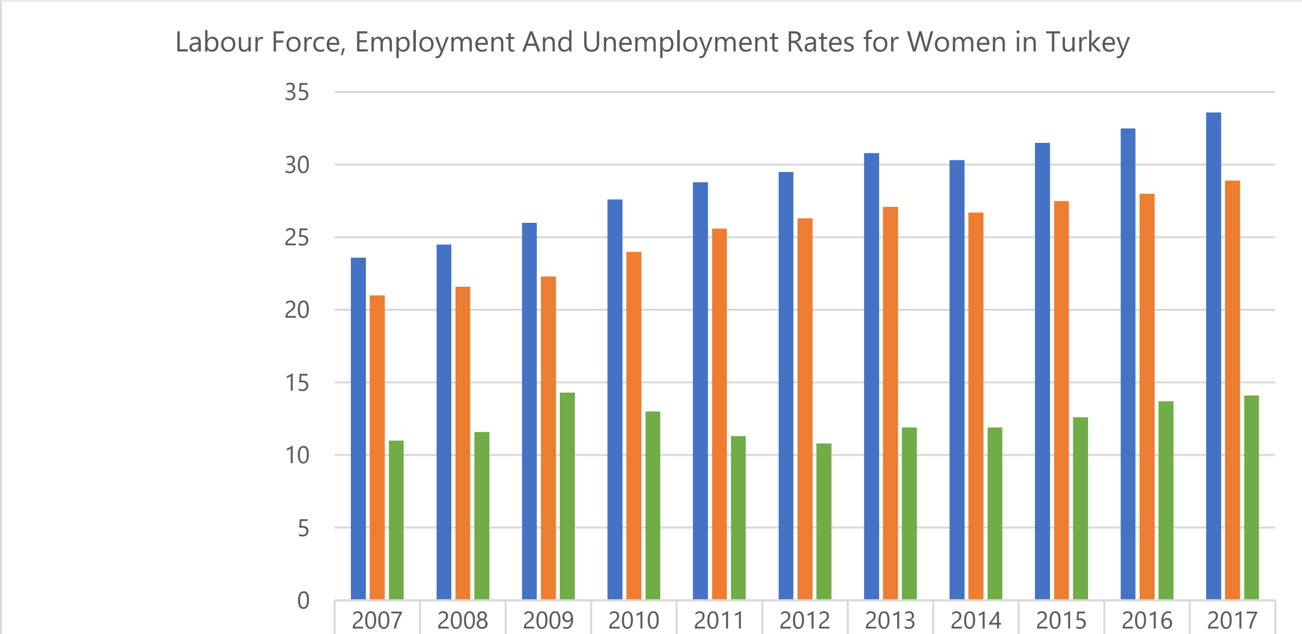
Figure 1. Labor Force, Employment and Unemployment Rates for Women in Turkey. Source: Turkish Statistical Institute, Statistical Indicators (2018).



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Labour Force Rate(%)	23,6	24,5	26	27,6	28,8	29,5	30,8	30,3	31,5	32,5	33,6
Employment Rate(%)	21	21,6	22,3	24	25,6	26,3	27,1	26,7	27,5	28	28,9
Unemployment Rate(%)	11	11,6	14,3	13	11,3	10,8	11,9	11,9	12,6	13,7	14,1

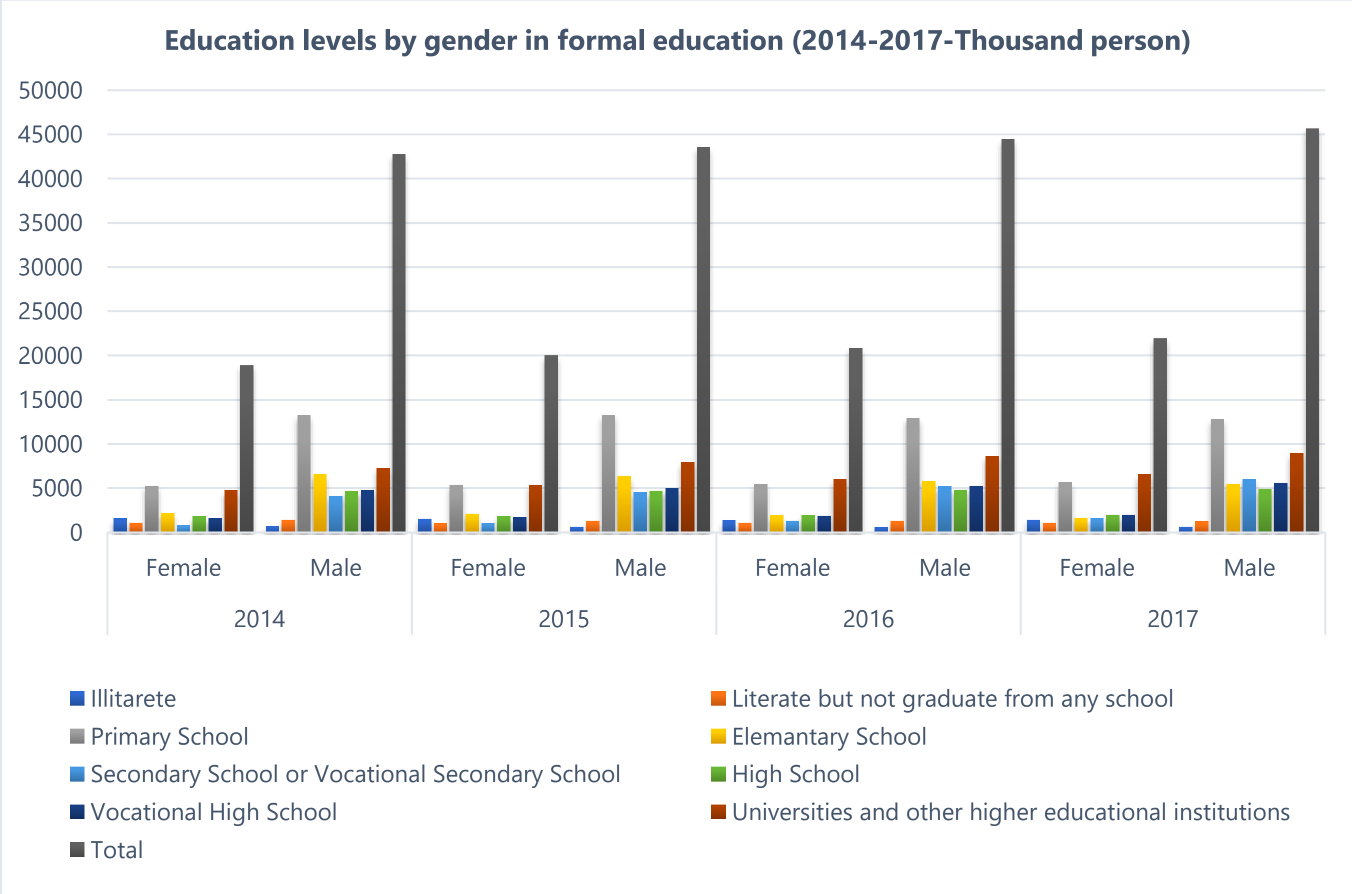
The new developments in society have a big effect on women participation in the labor force. The diminishing of physical power in work life, taking over of people oriented and knowledge-based production simplify women participation in the labor force and this shows the importance of education (Sarı & Çevik, 2010). Since the education of women increases so is their participation in the labor force, it is very useful economically and it is very important for a country's development. Women whose education level increase means an increase their participation in the labor force and this means an increase in the quality of labor force, productivity, competition. Moreover, when the data for Turkey are examined, it can be seen that the rate of women participation in the labor force is 33.6 in 2017. In Turkey, the rate of women participation in the labor force shows the tendency to increase. These changes provide economic independence to women and also help them to increase their dignity and strengthen their position in family life. Women who have participated in the labor force in agriculture without payment as a family member started to be employed in the service sector with economic growth and this sector became the biggest sector in employing women. High levels of participation in the labor force provide a contribution to economic actions and bring important gain for social equality (Alcan, 2018).

Women's Participating in The Labor Force in Turkey According to Education Levels

Consequently, the country's levels of development show parallelism with that country's educational parameters. Education improves human resources and increases people's participation in production economically. Beyond that education contributes to economic growth by affecting behaviors, ideas, values and this also lead to individual's embracing innovations (Gülbeden, 1991).

Education provides an increase in wages and women participation in the labor force by increasing the productivity of the labor force. In other words, the education level is important in the labor force's participation to work life.

Figure 2. Education levels by gender in formal education (2014-2017- Thousand person). Source: Turkish Statistical Institute, Statistical Indicators (2018).



It is pointed out that when we compare women and men, women are less than men nearly every year. In Figure 2, it is explained that labor force distribution according to education levels by gender in formal education. When we look up to women educational level, we see that they are mostly at primary school level in working life. It shows us that the women who are at primary school level are very behind from those who are at a superior level. The importance of the education which affects participation in the labor force can be understood once more when we consider globalized World. Because of the globalization, development of technology, working conditions, labor force market, and market demands must not be thought independent from education (Korkmaz & Korkut, 2012).

Women's participation in the labor force in accordance with their educational level can be examined from the table below for years between 2014-2017.

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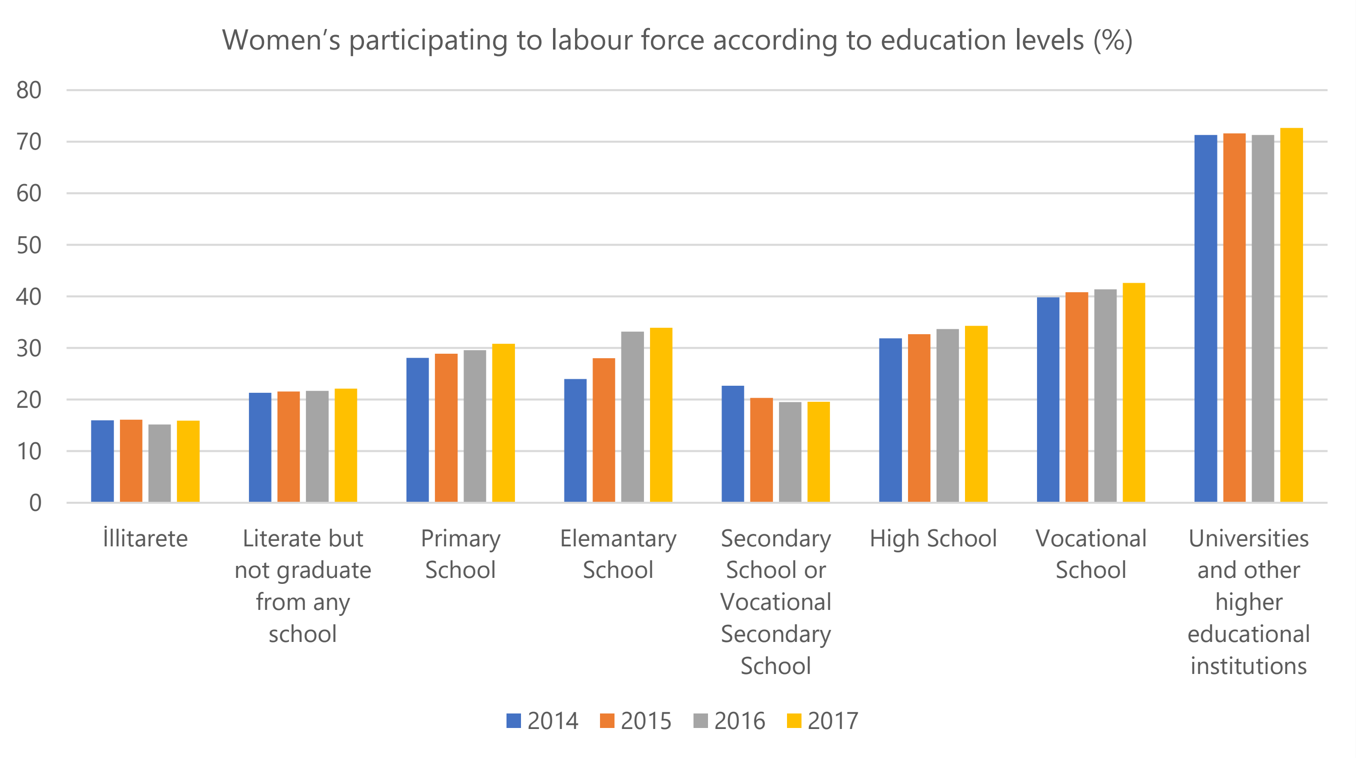
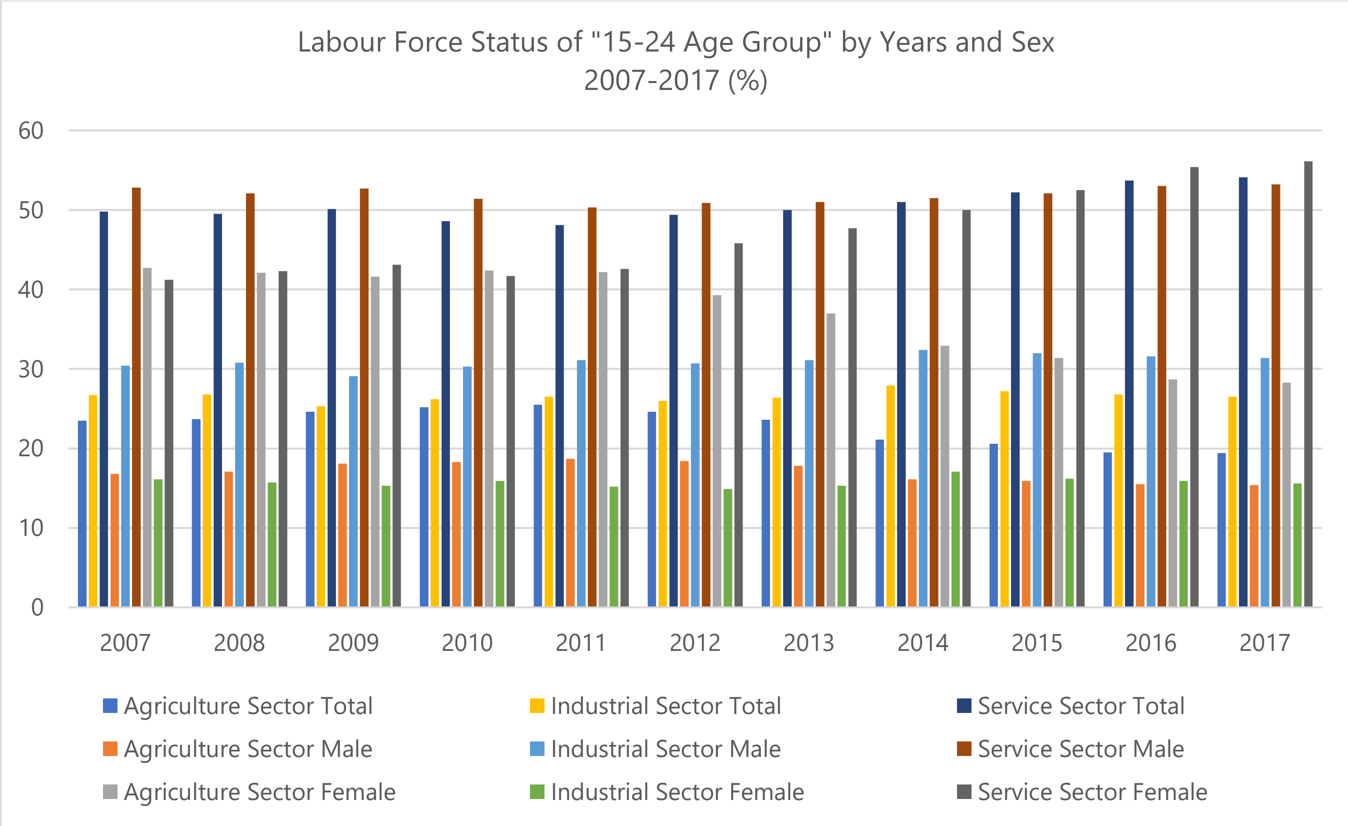
Figure 3. Women's participating in labor force according to education levels (%). Source: Turkish Statistical Institute, Statistical Indicators, (2018).



When we evaluate women participation in the labor force according to the education level in Figure 3, we see that in the year 2017 women graduated from universities participate in the labor force with 72.7%. When we look up to another education level, the rates are like that; vocational school 42.6%, high school 34.3%, secondary school or vocational secondary school 19.6%, elementary school 33.9, primary school 30.8, the ones who are literate but not graduate from any school 22.1% and illiterate 15.9%. Consequently, the lower education level brings lower participation in the labor force. Özgen and Ufuk (2001) stated that education is a starting point for a woman to progress in several areas. Besides education is shown as among the most important reasons to affect women's situation in society and possible employment chances. It is not so according to studies; education is not enough for women to struggle with sociocultural structure and this also shows the presence of traditional women image and social pressure on women. The data above explain the topic.

Figure 4. Labor Force Status of "15-24 Age Group" by Years and Sex 2007-201 (%). Source: Turkish Statistical Institute, Statistical Indicators (2018).



When we look up to employment rates in Figure 4, women are employed mostly in agriculture in 2007 with 42.7% rate according to financial action branches. Depending on women employment's concentrated in agriculture, the employment rate in service sector 41.2% and the rate in the industrial sector which includes production sector in which women are highly employed is 16.1%. In 2017, we can see the women employment rates for service sector 56.1% and for agriculture 28.3% and for industrial sector 15.6%. Women who participated in the labor force for years without payment as family members, in parallel with economic growth started to be employed in the service sector and service sector became the biggest sector which employs women most. Women cannot enter the social insurance system because they worked as a family member in agriculture without payment and they gain low wages although there is not a legal hindrance. Woman labor force concentrated in labor-intensive branches such as textile, food, tobacco, and confection as cheap human power. However, when we compare these sectors with the agriculture sector it is seen that the rate of women workers is less in these sectors.

Vocational Education of Women

From primitive societies to developed societies, women participated actively the economic life both at home and out of home for ages. Women have contributed to life both at home by doing household chores and outside by working in the agricultural sector throughout the history of humanity. Moreover, women working with payment outside of their homes is a new concept. With the industrial revolution, women have started to participate in working life with higher rates (Seval, 2017; Özaydınlık, 2014).

The improvement in science and technology cause a rapid change in the production process and with sectoral changes also cause the application of policies appropriate to this change. We should aim at sectoral improvements and growing manpower which is related to sectoral improvement to maintain a presence in the worldwide market. It must also be compatible with technological changes and must be based on productivity. Especially the sectors which are an important position and based on knowledge can improve by employing individuals who can think creatively and solve problems. Therefore, being well educated is the first condition. That is to say, we should guide individuals who are well educated, productive and improve their thinking skills to vocational education. Guiding people to vocational education is seen as the last chance and this affects women participation in labor force negatively but nowadays there are some positive developments (Taşpınar, 2014). As Öksüz (2007) said, the main reason for women's facing unemployment more than men is because of their low education levels and their lack of quality for the labor force. The rate of women's participating in the labor force increases when their education levels increase and they gain necessary qualities. Therefore, we must put importance into women education and their vocational education according to sectors.

The most important hindrances for women employees are social and cultural values. Especially the women whose education levels are low can be seen as inappropriate for working life. Because of these reasons, women whose education levels are low find low-wage jobs, they work without social insurance or they choose to be housewives. However; when women are educated, they can make independent decisions, improve their self-esteem and participate in work life more easily. Therefore, this situation shows us that it is necessary to attach importance to the education of women who immigrate from countryside to city.

Conclusion and Suggestions

In this study, it is seen that women participation in the labor force is low and they are not participating in the working life enough. It is defined that the rate of the women participation to the labor force is not parallel with the economic growth in Turkey and economically it is not in the expected situation. This negative progress is because of the sociocultural factors and especially society's attitudes, expectations towards women. Women labor force's education level is quite low. The higher their education level is, the more chances they have for employment. In the countryside, the employment of women is more when we compare with other areas. Besides women involve in non-wage group as a family member in employment. Women left outside of the labor force in cities with the role of housewives but they have employment chances in the agricultural sector in productive action as a non-waged family member. Social norms, the responsibilities of traditional women role, low level of education, sexist division of work, labor circumstances, the rough working circumstances, low wages, marriage, childcare are affecting the women working life negatively. The employment chances for women are becoming more depended on their education. According to data, highly educated women are participating more in labor force nowadays. We can conclude that education is important to factor for women employment and the higher education level they get, the more women want to participate in work life. Women form half of the population of Turkey. At the background of women facing negative conditions in work life, there are economic and cultural reasons. When we consider the country's welfare and development in terms of economic and social aspects, improvement of working conditions of women and increasing employment chances are important.

It can be indicated that women lack of vocational education and experience are the reasons for their being affected more from the labor market globally and the negative conditions that arise from this. It is necessary to support policies that aim at girls' schooling and vocational education of girls to increase their education levels which have an important role in finding jobs.

In this study; we reached the suggestions below according to the literature review regarding this topic:

- The gender segregation women face must be ended and equal opportunities must be provided.
- The working conditions must be appropriate for women and flexible working hours must be set.
- Conditions must be improved to use the productivity of women and employment chances must be increased.
- Strategies for vocational education must be developed for providing the women participating in the labor force both in the countryside and in cities.
- In every country, the capacity of informal vocational education must be increased as well as formal education. Besides these capacities must be intended to employment effectively.
- By using national sources and external sources effectively, the capacity of vocational education must be enhanced and projects must be done to unite this with the employment market.
- In brief including women to the labor force must be the first step. Therefore, the struggle with unemployment and of the record employment can be more realistic. Besides, inequality of opportunities must be fixed, women must be included in both formal and informal education, the regulations must be done to provide non-waged family member workers' social insurance rights, the household chores like childcare, eldercare must not be seen only as women's responsibility. The studies which have been done in this topic would increase not only women welfare but also societies' at large.

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LINGUISTIC CHARACTERISTICS OF GENDER VOCABULARY IN THE ENGLISH AND FRENCH PAREMIOLOGY

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Abstract

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

Key words: gender vocabulary, paremiology, power relations in language, proverbs

Introduction

Phraseological units reflect different areas of our life and the living conditions of different nations, their collective awareness preserved in the form of verbal utterances, showing experience of people accumulated during the different centuries. Therefore, the semantic structure of such units primarily depends on extra-linguistic factors. Phraseological units of any language bear in themselves all the width of the national thought, the experience of generations that is preserved for centuries (Hellinger & Motschenbacher, 2015:405). The theoretical material used in the article and the study held by the authors vividly represent the gender stereotypes put in an internal form of phraseological units.

Our study examines the linguistic images of male and female represented in the English and French phraseological units, mainly in proverbs. Obviously in every language, proverbs express general truths or practical rules representing the traditional values of a society. It is important to underline that the ideas or notions presented in proverbs across the world are similar. Generally, it is only the choice of language, use of rhetoric/stylistic devices and application of imagery that varies from language to language and culture to culture.

In our life we frequently use proverbs to express our general truths or practical precepts. Naturally, proverbs have their origins in oral tradition and they change little from generation to generation. Being transmitters and reflectors of accumulated wisdom, they are generally accepted blindly; and are a manifestation of the traditional values of a society. In the context of gender and language relationships, proverbs acquire great significance because they mirror the traditional power relationships between genders (Rasoul, 2015:1).

Therefore, proverbs also reflect social beliefs regarding gender and by looking at the proverbs in the English and French languages or cultures, one can understand how gender is perceived in those languages and cultures.

Gender stereotypes represented in proverbs of any nations can be characterized as cultural and social views of the traits of character and standards of behaviour peculiar to the male and the female reviewers.

The aim of our study is to make linguistic analysis of the English and French proverbs giving the comprehensive information about the role that gender plays in the English and French culture, what types of femininity and masculinity exist in these nations and how they are expressed linguistically, which parts of speech are used and how the proverbs are composed. Therefore, we will analyze a certain number of English and French proverbs having such words: man, woman, girl, boy, mother-in low and father-in law, king, etc., as well as pronouns expressing masculinity and femininity.

1. Cultural and Linguistic Characteristics of proverbs in the English and French languages

Proverbs are associated with cultures and, giving the definition of proverb in the cultural context, the New Dictionary of Cultural Literacy (Hirsch et al., 2002) defines proverbs as “short, pithy sayings that reflect the accumulated wisdom, prejudices, and superstitions of the human race”.

The characters of nations and their temperaments vary in every climate; they have, however, their endemic generalities, the lightness and cheerfulness of French, British melancholy, Spanish pride, Italian finesse, Swiss sincerity, German phlegm and others. In fact, the peculiar genius of each nation has impressed upon its proverbs a character derived from its temperament and habits.

In nearly every culture, proverbs, communicated in colorful and vivid language, offer an important set of instructions. These ‘words of wisdom’ endure, so that each generation learns about what a culture deems significant. So, if a culture symbol is a word or an object that represents something in the culture, then we can see proverb as a certain kind of culture symbol (Rong, 2013:32).

Whether called maxims, truisms, cliches, idioms, expressions, or sayings, proverbs are small packages of truth about a people's values and beliefs. Values like ambition, virtue, generosity, patience are addressed in sayings from most every culture. And, naturally, each culture, English or French has proverbs that are unique to them.

In particular, human relationships are such a generous resource for conversation, and the way they are reflected in the proverbs is an accurate documentation of the stereotypes of the English and French cultures. Naturally, the most fascinating element of proverbs is their multi-dimensionality, but their strongest dimension is cultural.

Mieder (2004: 10-13) mentions that it is usually quite difficult to trace the origin and history of a proverb in a particular language and he proposes four sources for the distribution of European proverbs:

1. Common European proverbs can be traced back to classical times (Greek and Roman antiquity);
2. Proverbs for the entire European continent and beyond is the Bible dating back back to classical antiquity and early wisdom literature;
3. The third source for Common European proverbs is Medieval Latin;
4. The fourth source for common European proverbs reverses the historical move of proverbs from Europe to the United States.

Mieder (2004) clarifies this point that similar issues have occurred in the dissemination of proverbs in Asian, African, and other linguistic and cultural groups.

It is the fact that, English and French cultural realities are embedded in their proverbs, therefore, a lot of typical British proverbs were handed over from French in medieval times - more or less as equivalents, and often as direct translations. Jennifer Speake (2015) sums up: "A high proportion of traditional 'English' proverbs are of foreign origin. . . . proverbs frequently passed into English from Latin or Greek . . . or they came into English from French in the years following the Conquest" (p.XIII).

Like many other proverbs belonging to various languages, English proverbs are closely linked with culture, as they comprise impressions and the opinion of people, and proverbs are formulated by simple proposals but having deep philosophical content.

Gender vocabulary in the French language is frequently expressed by the following nouns: women, men, daughter, sun etc. From cultural point of view most French proverbs focus on traditional roles of mother and daughter. Certain characteristics such as beauty, chastity and intelligence are often criticized or approved. The comparison of the woman with men is typical for this language.

2. Typological analysis of English and French gender vocabulary

One of the most important differences between French and English is how gender is used. Most French noun is either masculine or feminine, and this affects how the noun is treated. This phenomenon comes from the Latin origin. Archaic English had a few gender-related rules but they've mostly disappeared over time.

Research methodology

The main goal of our research is to make linguistic characteristics of the English and French paremiology. For the study we have selected and analyzed more than 4000 English and French proverbs.

It was interesting to observe gender, expressed by the proper nouns in both languages. As a result of observation and analysis, it is approved that most cases are masculine character in the English proverbs. e.g.:

1) When ***Adam*** delved and ***Eve*** span, who was the gentleman?
2) Brave men lived before ***Agamemnon;***
3) ***Barnaby*** bright, ***Barnaby*** bright, the longest day and the shortest night;
4) ***Caesar's*** wife must be above suspicion;

5) A good ***Jack*** makes a good ***Jill***;

6) All work and no play makes ***Jack*** a dull boy;

7) Before one can say ***Jack Robinson***;

8) "***Hamlet***" without the Prince of Denmark;

9) Since ***Adam*** was a boy.

Expressions of gender by proper nouns is also characteristic for the French paremiology. However, both genders are mixed in this language where feminine character prevails the masculine one.

1) Soleil au jour de ***Saint-Hilaire***, rentre du bois pour ton hiver;
2) Découvrir ***Pierre*** pour couvrir ***Paul***;
3) Fais du bien à ***Bertrand***, il te le rend en caguant;
4) S'il pleut à la ***Saint-Médard,*** il pleut quarante jours plus tard;
5) ***Saint-Vincent*** clair et beau, plus de vin que d'eau;
6) Rester pour coiffer sainte ***Catherine***.
7) À la ***Saint-Placide***, le verger est vide;
8) À la ***Saint-Valentin,*** tous les vents sont marins;
9) À la ***Sainte-Lucie,*** les jours croissent du saut d'une puce;
10) À la ***Saint-Jean***, les feux sont grands;
11) À la ***Sainte-Catherine***, tout bois prend racine.

It should also be noted that gender expressed by the nouns are typical for both languages. In English the following nouns are mostly used: ***man, woman, girl, boy, children, clergyman, dead, carpenter, cobber, king, fool, beggar*** and many others.

1) ***Man*** cannot live by bread alone;
2) ***Boys*** will be ***boys***;
3) ***Girls*** will be ***girls***;
4) Let the ***dead*** bury the ***dead***;
5) A ***carpenter*** is known by his chips;
6) A cat may look at a ***king***;
7) ***Children*** are certain cares, but uncertain comfort;
8) The ***child*** is the ***father*** of the ***man***;
9) ***Fools*** and bairns should never see half-done work;
10) ***Beggars*** can't be choosers;
11) ***Clergymen's*** sons always turn out badly;
12) Let the ***cobbler*** stick to his last;
13) A whistling ***woman*** and a crowing hen are neither fit for ***God*** nor men;
14) ***Cowards*** die many times before their death;

15) Three may keep a secret, if two of them are ***dead*** and others.

Therefore, French proverbs structural analysis has given us the possibility to find out more than 40 proverbs including the word ***"femme" (woman), less "homme" (man); "fille" (girl), fils (son)*** and others.

1) Une ***femme*** adulée est toujours en péril ;
2) Ce que ***femme*** veut, ***Dieu*** le veut;
3) Foi de ***femme*** est plume sur l'eau;
4) Une ***femme*** distraite est un chat qui vous guette;
5) ***Femme*** maligne et poule qui pond font grand bruit à la maison.
6) ***Un garçon*** de paille vaut ***une fille*** de foin;
7) La plus jolie ***fille*** du monde ne peut donner que ce qu'elle a;
8) Une jolie ***fille*** porte sa dot sur son front;
9) ***Fils*** et ***fille***, et rien après;
10) Un ***fils*** unique et une ***fille*** unique peuvent peupler une paroisse;
11) ***Père*** et ***fils*** se ressemblent comme deux gouttes d'eau;
12) Nulle ***fille*** sans amour, et nul ***vieillard*** sans douleur;
13) ***L'homme*** heureux est celui qui sait l'être partout;
14) ***Un homme*** averti en vaut deux;
15) ***Un homme*** de paille vaut ***une femme*** d'or;
16) ***Un homme*** qui se noie s'accroche à n'importe quoi;
17) ***Un homme*** sans argent est un loup sans dent;
18) ***Un beau-père*** aime ***son gendre***, aime ***sa bru***;
19) ***Une belle mère*** aime ***son gendre***, n'aime pas ***sa bru***;
20) Les bons ***maîtres*** font les bons ***valets***;
21) Chacun pour soi, ***Dieu*** pour tous;
22) ***Charbonnier*** est ***maître*** chez lui;
23) C'est en forgeant qu'on devient ***forgeron;***
24) L'habit ne fait pas ***le moine*** and others.

One of the frequent cases of expressing gender in the English and French proverbs is exposed with the help of various pronouns.

English proverbs expressing gender with the help of personal pronouns (singular/plural; nominative case):

1) If you want something done, ask the busy person;
2) You can take the boy out of the country but you can't take the country out of the boy;
3) You can only die once;
4) We must eat a peck of dirt before we die;

5) United we stand, divided we fall;

6) He who can does; he who cannot, teaches;

7) He that would eat the fruit, must climb the tree;

8) He that cannot obey cannot command;

9) He that lives in hope dances to an ill tune;

10) He who lives by the sword dies by the sword;

11) He cannot speak well that cannot hold his tongue;

12) He carries fire in one hand and water in the others;

13) He could eat me without salt. He dances well to whom fortune pipes;

14) He gives twice who gives in a trice;

15) He goes long barefoot that waits for dead man's shoes;

16) He is a fool that forgets himself;

17) He is a good friend that speaks well of us behind our backs;

18) He is happy that thinks himself so;

19) He is lifeless that is faultless;

20) He should have a long spoon that sups with the devil;

21) He smells best who smells of nothing;

22) He that has an ill name is half hanged;

23) He who excuses, accuses himself;

24) He gives twice who gives quickly and others.

In French, pronouns il/ils (he/they) refers to masculine gender and elle/elles (she/they) feminine gender. It should be mentioned that in many proverbs "il" pronoun is mostly used:

1) Il faut bonne mémoire après qu'on a menti (A liar should have a good memory);

2) Il faut donner au diable son dû (Give the devil his due);

3) Il faut casser le noyau pour en avoir l'amande (He that would eat the kernel must crack the nut/ Nothing is achieved without effort);

4) Il faut laver son linge sale en famille (Don't wash your dirty linen in public ; It is an ill bird that fouls its own nest);

5) Il faut manger pour vivre, et non vivre pour manger (Eat to live, not live to eat) ;

6) Il faut le voir pour le croire (Seeing is believing);
7) Il faut battre le fer quand il est chaud (Strike while the iron is hot/ Make hay while the sun shines);
8) Il faut que jeunesse se passe (Boys will be boys);
9) Il ne faut pas réveiller le chat qui dort (Let sleeping dogs lie);
10) Il ne faut pas chercher midi à 14 heure (Don't complicate things);
11) Il ne faut pas mettre tous ses œufs dans le même panier (Don't put all your eggs in one basket);
12) Il ne faut pas mettre la charrue avant les bœufs (Don't put the cart before the horse) ;
13) Il ne faut pas se fier aux apparences (You can't judge a book by its cover);
14) Il ne faut pas tuer la poule aux œufs d'or (Do not kill the goose that lays the golden egg);
15) Il ne faut pas dire du mal des morts (One should not speak ill of the dead);
16) Il n'est pire aveugle que celui qui ne veut pas voir (He is no worse blind than one who does not want to see);
17) Il vaut mieux tomber une fois que toujours chanceler (It's better to fall once than always stagger).
18) Il est plus facile de tomber que de s'élever (One may sooner fall than rise);
19) Il n'est pire eau que l'eau qui dort (Still waters run deep);
20) Il n'est jamais trop tard pour bien faire (It's never too late to do the right thing) and many others.

In regard to pronouns expressing gender in English and French proverbs, masculine gender prevails in both cases.

Still in the English proverbs there are some cases where the proverbs may regard equally to masculine and feminine gender.

1) You can only die once;
2) When you are in a hole, stop digging;
3) United we stand, divided we fall;
4) If you would be happy for a week take a wife;
5) If you would be happy for a month kill a pig; but if you would happy all your life, plant a garden;
6) You cannot have your cake and eat it and others.

In French it is more difficult to define a gender: "l'homme"," chacun" and "qui" are frequently used and it's hard to whether it's defined masculine or feminine:

1) ***L'homme*** descend du singe, il peut aussi y remonter;
2) ***L'homme*** est un loup pour l'homme;
3) **L'homme** propose et Dieu dispose;
4) ***Chacun*** son métier, les vaches seront bien gardées;

5) ***Chacun*** est l'artisan de sa fortune;
6) ***Chacun*** pour soi, Dieu pour tous;
7) ***Chacun*** voit midi à sa porte;
8) ***Qui*** dort dîne;
9) ***Qui*** paie ses dettes s'enrichit;
10) ***Qui*** veut la fin veut les moyens;
11) ***Qui*** se lève tard trouve la soupe froide;
12) ***Qui*** va à la chasse perd sa place.

In regard to expressing gender via indefinite pronouns the French paremiology shows more examples than the English one.

In English:

1) No one should be judged in his own cause;
2) There's none so deaf as those who will not hear;
3) None but brave deserve the fear.

In French:

1) ***On*** a souvent besoin d'un plus petit que soi;
2) ***On*** n'est pas sorti de l'auberge;
3) ***On*** n'apprend pas à un vieux singe à faire la grimace;
4) ***On*** n'attrape pas des mouches avec du vinaigre;
5) ***On*** ne fait pas d'omelette sans casser des œufs;
6) ***On*** ne lance pas de pierre quand on vit dans une maison de verre;
7) ***On*** ne met pas la charrue avant les bœufs;
8) ***On*** ne peut être à la fois au four et au moulin;
9) ***On*** ne prête qu'aux riches;
10) **On** ne tond pas un œuf;
11) ***On*** n'a que ce qu'on mérite ;
12) ***On*** peut rire de tout, mais pas avec tout le monde;
13) ***On*** voit la paille dans l'œil de son voisin et non la poutre dans le nôtre;
14) ***On*** n'a pas élevé les cochons ensemble;
15) ***On*** est toujours le con de quelqu'un and others.

In French, as a pronoun, "tel/telle" (someone, the one) refers to non-specified persons:

1) ***Tel*** père, tel fils ;
2) ***Tel*** maître, tel valet ;
3) ***Telle*** mère, telle fille ;
4) ***Tel*** qui rit vendredi dimanche pleurera ;

5) ***Tel*** qu'on fait son lit, on se couche.

Conclusion

In recent times, gender has been undoubtedly revealed as one of the significant themes in the field of social research. Linguist, cultural historian, anthropologist and others have been exploring gender issues from the perspectives of their disciplines. Thus, in our study gender related topics are discussed on the bases of two related languages (English and French). As a result, similarities and differences are identified from the linguistics view point.

In conclusion we can say that the English and French phraseological units are rich in expressing main heroes belonging to both masculine and feminine gender. There are quite many similarities still there are some cases where gender identification in proverbs differs among these languages.

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THE MAGNITUDE OF INTERNATIONAL ENROLLMENT MANAGEMENT IN THE ERA OF TECHNOLOGIES FOR SMALL PRIVATE UNIVERSITIES

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Abstract

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

Key Words: Enrollment Management, Internationalization, Digital Culture, Recruitment, International, Admissions, Student Funnel

Introduction

In the era of technologies, students can browse many educational opportunities around the globe. For the institutions, it has become a challenge. The challenge is that students look for colleges and universities abroad. They want to study abroad and receive foreign education. Mobile technologies have allowed students to check and compare many universities and choose the best, based on education programs, social activities, affordability, etc.

The funnel of domestic students for local universities is slim or hard to recruit. Admissions teams struggle to attract local students. Many universities provide the same programs and the difference between them are little. Students want a wide variety of experience. They want strong programs taught by professionals who have practical and theoretical knowledge. They want universities that will allow them to receive international education.

International recruitment is not a simple task. Leadership teams cannot just say we want a certain number of students without having a clear, long-term vision. There must be a strong internal commitment within institutions to achieve that enrollment goal.

The university leadership must build internal buy-in. Financial affordability, government policies, budgeting, domestic-to-International (D-2-I) ratio, employee assurance, etc. need to be analyzed and balanced before any move is made.

International admissions open doors to students from around the world. The digital era increased competition for the recruitment markets. In decades, on the global scale, market share of universities has changed. Methodologies that were used before are not effective anymore. International recruitment requires more restructuring. Success in one recruitment cycle does not guarantee success for the second. Universities must think about empowering students and involving them in exciting classes, programs, and activities. The new challenges in international student recruitment require new methodologies, tactics, strategies, and even vision.

Awereness of International Admissions

Small, private universities must have more structured outreach and strategized direction. No matter what type of programs they have, they need to carefully allocate resources. They need to address their vision, capacities, brand recognition, marketing campaigns, and country specifics.

For the small, private universities to be successful in the international market they need to have well-defined internal policies and external vision.

Internal policies:

- Decide on intake dates (Spring, Fall) – it is a must for international students to know guidelines and deadlines. It is huge as students make plans on when to apply and prepare all required documents. Remember, applicants do not know your admissions kitchen. It is ok, to put dates. Universities also must decide, if Spring intake is possible and beneficial for the university. The more importantly if the university has programs to offer
- Strong admissions requirements – institutions must have set requirements and bide everybody to it. Every single student must be treated the same way for admissions. It shows the strength and confidence of universities.
- Knowledgeable admissions team – to work with international students' institutions need to have a team who loves to work with students, knows policies, aware of diverse cultures, etc.
- Defined application fee – for international student's application fee is the must, however, it must be strategically defined.
- Confirmation fee – for the international student to lock his/her place they need to pay a one-time, nonrefundable deposit, which will save his/her place at university.

External influences:

- Local government laws and policies – it is an important point. Universities must know how local governments work. Universities are not advised to play with immigration policies, as they define policies for student visas.
- International government laws and policies – another vital point. Universities need to know the countries they go to recruit. Some of those countries have regulations what they permit. Universities need to know if their degree/diploma is certified by educational systems.

- Unexpected external circumstances – universities must be ready for unexpected variations too. International recruitment is a very specific and detailed process.

Dmaic Method

For international recruitment, universities must have a strong student pipeline. Nowadays this is an aspect that small, private universities must concentrate on. They need to build a pipeline of students for two and three years ahead.

In the era of technological advancements universities must apply new approaches to develop strong recruitment strategies. In my personal approach, I bring the DMAIC method from six sigma which is an approach for problem-solving (De Mast & Lokkerbol, 2012).

- Define – on this stage, universities need to investigate their problems and identify what are the genuine issues.
- Measure – on this stage, universities take a measure of their defined problems. They should identify what and how they can be solved.
- Analyze – on this stage, they should analyze every concept in international recruitment. How much resources, what marketing strategies, etc.
- Improve – after the previous two stages, they already need to work on the plan of how to fix the defined problem and see them in action. To note, improvement in recruitment will not be seen in one year. It needs two or three years to put data together and see how designed project works.
- Control – this is a stage all hard work that was put into work needs constant monitoring. We cannot leave the projects without attention. Everything in recruitment is about attention. One mistake can destroy the whole project.

DMAIC method is one of the most time-consuming methods. It digs dip into studying the most untouched concepts. Nowadays, international admissions offices cannot use what they have. They need to keep the core value, however, redesign everything. DMAIC methods find those hidden elements and assists to design modern methods in recruitment.

Marketing Strategy

If a small, private university has identified international recruitment as a vital part of enrollment management, they need to define and create a strong marketing plan. Marketing plan goes together with recruitment. Universities need to create a platform for students to which potential students will be attracted. See table 1 for marketing strategies.

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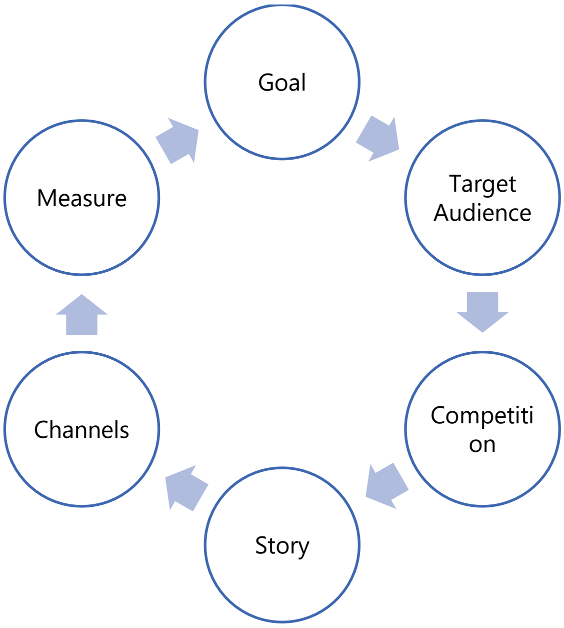
Table 1 Marketing Strategy



- Goals – universities need to know what to achieve, when, and how. What is the commitment? time and money invested? People involved?
- Target audience – when goals are ready, then we speak about the target audience. In international recruitment, you cannot recruit in every market. You targeted market must depend on the vision of the university and how diverse they see their campus. When we work with students, we need to know their needs, problems their decision behaviors
- Competition – admissions need to assess their competition in the markets they enter. They also need to know the local/internal market. They need to know what competitive schools are doing and diversify.
- Story – admissions must create a strong story about what they have an offer. They need to know the value proposition and show the vision though story. In order to create a great story, as an expert in admissions, I bring the AIDA model, which will help to tell a story.

The AIDA Model is an advertising trick to build a smart and attractive storyline.

- Awareness
- Interest
- Desire
- Action
- Channels – admissions need to discover and focus on the most effective and efficient channels to attract and engage students
- Measure – this is the last step which makes admissions leadership analyze a designed plan for international recruitment.

Recommendations

International recruitment is getting huge attention and it will not stop. Globalization and technological advancements are not going to stop. It means that students will have the opportunity to pick and choose universities all around the world. How does small, private institutions will survive this challenging environment? I believe everything is in their hands. Small, private university leaderships need to take a moment and re-evaluate the market. They cannot depend on local numbers but constantly think about improving international recruitment.

Here are several critical suggestions to small/private universities:

- Employee admissions professionals – today, admissions professionals are in demand. They are professionals who are trained and educated on how to recruit, counsel and guide. They carry a strong passion for recruitment advancements.
- Build international student pipeline for long-term – every admissions team needs to plan at least three years ahead of time. They constantly need to define targeted goals for each year, and what is an over percentage for international enrollment. The names in the pipeline do not guarantee numbers. To make it happen, admissions professionals need to keep in touch and "show them, love". Potential students need to feel valued and needed. In your pipeline, you should have high school freshman, sophomore, junior and seniors.
- Be visible- Visit targeted countries – admissions office must have an actual operational budget. Representatives need to visit targeted countries.
    - Visit high schools and conduct presentations
    - Build a relationship with teachers, administrators, coaches, etc.
    - Connect with potential agents in the targeted cities/countries
- Utilize various platforms – there are many opportunities to be effective in the international market.
    - Local hero's – those are people who work for you. Appreciate them no matter if they get or not get paid. Always remember, they tell the stories
    - Government agencies – utilize them. Admissions teams need to inquire if the countries they enter for recruiting have a special program they can be part of.

To conclude, international enrollment will continue to be affected by various external factors. If small, private universities want to survive in this technologically challenging environment, they need to invest and allocate resources. They do not need to start international recruitment unless they are ready for it. Everything must be evaluated, especially the team who will lead the admissions recruitment process. Universities can write and create many projects, but none will be successful without the right people to implement them.

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GLOBALIZING KNOWLEDGE AND EXPERIENCE: NATO-GEORGIA PROFESSIONAL DEVELOPMENT PROGRAMS - FRAMEWORK AND TEACHING METHODOLOGY

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Abstract

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

Key Words: Education and training programs, NATO-Georgia partnership, building democratic institutions, Substantial NATO-Georgia Package SNGP, NATO- Georgia Joint Training and Evaluation Center (JTEC,) Professional Development Program - PDP, Defense Education Enhancement Program – DEEP, NATO Building Integrity (BI) Programme.

As technology opens borders, educational and professional exchange opens minds. NATO is committed to delivering programs and services of excellent quality to a diverse range of participants, sponsors and donors.

"Internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Getz et al., 2017, p.1). Globalization of knowledge through trainings and workshops accumulated by international organizations in the result of long-term professional experience is extremely valuable. It enhances capacity of its member and partner countries and helps implementation of equal standards by disseminating knowledge and raising intellectual and professional staff able to set up meaningful communication and to manage the problems successfully. One of the vivid examples of such fruitful cooperation is NATO-Georgian trainings organized within the framework of different mutual projects planned and fulfilled for the last ten years.

North Atlantic Treaty organization (NATO) which is a military and security organization has developed an active cooperation with not only member states but partner countries, including Georgia. NATO is an organization based on democratic values and helps to promote democratic principles in partner countries. Only fully democratized countries are allowed to join NATO. Since it gained independence, Georgia has been striving to build democracy and strengthen defense capabilities of the country; to achieve this goal, Georgia aims to share knowledge and experience accumulated in Europe and in the US and advance its political, economic and military potential based on Western values.

How does NATO assist Georgia in building its democratic institutions?

In the history of NATO-Georgia relations, Georgia has gained to be one of the important partner countries for the Alliance since 1994. To understand what is the role of NATO as a security and military organization in developing democratic institutions in Georgia is to study and analyze various programs and training courses offered by NATO with active participation of partner and non-member countries. These programs mostly aim to strengthen security and defense institutions and encourage steady development of democratic society based on western values.

A qualitative approach has been chosen to study the problems raised in the article; also primary and secondary sources, such as, training programs, brochures, normative documents, on-line materials, NATO Georgian Liason Office documents were considered.

At Wales Summit, Allies have endorsed a Substantial NATO-Georgia Package which was to: strengthen Georgia's security, contribute to development of defense capabilities and further increase interoperability with NATO. Based on the new initiative NATO presence would be increased in Georgia. Also, it would support the country's integration into the NATO structures and therefore would be closer to NATO integration objective.

The SNGP comprises the measures at the strategic, tactical and operational levels across 13 areas including strategic and operational planning, aviation, air defense, maritime security, strategic communications, special operations, military police, cyber defense, acquisition and procurement, and intelligence-sharing. The SNGP also includes the establishment of a *Defense Institution Building School, NATO Georgia Joint Training and Evaluation Center and Logistics Facility*.

The SNGP Core Team responsible for project implementation is based at Georgian Ministry of Defense in Tbilisi.

The results of implementation of Substantial NATO-Georgia Package (SNGP) has been declared the NATO-Georgia Commission in Joint statement held at the level of Foreign Ministers on July 2016, Warsaw, Poland.

The SNGP document states that a significant progress has been made in implementing the substantial NATO-Georgia Package since it was launched. More than 30 allied and partner security experts in Georgia has been supporting security reform efforts, including in areas, such as cyber defense, aviation and logistics. NATO –Georgia exercises open to partners and other new initiatives aimed to strengthen defense and interoperability capabilities with the Alliance carried out successfully progress Georgia in its preparations towards membership.

The Key projects in progress within SNGP are:

a. NATO-Georgia Joint Training and Evaluation Center (JTEC) "Krtsanisi" which was officially inaugurated in 2015 by Georgian leaders and Secretary General Jens Stoltenberg. The project offers tactical training and evaluation and contributes to development of Georgia's command and leadership philosophy. The ongoing series of exercises will endeavor to provide rigorous and challenging training opportunities to the majority of companies of the Georgian Armed Forces.
b. The Georgian Defense Institution Building School offers professional development programs and quality training to support institutional reforms and good governance of the defense and security sector. Training modules focus on: international humanitarian law, building integrity and reducing corruption risks, strategic communications, gender issues and other topics.
c. Logistics Facility Project is designed to facilitate reception and movement of NATO and Partner forces, acquirement and supplies during participation in military training and exercise.
d. within Strategic and Operational Planning project, NATO and Georgian officials are reviewing and developing defense policies and strategic and operational military planning documents, doctrines and procedures.
e. Strategic Communications develops strategic communications capability if the MoD and Armed forces, in order to demonstrate transparency and promote security-related policies to key audiences and stakeholders at home and abroad.

Janelidze, the then Foreign Minister reaffirmed Georgia's determination to achieve NATO membership and the nation's confidence building and commitment policy within the framework of the "state strategy on the occupied territories." The Minister expressed particular gratitude for allied support for the contribution to Georgia's defense capabilities, including the SNGP and reaffirmed Georgia's commitment to continue comprehensive reforms across the areas set out in the Annual National Plan.

The SNGP is helping Georgia build deployable units which operate according to NATO standards and which can contribute to serve effectively alongside allied Forces in operations that address shared security challenges. (NATO Public Diplomacy Division).

NATO Ministers commended the steady progress made by Georgia towards stronger democracy, economic development and more effective defense institutions and modernized armed forces. Allied Ministers encouraged Georgia to sustain the momentum in its overall reforms, which NATO will continue to support. NATO members declared that they welcome the significant progress realized since 2008. Georgia's relationship with the Alliance contains all the practical tools to prepare for eventual membership. Allies encourage Georgia to continue making full use of all the opportunities for coming closer to the Alliance.

Allies highly appreciate Georgia's significant contribution to the NATO-led operations in Afghanistan and recognize the sacrifices the Georgian people have made for our shared security. Georgia's contributions to operations in Afghanistan have been continuous and uninterrupted. Allies also welcome Georgia's contributions to the NATO Response Force. These efforts, along with Georgia's participation in EU-led operations, demonstrate Georgia's commitment and capability to contribute to Euro-Atlantic security.

Allies reiterate their full support to the territorial integrity and sovereignty of Georgia within its internationally recognized borders. They welcome Georgia's commitment not to use force and call on Russia to reciprocate. They call on Russia to reverse its recognition of the South Ossetia and Abkhazia regions of Georgia as independent states and to withdraw its forces from

Georgia. (Joint statement of the NATO-Georgia Commission at the level of Foreign Ministers, 2016). Those significant achievements and positive evaluations stated above are a direct result of training and preparation programs, schools and Centers founded and sponsored by both– NATO and Georgian government.

Georgia Joint Training and Evaluation Centre was founded in 2014 but later "Krtsanisi" was officially inaugurated by NATO Secretary General Jens Stoltenberg, President of Georgia, Giorgi Margvelashvili and other Georgian leaders in August, 2015 (MoD, 2015). JTEC offers advanced training for Georgian Armed Forces and troops from NATO. At the center the staff are some Georgian officials and civilians as well as participants from NATO and Partner countries. Georgia Joint Training and Evaluation Centre is one of the 13 projects that are in progress located in Krtsanisi region. NATO-Georgian Joint Training and Evaluation Centre works to advance, modernize and strengthen its security as well as defense division (NATO-Georgian Joint Training and Evaluation Center (JTEC), 2018)

Georgia is steadfast in implementation of NATO programs which indicates to the fact that Georgia is moving towards NATO membership step-by-step which could be reached through enhancing the process of building of Democratic institutions in Georgia.

NATO Liaison Office works with a NATO subcontracted Program Management Team on NATO-Georgia *Professional Development Program. PDP* represents a program which is dedicated to support professional development of civil servants in the security sector. The vision of PDP is to ensure a positive impact on Georgia's public sector development by creating a lasting legacy that can support the country's NATO aspirations beyond the programme's life-span. NATO PDP strategic pillars are: Supporting the Georgian Government in implementing state reforms, Ensuring coherence with NATO instruments in Georgia, Supporting the parliament of Georgia in strengthening its role in national security and reform. Civil service reform has been a main aim of this program since 2011. This reform is addressed especially to MoD personnel. Increasing the control of the armed forces and conducting MoD business productively are the goals of PDP. Overall these activities are focused on establishing Euro-Atlantic Integration efficiently. The basic mechanism of PDP is to manage trainings for the employees of MoD and other security or defense institutions. These trainings are held in Tbilisi where civil servants get the education and advice which are outlined in the Annual National Program for the further development of the reforms.

Professional Development Program is very active, students from different universities are interns who take participation in managing training and education activities. NATO-Georgia *PDP Training Centre* holds local trainings for the staff and for the civil servants of MoD which play one of the major roles in the development of national security. (MoD, n.d.) http://www.nato.int/nato_static/assets/pdf/topics_graphics/20111122_nato-georgia-pdp.pdf

NATO supports the wide-ranging democratic and institutional reform processes underway in Georgia. Strengthening civilian control over security and defence structures, and improving the capacity of these structures is of fundamental importance to these countries' democratic development. As of 2011, PDP has included support to the civil service reform as one of priority areas. (http://natopdp.ge/ACTIVITIES.aspx?page=3)

<u>Course Objectives:</u> to increase the competence of the participants in the following areas:

- skills of training planning

- didactics and methods of teaching
- group dynamic
- presentation and moderation skills
- competency in preparing teaching materials
- ability to conduct process oriented training
- ability to visualize a presentation

Defense Education Enhancement Programme - DEEP - is created to support military education reforms. DEEP programs are ongoing in 14 countries including Georgia. As it only promotes Euro-Atlantic values to any program, Georgia started cooperation with Defense Education Enhancement Programme in 2009. It is a tailored program which is designed to assist MoD in various issues. Defense Education Enhancement Programme with the assistance of MoD increases the quality of educational programs, improves teaching methods and study process.

The main focus is to develop the National Defence Academy (NDA). The Georgian National Defense Academy (NDA) hired a number of new civilian faculty in order to follow DEEP Educators Workshops which is significant for the improving of teaching abilities. The National Defense Academy leadership requested a DEEP Shadow Faculty event in order to establish and run an NDA-wide faculty development program. Defense Education Enhancement Programme connects senior educators from NATO with their counterparts from partner countries with the objective of enhancing educational curricula and learning methods. DEEP offers practical support to Georgia to develop and reform its professional military education institutions.(MoD, n.d.) Defense Education Enhancement Programme tries to make Georgia’s education institutions compatible with Western defense education standards and values.

Curriculum development – what to teach

The DEEP Program works closely with Georgian professional military education institutions to assist in the development of specific curricula on virtually any subject requested by the partner nation. The PfP Consortium have produced three reference curricula: on Defence Institution Building, on Professional Military Education for Officers and on Professional Military Education for Non-Commissioned Officers. Three new curricula are currently being developed on Cyber Security, on Counter-Insurgency and on Counter-Terrorism. The curricula incorporate also the strategy of teaching - selecting and preparing faculty. The success of the trainees is largely determined by DEEP policy to engage the staff in pedagogical training and preparing them for teaching and fostering critical thinking in the classroom.

Different kinds of multinational projects have been implemented in Georgia with the support of Allies and NATO Partner countries since 2012. Georgia actively participated in Smart Defense initiative programs such as the Multinational Cyber Defense Education and Training project and Smart Defense Multinational Cyber Defense Capability Development project which were supported by intensive preparation of knowledgeable staff.

NATO Building Integrity (BI) Programme is a part of NATO’s efforts to build stability in the Euro-Atlantic area and its beyond. BI exists more than 10 years since meeting of NATO and partner Ambassadors in 2007 marks as the beginning of BI Programme. The main mission of BI is to reduce the risk of corruption and to build integrity in the defence and security system.

The BI Self-Assessment and Peer Review Process are the main tools in the BI Programme. BI was represented as an education and training discipline in 2012, at Chicago Summit. NATO BI Policy was launched officially at Warsaw Summit in 2016.

BI tools and activities are used by nations to strengthen transparency and accountability. Georgia has been implementing its projects successfully since 2012. The program gives advice and practical assistance to implement the mission of BI Programme. It is focused on the reforms in the security and defense sector as well as on the reforms to increase the Building Integrity in the Defense Educational Institutions. Building Integrity courses are held by the Ministry of Defence which are open to the newly recruited personnel of defense and security sector. These courses are part of BI Programme because Education and Trainings are key objectives.

At the same time, *Professional Development Centre* is part of the Defence Institution Building School. NATO *Peace Support Operations courses* have been taking places for the Georgian Armed Forces since 2015 which is part of BI (Building Integrity, n.d.). The BI Self-Assessment Questionnaire and The Peer Review are part of this program. The BI Self-Assessment Questionnaire is a series of replies from nations which provides the practical performance. The first step of BI Self-Assessment and Peer Review Process is to complete this questionnaire. Georgia joined BI Self-Assessment and Peer Review Process in 2013. The Peer Review considers visits to Georgia and the final results are outlined in the report to Minister of Defence (BI Building Integrity, n.d.). Today, BI is in its fourth phase which started in 2018.

The Partnership Training and Education Centers (PTECs) are the education and training institutions which are recognized by NATO. PTECs provide courses, trainings, workshops and exercises for the soldiers. Sachkhere Mountain Training School was established in 2006. By the decision of NAC Sachkhere Mountain Training School as a NATO/PfP Training and Education Centre was officially opened in 2010. This school under the PfP status trains military units of NATO and armed forces of partner countries. The fundamental mission of PTEC is mountain training and re-training of armed forces of NATO and partner countries within the framework of PfP. The exercises are conducted in English language and members of the courses are provided by the appropriate mountain technical equipment. Georgian military servicemen conduct the trainings. The instructors of the school are prepared by the French mountain instructors group (MoD, 2015). Sachkhere Mountain and Training School is the opportunity for the soldiers from NATO and partner countries to improve their skills in the Georgian Mountain.

Georgia implemented a number of programs with the assistance of NATO since 1994. After that, every project that had been implemented by Georgia and NATO had the assessment by the experts and specialists from both sides. NATO supports Georgia's effort for further integration process because specialists and experts from both sides have active cooperation. (Partnership Training and Education Centres. https://act.nato.int/ptecs).

In conclusion, it can be summarized that NATO programs were addressed to improve democratic structures in Georgia which are interest of NATO as well. NATO's role in developing security and defense structures which should be compatible with democratic standards is an ongoing process and one of the major criteria for integration into Euro-Atlantic structures.

The methodological approach to teaching –learning activities is very complex and well-developed. NATO-Georgia Professional Development Programme (PDP) organizes a Training of Trainers for National Defense Academy Instructors. The aim of the courses is to raise a new generation of trainees and lecturers which will e make the further trainings more effective and resource saving.

it is a holistic approach which besides professional training also incorporates necessary skills development. For example, *Professional Writing and Business Communication* practical course introduces principles of professional writing and business communication and aims to improve effective professional communication skills of participants. **The topics of the course include:** Process of business communication, Professional writing, etiquette, non-verbal communication and dress code and telephone communication. Those skills are necessary for each training course participant and could be applied in multiple situations. http://natopdp.ge/ACTIVITIES.aspx?page=3

One of the proven strategies for PDP is to organize workshops. The Aim of *Regional Security Policy Workshop* was to promote a better understanding of security strategy development and the requirement for close government cooperation. Main objectives of the workshop was to enhance understanding of the role of defense and security which was to achieve through different activities such as working exercises, explanatory introductions on terminology and concepts, plenary sessions, syndicate groups and reports, brainstorming.

NATO training sessions address the development of public sector. One of the problematic issues is financial management. A number of trainings have been dedicated to this problem. For example, the course - *Public Sector Finance: Planning and Budgeting* was conducted in Georgia and its aim was to enhance the knowledge in accounting, and budgeting of people working in finance departments in public offices. Since the essential practical knowledge in budgeting is needed for the accountants working in public organizations, the training is based on experience-sharing and skills acquisition.

Cyber security is considered to be one of the most urgent issues in the national security context. The round-table organized under the framework of *NATO-Georgia Professional Development Programme,* with the support of *Trustcorp*, Estonia aimed at facilitating discussion on cyber security in the defense domain among Georgian mid-level policy-makers and the role of different governmental agencies in ensuring Georgia's cyber security. This program also offered training to young specialists and prepared them for operating independently.

Other aspects of PDP trainings involves a student-oriented psychological training for military instructors. The aim of the training is to develop student (result) oriented training skills in military instructors. Training will be held in accordance with modern training and education methods, including psychological training. The main topics of the course is: Emotion; Social thought; Learning; Individual differences; Stress; Group activity; Aggression; Leader skills. This approach is particularly important today because we have to raise a new generation the foundation for functioning in new environment could be prepared through the courses based on the curriculum mentioned above. Those are transferable skills which are necessary for effective operations in multiple situations. The courses offered include media and journalism, media communication and public diplomacy, also English language development, and many other topics.

To conclude, a long list of the courses which has been offered to Georgian population for the last 10 years is very impressive. They deal with a wide range of subjects and are offered in many different forms to be in full correspondence with its aims and goals with particular focus on the type of trainees. The courses are targeted to national mentality and to its cultural and historical peculiarities, which make them more effective.

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WHY TEACH PRONUNCIATION

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Abstract

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

Key words: Pronunciation, communication skills, teaching techniques, effective listener

Introduction

Pronunciation is very essential component of communication skills. There is always a feeling that pronunciation is one of the area of teaching which is not paid much attention and time. Learners still see English just only with lots of words and grammatical structures and they find pronunciation not to be significant, probably due to the fact that it is perceived to be difficult. Teachers as well find pronunciation difficult to teach and do some pronunciation or do very little or none at all at the lessons. But poor pronunciation can make foreign language learners very difficult to understand. Language teachers have lately become more aware of this and have shifted the focus of their pronunciation teaching. We can all agree with the idea that when we are speaking in a new language, sometimes the other person may not understand or may say 'What?' or may misunderstand our ideas. Worse yet, the other person may get embarrassed and stop the conversation. Each of these instances is a break in communication, small or large. It is like a break in the flow of electricity in an electrical circuit. If the flow is stopped at any place in the circuit, the whole system stops. So, when something blocks the flow of ideas, the communication stops. We should know how to analyze these breaks in communication. The faster we can find the problem the faster we will be able to correct it. Then the conversation can start again (Gilbert, 1984). Language teachers should know what are these breaks caused from. Some breaks are caused by vocabulary or grammar mistakes. Other breaks are caused by mistakes in pronunciation. It is not necessary to pronounce each sound perfectly in order to be understood. Only a few parts of each sentence are really important, but these few parts are very essential. The native speakers depend on hearing these parts clearly. Therefore, we should know which parts of a sentence must be clear and how to make them clear.

1.1. What does teaching pronunciation involve?

The phonological system of English can be divided into five main areas

1. The individual sounds
2. Stress; word stress and sentence stress
3. Intonation
4. Rhythm
5. Features of fluent connected speech

Teachers should always try to cover all these areas while teaching, especially non-native speaker teachers as they know quite well what kind of pronunciation problems might be appeared while learning the language because of mother tongue interference. English spelling is considered to be difficult as there is a marked difference between the pronunciation of words and their spelling. E.g. through -7 letters, but only 3 sounds, neighbour-9 letters, but only 4 sounds. This fact is mainly conditioned by the alphabet as in English there are 26 letters and 44 sounds (20 vowel sounds and 24 consonant sounds) So teachers should have some specific knowledge of the phonemic symbols. It is somehow challenging but teachers have to overcome them. I have been teaching English for almost 25 years and as for my personal experience I strongly believe that teaching pronunciation is quite necessary in order to master the language. At first, when I started teaching pronunciation, I thought that it was boring for my students as learning phonetic chart seemed very difficult for them and it was very hard to make sound contrasts as well. Stress and intonation were a great problem too. But together with phonetic drills and different listening activities students gradually became very interested and motivated in learning pronunciation. I keep saying to my students that speaking fast does not mean that a person knows language fluently. The rhythm is very important in the language a learner is going to study. While speaking or reading a learner should be able to identify the rhythmic groups and master the English rhythm which in its turn creates problems to understand fast connected speech of native speakers. The English rhythm is based on the alternation of strongly and weekly stressed syllables. Besides that, in English the sound changes at the juncture of the words carry a great importance. It should be mentioned that connected speech helps English speakers speak with rhythm by stressing content words and de-stressing function words, which creates a kind of music in their speech. It is worth mentioning that when we start teaching English to beginners we should teach them natural English or the language as it is really spoken. That means that they should learn to pronounce as they will hear it.

1.2. What does poor pronunciation cause?

1. Brings conversation to a stop
2. Makes a speaker get embarrassed while having a conversation
3. Decreases a speaker's self-confidence
4. Encounters speaker to misunderstanding
5. Interrupts freely transferring of speaker's ideas, thoughts

To overcome all these difficulties teachers should try to use effective techniques to make learning pronunciation easier and more pleasant. Using colour to teach pronunciation gives very good and effective results. Colours have a powerful influence on human health and psycho. Colours affect our behaviour and mood. They may cause physical and emotional disorders. The colour of the walls, curtains or clothes can cause both sympathy and irritation. Colour is very important tool in visual thinking. It generates ideas, increases imagination, makes learners be more creative and improves their memory.

It does not matter which colours the teachers use while teaching pronunciation, but they should know how to make a benefit from using them. Learners with their best colours in their clothes, at home, in the classroom, make them feel good about themselves and about their confidence, as colour often associates with a person's emotions. Coloured markers and pencils help learners to practice spelling and pronunciation, study grammar, semantic categories and word differences. These are difficult tasks for learners to study, but using coloured markers or pencils make their learning pleasant and enjoyable. For example; learners find very difficult to study sounds, stressed syllables in words or intonation, but using coloured markers or pencils make learning them easier.

Example:

Learning sounds

1) /p/- pen, lamp, puppy
2) /b/-bag, table, cub
3) /t/-tame, material, bet
4) /d/-day, card, dream
5) /k/-kite, baker, check
6) /g/-gap, giggle, leg
7) /m/-map, fame, memory
8) /n/-note, learner, fun
9) /s/-sun, master, bus
10) /z/-zero, puzzle, quiz

Learning stressed syllables

1) con-'duct
2) 'fa-mily
3) ad-'vice
4) dip-lo-'ma-tic
5) 'po-li-tics
6) Me-'cha-nic
7) Dic-'ta-tion

Teachers should try to assure the learners that pronunciation is very essential component of communication skills. In order to achieve a perfect success in teaching pronunciation the following aims should be considered:

1) To give an understanding of a sound articulated is influenced by what other sounds are next to it
2) To develop learners' intonation and make them understand that intonation effects how we hear stress
3) To engage learners to listen to the recordings and try to analyze what it is about the accents which makes them 'foreign'

4) To develop learners' confidence and communication skills, including those of questioning, recordings and interviews
5) To appreciate the role of key skills in teaching pronunciation and to include these in learners' own speech
6) To provide models of good practice which learners can use as a basis for evaluating their own contributions
7) To provide opportunities for the development of learners' own styles and strategies for managing teaching pronunciation

The best way to work on pronunciation is 'little and often' It is better to spend fifteen minutes every day than two hours once a week.

Conclusion

Thus, teaching pronunciation is purposeful. It requires motivation and effort. Pronunciation is active, focused, concentrated attention for the purpose of understanding the meanings pronounced by a speaker. There are powerful reasons why to teach pronunciation. The first and very important reason is that pronunciation covers all four skills: speaking, listening, reading and writing. It improves learners' ability to listen effectively .Pronunciation affects self-esteem. All learners of foreign language try to be understood better and to understand better in order to enjoy the new language.

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PICTORIAL METAPHORS IS SOCIAL NETWORKS

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Abstract

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

Keywords: pictorial metaphor, cross-cultural studies, pragmatics, social networks

Introduction

Metaphor is a linguistic device that has been becoming more and more important in recent years. The growing popularity of this linguistic phenomenon can be the result of the modern lifestyle and tendencies not only in linguistics but in other fields of knowledge as well.

In the past metaphor was considered as a purely linguistic phenomenon which had no connection with other fields of life rather than linguistics and the range of its representations was limited to the verbal expression. However, George Lakoff and Mark Johnson opened new opportunities to this stylistic device when they suggested that metaphor is more about thought, actions, and imagination (Lakoff & Johnson, 2003). This means that metaphors can have verbal representations as well as pictorial, via music, etc. (Rusieshvili & Dolidze, 2015).

Lakoff and Johnson define metaphors as "understanding and experiencing one kind of thing in terms of another"(Lakoff & Johnson, 2003, p. 5.) Creating a metaphor is a process when the characteristics and features of one domain are transmitted to another domain in order to explain or characterize it. This definition suggests that there are two elements in this process where one of them is a primary element- the one which is characterized by the features of the secondary element) and the other one is a secondary element (the one which gives additional features to the primary element).

In the process of decoding a metaphor, it is drastically important to take into consideration culture, background knowledge of the decoder and shared context. Lakoff and Johnson explain that "every experience takes place within a vast background of cultural presuppositions" (Lakoff & Johnson, 2003, p. 5) Without proper background knowledge and cultural awareness, the addressee may misunderstand the metaphor or in some cases not understand at all. This happens in case of verbal metaphors as well as pictorial metaphors or any other representation of this linguistic phenomenon.

As mentioned above, metaphors can have different kinds of representations, but this paper puts emphasis on the pictorial representation of metaphor. This paper explores specific features and the role played by a pictorial metaphor as employed in the social networks (For example, Facebook, Twitter, etc.) in a cross-cultural context (in the Georgian and English languages and cultures). It discusses the peculiarities and socio-linguistic features of this stylistic device in modern communication and puts the emphasis on the role of background knowledge, age and culture.

The theoretical background of the research is Forceville (n.d.). Charles Forceville suggested fourfold distinction of pictorial metaphor into:

A. Hybrid metaphor
B. Integrated metaphor
C. Pictorial Simile
D. Contextual metaphor

Before discussing the examples it is worth mentioning that not all the pictures that convey some meaning and trigger some thoughts or allusions can be considered as pictorial metaphors. According to Forceville (n.d.), there are three questions that define whether a certain example belongs to pictorial metaphors or not.

1. What are the two elements (primary element and secondary element) of the metaphor?
2. Which are the primary and secondary elements of the metaphor and how we assume that?
3. Which features of the secondary element are transmitted to the primary element and how we perceive it (Forceville, 1994)?

Data and Methodology of the Research

Pictorial metaphors in the paper are brought from social networks such as Facebook, Instagram, etc. They are called "memes" and represent the examples of Charles Forceville's fourfold distinction of pictorial metaphors.

1. A hybrid type of pictorial metaphor

Image 1.

A hybrid type of pictorial metaphor (image 1) is the case when the message from the addresser to the addressee is transmitted through words as well as pictures. This means that a picture conveys the same meaning as the verbal text, gives additional features to the main massage and triggers some concept-related allusions.

"That one follower that likes all of your posts" is a verbal representation accompanied with pictures from a famous Georgian comedy movie. The given example gives an image of a person who likes all of our posts, links, photos, posts shared on our social network account. This is a person who is fascinated by someone, adores and appreciates him/her a lot. Picture enclosed to the text serves as a source of additional information. It gives the element of humor and comedy to the person we mean under "that one follower".

As mentioned above, proper background knowledge and cultural awareness are crucially important for decoding the pictorial metaphor. An addressee has to have watched this famous Georgian movie in order to decode this metaphor correctly and infer the sense and the element of humor implied. Varden, one of the main characters of the movie is a single father who wants his daughter to marry a rather successful and respectful man, Nikoloz. He is impressed with the education, knowledge and respectable character of Nikoloz. Varden encourages and praises all of his actions, ideas, and viewpoints. The movie is full of funny moments, dialogues and the attitude Varden has towards Nikoloz and the way he appreciates him which is shown in the funniest way possible. So, if an addressee knows this movie, he/she transmits the features of the movie character – Varden to the person "that one follower who likes all of your posts".

The two elements of the pictorial metaphor are the texts, verbal representation of the main massage, and the picture enclosed to the text. The primary element is the text, this is the domain which is characterized by another domain, the picture. We can assume that considering the fact that the text without the picture conveys the same meaning as the given pictorial metaphor and the picture without the text does not refer to the follower, who likes all of our posts. Accordingly, the text is the primary element of the metaphor which is characterized by the picture, the secondary element of the metaphor.

2. Integrated type of pictorial metaphor

Image 2.

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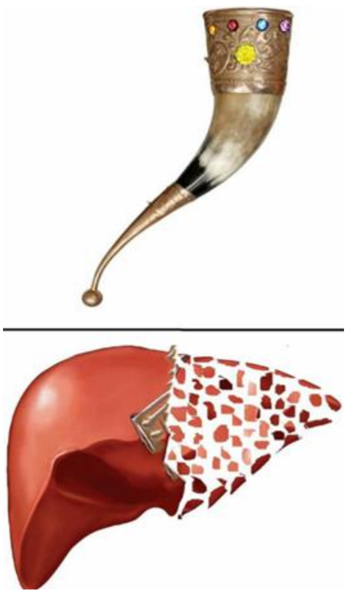

In the case of an integrated type of pictorial metaphor (image 2), both elements are pictures, without any kind of verbal representation of the target message. Pictorial representation of the primary element is characterized by the pictorial representation of the secondary element.

The upper image depicts a horn, from which Georgians drink wine and it is a kind of a tradition for them. We can also see that it is decorated with precious stones which is a common occurrence in Georgian culture. The lower side of the picture shows an image of a liver in the process of dissolution.

This is the case when the message implied in the pictorial metaphor can be misunderstood. A person may think that the message goes like "too much wine can dissolve the liver". But this kind of understanding is not metaphorical, it just gives the pictures which convey meanings, without any primary or secondary elements and further features added to the main concept.

In order to decode this pictorial metaphor correctly, we need more specific background knowledge. This "meme" appeared on the social network right after releasing a movie – "Avengers- Infinity War", where one of the main characters, Thanos, fights to gain six infinity stones in order to have the complete power over the planet and make part of it disappear. When he gains these stones the people disappear, dissolve in the same way it is shown on the liver on the lower part of the picture.

So, with the proper background knowledge, this horn triggers allusions with Thanos. We can assume that the primary element is the horn, which is the domain to be characterized and the second element is an image of a liver which adds some features and characteristics to the primary element – the horn. The aim of the metaphor is to equate the horn with the movie character and transmit his features such as power, cruelty, the horrible results it can bring, etc. Accordingly, the primary element is the horn and the image of a liver just gives some additional characteristics to it which makes it the secondary element.

3. Pictorial Simile

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In the case of pictorial simile, we have two images on one picture which visually resemble each other. In this case, the addressee acquires the two images as one and the same concept and transmits the characteristics of the secondary element to the primary one.

Image 3.

This example (image 3) depicts an image of a plastic cup of a takeaway coffee and an image of traditional Georgian dish Khinkali. To decode this metaphor the addressee must know what this plastic cup is used for, what kind of features the takeaway coffee has, that coffee is very effective in case of hangover, that it is a way to wake your body up in the morning, etc. Also, an addressee should know the traditional Georgian dish Khinkali, which has delicious liquid like broth inside, how much the dish is loved in Georgia, that people love to eat it in case of hangover, etc. Thus, the message of the metaphor is that Khinkali is like a morning coffee, which wakes your body up, gives you energy and a day without it is just unimaginable.

As for the two elements of the given pictorial metaphor, we can assume, that the primary element is the image of Khinkali, which as a primary element obtains the features and characteristics of coffee, the secondary domain.

4. Contextual type of pictorial metaphor

In the case of contextual metaphor one element is a verbal text and another element is a picture (image 4).

Image 4.

This may look quite like a hybrid type of pictorial metaphor, but there is a huge difference. In the case of hybrid metaphor (image 1) the primary element, without the secondary one, makes up the same sense and conveys the same concept as with the second element. On the contrary, none of the elements of the contextual type of pictorial metaphor (image 4) make the same sense as the pictorial metaphor itself.

The message of the example of the metaphor (image 4) is that whenever a person uses a word "pardon", which is quite an archaic form of expressing apology, he/she sounds archaic as well. This person is associated with people from past centuries who wore this kind of wigs, belonged to the high society or were judges at courts. The fact that a dog, not a man, is wearing this wig in the picture emphasizes the humorous aspect of the situation. The metaphor suggests that a person sounds silly when she/he uses archaic words.

The two elements of this pictorial metaphor (image 4) are the text – "when you use the word pardon instead of what" and a picture of a dog with some woolen stuff on its head, which reminds us of the wig that members of high society or judges used to wear in the Victorian era. The verbal part of the metaphor suggests a concept, situation which is characterized by the picture of a dog and the allusions the picture triggers in addresses. Accordingly, the primary element is the verbal part of the metaphor and the second element is the picture of the dog.

Conclusions

Research has discussed and analyzed a number of examples of pictorial metaphors in social networks and the conclusions are as follows:

1. Research has revealed that hybrid and contextual metaphors are the most common types of pictorial metaphor used in social networks. The reason for it is that a text is quite a specific representation of a concept or idea and a picture suggests a wide range of allusions from which an addressee, based on proper background knowledge, chooses the suitable ones which relate to the text and decodes the metaphor.
2. Pictorial metaphor is quite frequently used in social networks and mostly in order to convey a humorous concept.
3. Addressers use pictorial metaphors without realizing that it is a linguistic phenomenon.

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4. Decoding a metaphor needs proper background knowledge. Addressers know who their addresses are and aim their messages at them.
5. Addressers and addresses are divided into the different age groups since age difference causes the difference in background knowledge which is the key element is the process of decoding a pictorial metaphor.

Research and its results have shown that the growing popularity of pictorial metaphor does not show any signs of fading. We come across the usage of this stylistic device in more and more different fields, in different age groups, people with different backgrounds, etc. It is a way of communication that more and more people choose in everyday discourse.

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REVIEW OF E-LEARNING: ADVANTAGES, DISADVANTAGES AND PERSPECTIVES OF DISTANCE LEARNING IN GEORGIA

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Abstract

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

Key words: e-learning, distance learning, open learning, technologies in education

1. Introduction

Technological advancement and internet development have become a source of innovative products and services. The internet has been developing rapidly and has contributed to more comfortable services, such as; online shopping, digital marketing, etc. With reference to education, it is not exceptional field. World Wide Web and technological devices provide Educational Institutions with tremendous opportunities to offer online materials, channels, courses and gives universities possibility to focus on distance learning method. Distance Learning is emerged term in 21^{st} century and the method has already got too many universities attention. Number, of distance learners has been increasing notably and therefore it has become overly profitable for the higher educational institutions to run online degree programs and offer online lectures.

However, despite the high level of attractiveness, distance learning has advantages, as well as disadvantages. Moreover, implementation of this practice is concerned with several challenges and the perspectives may not be the same in different countries. Aim of this article is to make a review of distance learning and to analyze perspectives of the method in Georgia based on collected opinions from academics.

2. Definition of E-learning and Connection with Technologies

Education is a process to acquire knowledge and skills. Education is concerned with schooling and university. Besides, it is deemed as an academic subject. The reason, for studying education as a subject, is directly linked with teaching. It provides excellent preparation to educate others. Every university is responsible for own curricula. Each university offers different approaches and programs. Teaching at schools or universities plays vital role in development of society (Wood, 2012). As claimed by Osborne *et al*., (2004) attractiveness towards higher education is caused by different reasons and motivations. Some of the people do their degrees with expectations of better opportunities and career development in future. On some hand, there are students, who acknowledge necessity of diploma and because of that they have to get through it. However, as stated by Tinio (2002), higher education is concerned with high expenses. Most of the people are not able to afford higher education, because of low incomes. Education with the use of Information and Communication Technologies simplifies the process, decreases price and improves quality.

"Education traditionally was reliant on teachers with higher degrees. Today the world is witnessing a changeover towards the technology" (Kem, 2018, p.18). Technological development and increased competition in the world aroused importance of distance learning within higher education institutions to improve retention, progression and completion cost effectively. Some of the universities have already turned attention to distance learning concept and have successfully implemented approach into practice (Collins *et al*., 2016). According to Kem (2018), dominance of technology and technological advancement increase significance of changes and adaptation. The process has restructured lifestyle of people and has given a birth to virtual education system.

According to Radosevic (1999), technology is an intangible asset, which is linked with knowledge. Phillips (2000) draws attention to the importance of technology and states that technology transfer is vivid example of successful knowledge transfer. Technology transfer is directly interconnected with knowledge. Technology transfer is a process, which focuses on development of something (Bozeman, 2000). Wahab *et al*., (2012) claims, that technology transfer is wider and dynamic. The main source of technological development is knowledge and its transfer. There is no much difference between the knowledge and technology transfer. Innovative ideas and services are result of effective communication between knowledge and technology. Innovation is a broad concept and is comprised of different sort of changes. It might be related to product changes, or drastic advancements in process (Tidd *et al*., 2013).

The World Wide Web has become one of the significant ways to provide resources for research and to provide platform for teachers and students, in order to share and obtain different sort of information (Hartshorne & Ajjan, 2009). The development of information technologies and internet have made drastic changes in traditional way of teaching. The development of online networks has generated more opportunities for education. Educational institutions and schools have recognized possibility of e-learning and its impacts on students' development. Educational institutions have already considered benefits of e-learning approach (Wang *et al*., 2007). Higher educational institutions are completely involved in development of e-learning courses in education market. E-learning has been becoming integrated part of education delivery in most of the educational institutions. Expansion of range of e-learning has caused dramatic changes in higher educational institutions.

E-learning, which is part of distance learning, is online platform. It uses various technological channels to produce electronic materials for learning. E-learning is a new emerged way to educate others (Fry, 2001). Definition of e-learning is various in literature and uncommon. According to Oblinger and Hawkins (2005), e-learning emphasize delivery of courses through technology. European Commission (2001) defines e-learning as a new internet facility, whereby learner has access to different online materials and courses. The term electronic learning can be applied in different perspectives, such as; distance learning, distribute learning or hybrid learning. E-learning is also defined as a use of communication technologies to enhance teaching and studying process in higher education institutions (Maltz *et al*., 2005).

As reported by Wentling *et al*. (2000), e-learning is a teaching process, provided with electronic sources. Knowledge through e-learning is acquired via various digital channels. Features of electronic learning are centered on the internet. Lectures, information and knowledge are shared flexibly through internet, which overcomes issues related to distance and time consumption. (Liu & Wang, 2009) Electronic learning is built on distance learning concept. Lectures transmission occurs to distant locations by video presentations or numerous online contents. Rapid development of internet has transformed e-learning into distance learning (Gotschall, 2000). By comparison, Twigg (2002) defines e-learning as a customizable and repetitious system, which is centered on the learner. Emerged technological resources and digital networks have allowed learners in universities to get individualized and customized support. Besides, based on electronic learning, lectures have become more flexible and suitable to students. This kind of approach improves level of collaboration and communication between a learner and a teacher. It is deemed that e-learning facilitates high interaction between peers and teachers (Tao *et al*., 2006).

The e-learning concept, apart from technology, is comprised of various learning strategies, learning methods, and is very much linked with the vast possibilities of content diffusion and connection. The concept of e-learning no longer is solely concerned with simple use of a computer as an artifact in the learning process. E-learning includes two main things, learning and technology. Learning is a process to achieve and acquire knowledge. Technology in this process plays role to simplify learning and provide eased tools to acquire particular knowledge through untraditional ways. E-learning rejects traditional way of learning such as; pen, pencil and notebook. The whole method is built on digital communication and digital facilities (Aparicio *et al*., 2016). According to Liebowitz and Frank (2016), e-learning environment requires deep electronic support. E-learning method is on the increase throughout the world. As reported, the growth rate of online courses equals to 65%. However, most of the researchers claim that the development of online teaching depends on policies at governmental level. Therefore, it is desirable that governments take this issue into consideration and impose appropriate regulations to enable distance learning.

However, as claimed by Keller *et al*., (2018), there are 3 major factors in information and communication technologies, which open or distance education in the world. These factors are: globalization, culture and motivation. These are factors, which should be taken into account by the education providers within the teaching or learning process. Rapid development of technology and communication increased popularity of distance learning in the world. As a consequence, mega universities have already enrolled more than 100,000 learners on online courses. Though, cultural differences play important role for online learners and facilities. Online course providers should take into consideration these differences, in order to keep learners motivation. Therefore, motivational and instructional issues require the consideration. It is highly important to have awareness over the interaction between cultural and motivational issues.

2.1 E-learning Modules & Frameworks

Remote education model is the composition of a system for the delivery of an educational subject. LMS provides the virtual platform for the e-learning by enabling the management, monitoring student, delivery, tracking of learning, testing, communication, registration process and scheduling. LMS is time-saving system, which provides the platform for the virtual learning environment. The management system includes features such as; interactive applications, student guidance, registration process, records about students, courses or lecturers. Moreover, system includes scheduling, class management, assessment options. Furthermore, LMS has visual content support. Modular Object Oriented Dynamic Learning Environment (Moodle) is one of the open sources of LMS systems. A recent survey and investigation shows that Moodle is the most effective and commonly used online source. There are very reach modules integrated within the Moodle. Modules are created for free. Moodle is open source and is supported by many higher educational institutions in 215 countries. The system includes features such as; online lessons, constructionist pedagogy approach, Blacboard, WebCT, Blogs, various formats of content (Cavus, 2015).

Besides, technological advancements promote numerous possibilities in learning science to create well-structured, learner centered, engaging, communicative, affordable, effective, simplified accessible, flexible, meaningful, distributed, and facilitated e-learning platforms. The e-learning process is concerned with thoughtful analysis and investigation of how to exploit the Internet's potentiality and establish effective e-learning communication platform for stakeholders. Khan (2001) provides a framework for e-learning, where, Institutional dimension refers to organizational changes, accreditation, budgeting, and return on investment, information technology services, instructional development and media services or marketing. Moreover, pedagogical dimension of e-learning is linked with teaching and learning. This dimension addresses issues concerned with strategies and methods. Additionally, framework includes technological dimension, which refers to e-learning environment and infrastructure. Furthermore, the author emphasizes importance of designing and turns attention to interface. As provided by Moodle, the framework consists of evaluation system and management to distribute appropriate information through the channel. Furthermore, in comparison with Moodle, presented framework includes resource support and ethical dimension. Resource support refers to counseling and online service support, whereas ethical support relates to social and cultural diversity, bias, geographical diversity, learner diversity, information accessibility and legal issues.

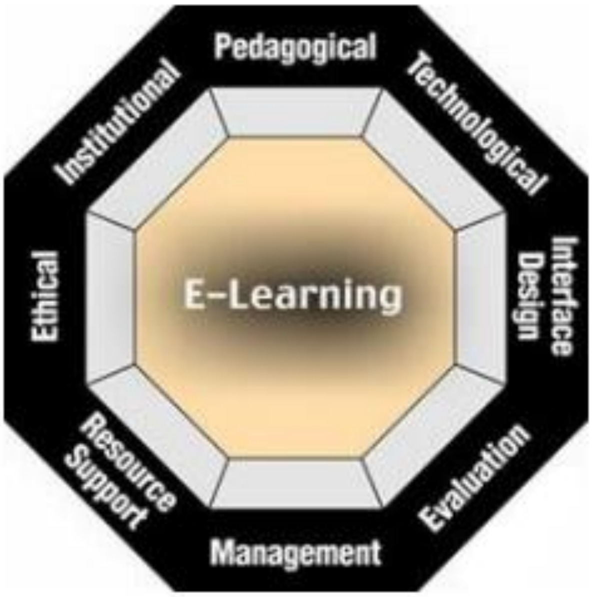

Fig 1: Framework for E-learning (Khan, 2001, p. 46)

2.2 Advantages of E-Learning

E-learning has advantages as well as disadvantages. As for advantages, Chang (2016) emphasizes several beneficial elements. According to the author, e-learning method contributes a lot to expenses reduction. Based on, it is possible to save expenses by 40-50%. Savings includes' expenses related to travelling, facilities and supplies, administrative costs and salaries. Besides, based on distance learning, lecturer or trainer uses advanced technologies to deliver session and these technologies assist learner. Learners, who participate in distance learning, are more active and interactive. Furthermore, distance learning is totally built on technologies, which saves time for learner and contributes to large data analysis. As reported by the author, e-learning provides in-depth learning experience, rather than traditional way. Besides, E-learning gives opportunity to learner to have more flexible schedule and precise instructions. It provides more dynamic course content.

In addition, as reported by European University Association, E-learning provides benefits such as; flexible learning approach, increased effectiveness of classroom time, more learning opportunities and ways for off campus students. Moreover, it is more internationalized approach. Furthermore, based on e-learning it is very possible to educate more number of students. It ensures flexible monitoring of data and progress. In addition, method increases interactive collaboration between peers. Moreover, enhancing learning or teaching in different languages and improves critical thinking. With reference to time consumption, e-learning provides lecturers with chance to devote more time to students (Gaebel *et al*., 2013).

Besides, Novotny (2005) links distance learning with nursing and draws attention to the advantages of method. As reported by the author distance learning provides safer environment for participants, it promotes active and controlled learning, saves time and gives opportunity to get more precise experience. Moreover, Wang *et al*., (2017) highlights advantages which are brought by distance learning to educational institutions. As reported, distance learning has capability to enhance experience for student of all ages. It provides more experience for traditional, as well as elderly students. With respect to distance learning, there is no age limit or boundary. The method ensures career-essential life-long learning opportunities. For example, some of the outstanding universities have already switched to distance learning approach and have been offering life-long communication to graduates by free seminars with continuous education and learning opportunities. The distance learner may become 4 year college student, the corporate learner, professional enhancement, degree-completion adult learner, test-preparation learner and etc… High demand towards online courses increased importance of e-learning implementation in universities. As claimed by the authors, distance learning overcomes geographical barriers and obstacles referred to time management. Distance learners are able to login at any time anywhere, where internet connection is available. Schedules are more flexible and suitable to full-time as well as part-time workers. Furthermore, in case of distance learning, every participant has more chance to interact with peer and establish more communication with the class. Besides, the method promotes more updates and relearning process for participants. Some learners demand constant updates in their fields, which is achievable through online courses. Moreover, distance learning is deemed profitable for private or public organizations. It can be integrated into executive development programs for employees. Distance learning in employee development, or for higher education, can incorporate useful supplemental materials such as videos, speeches, and demonstrations as well as different kind of learning materials. E-learning brings significant advantages to educational institutions as well. Based on method, universities increase competitive advantages and are capable to reach more students on local, as well as international scale. Furthermore, universities may also experience cost savings as digital classroom does not need to be built or maintained. It frees them from rents and from importance of real estates (Wang *et al.*, 2017).

2.3 Challenges of E-learning

Despite the fact that distance learning is characterized by many advantages, there is couple of challenges for learners, as well as for educational institutions. First of all, on some hand, e-learning is overly challenging for lecturers. Online courses and distance learning require more preparation, in order to be exhaustive and answer all the questions students have. In respect of human energy consumption, online courses take more efforts by 20-40%. Furthermore, online classes are deemed as cost saving, but they require special features and designing, which are related to some expenses and special skills. Moreover, in some cases, distance learning can be presumed impersonal, due to lack of face-to-face debates. Besides, digital system is always depended on technology. Technological failures or technical hitch can affect learning process. Poor internet connection or low quality of computer will definitely have negative impact on learning process and learners' expectations as well (Chang, 2016). Furthermore, e-learning method may face obstacles in some countries due to restrictions from government. Education system is governed by local policies in every country. Therefore, imposed regulations may ban educational institutions from delivery of online lectures and courses.

Besides, likewise, Billings (2002) draws attention to limitations with reference to e-learning and claims that reliability of infrastructure may damage incredibility of e-learning. Both side learner and lecturer have to be involved in online community. Moreover, some of the content requires face-to-face debates or explanation, in order to acquire knowledge and get aware over it. Therefore, the author deems that e-learning is limited method due to presented arguments. Furthermore, Terho and Onnela (2006) agree with Billings (2002) and points attention to importance of human contact, which is presumed as the major disadvantage of method.

Moreover, as reported by International Association for Distance Learning (2019), distance learners suffer from lack of interaction. Experience, gained from online and offline interaction, vary and is not the same. Online interaction does not produce as valuable experience, as offline. Furthermore, as regards to format, it may not be applicable to everyone. People vary and some of them require individual attention. Additionally, it becomes difficult to increase learner's motivation through online communication. Moreover, online degree is one of the most challenging for online learners, whose employers who call online degrees into question and do not recognize distance learning courses. Besides, online learning is concerned with extra skills for learners. It requires adaptability towards technologies and requires relevant skills. E-learning becomes complicated for those, who do not feel comfortable with new technologies. Furthermore, there are degree programs, which require offline interaction and practical seminars directly with humans.

3. Statistics

According to Forbes (2018), e-learning is on the rise in the world and the industry is expected to reach 325 billion by 2025. As reported by World Education Network (2019), popularity of online courses and online education is on the increase throughout the world. Especially, the method is substantially attractive to those, who have desire to complete degree and who are not able to attend classes due to working conditions. The number of distance learners has already surpassed the number of enrolled students in traditional courses. United States is top first country, which provides the most distance learning courses and has enrolled large number of students. Moreover, India, China, South Korea, Malaysia, the United Kingdom, Australia and South Africa are deemed as the most attractive places to distance learners. In the United States, at least 1/3 chooses online courses and distance learning. India has established top world-class universities, which offering online programs in different fields. As regards China, the country has always been supporting distance learning and technological advancements into this field. The country has already got more than 70 online colleges. With reference to South Korea, the country is advanced on technological development and provides the highest speed internet. The high quality facilities and appropriate programs have already attracted oversee students. Most of the online programs offered by South Korea are taught in English. With respect to Malaysia, the country is not leading in the race to online courses, although Malaysia focuses on online schools. In regard to the United Kingdom, the growth of online courses started in 2010, when the UK government started supporting the distance learning and invested more than 100 million pound in the development. The country has become top player in this field and has developed online resources to facilitate online learning. The government of the United Kingdom aims to find cheaper and modern alternative ways of teaching. There is couple of private universities in the UK, including Open University, which are top players in distance learning. In respect of Australia, distance learning is becoming attractive and has started growth. Approximately, 25% of students are enrolled in online courses. The last country in top list is South Africa, which offering own online resources and platforms, called: "Thutong" and "Edunet" whereby the country ensures distance learning. However, South Africa suffers from lack of lecturers and professionals, in order to keep development to this direction (World Education Network, 2019).

According to Online Learning Consortium (2017), the number of distance learners has been increasing rapidly. Number of enrolled students increases approximately by 226,375, which equals to 3.9% growth in this industry. More than one in four students takes

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at least one online course. In 2012-2015, number of enrolled students in traditional courses dropped by one million, whereas number of online learners was increasing.

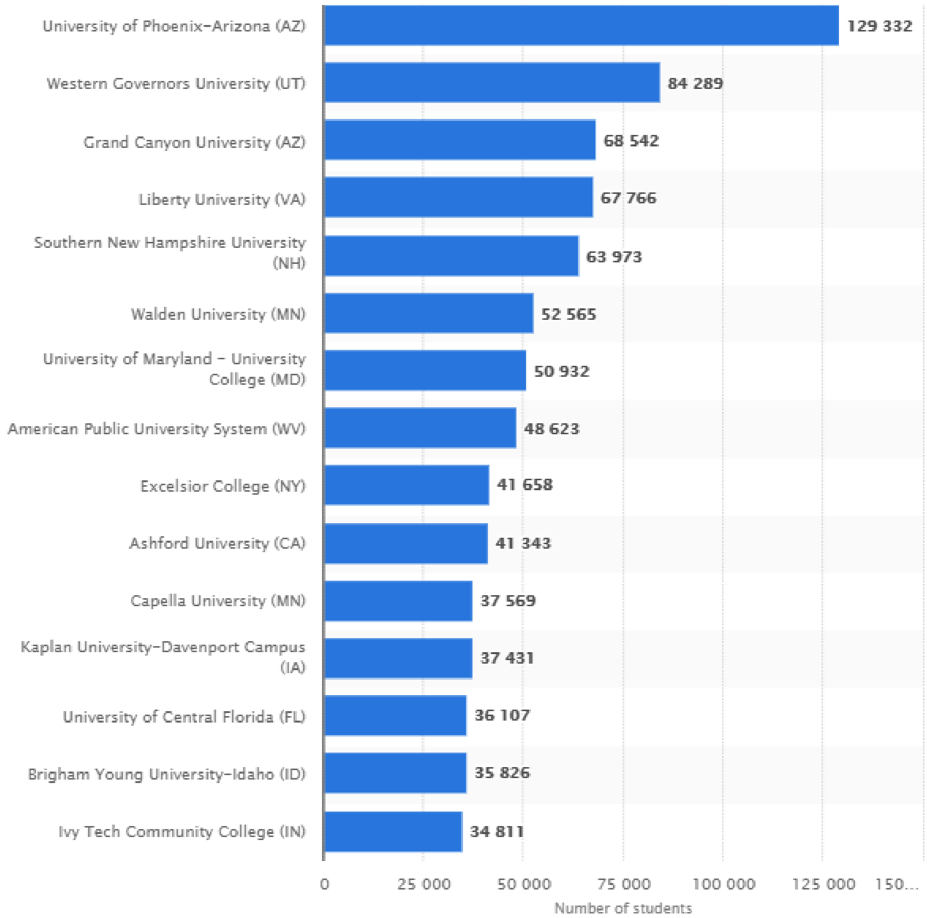

Fig. 2: Leading distance learning institutions in the United States in 2016, by number of students taking at least one distance learning course (Statista, 2019a)

Above presented statistics emphasize the attractiveness towards online courses in United States. Furthermore, as claimed by the Economic Times (2017), online education is on rapid rise in India. Research was conducted jointly by KPMG and Google, which proved that by 2021 online education industry will reach 1.96 billion dollar in India. Online education field has been becoming more and more interesting to students. The number of online learners is depended on number of internet users. There is high correlation between these factors.

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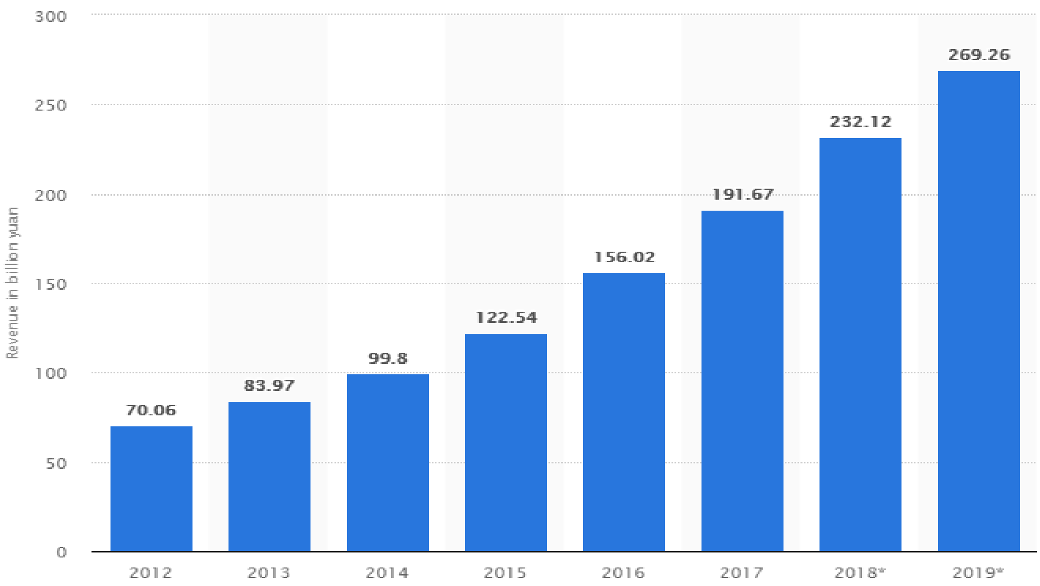

Fig. 3: Revenue generated by online education in China from 2012 to 2019 (Statista, 2019b)

Besides, online education market in China is experiencing incredible rise. In 2018, profit reached 232.12 billion Chinese Yuan, which is equal to 34.45 billion US dollars. Data by iResearch Global Group (2018) proves that China's online education industry will continue to increase and is estimated to attain 543.4 billion Yuan (80.6 billion US dollars) in 2022. Growth in demand is caused because of the facts that students are more receptive to online education, more willingness to pay for online courses.

Fig. 4: China's Online Education Sector Data (iResearch Global Group, 2018)

As regards to the United Kingdom, the country is making amazing progress in online education market. In 2017 number, of total registered students within the European Union at higher education providers, was 35,880 and 22,175 was enrolled in online courses. Moreover, the total number of registered students outside the European Union at UK higher education providers was 253,595, included 95,020 distance learners.

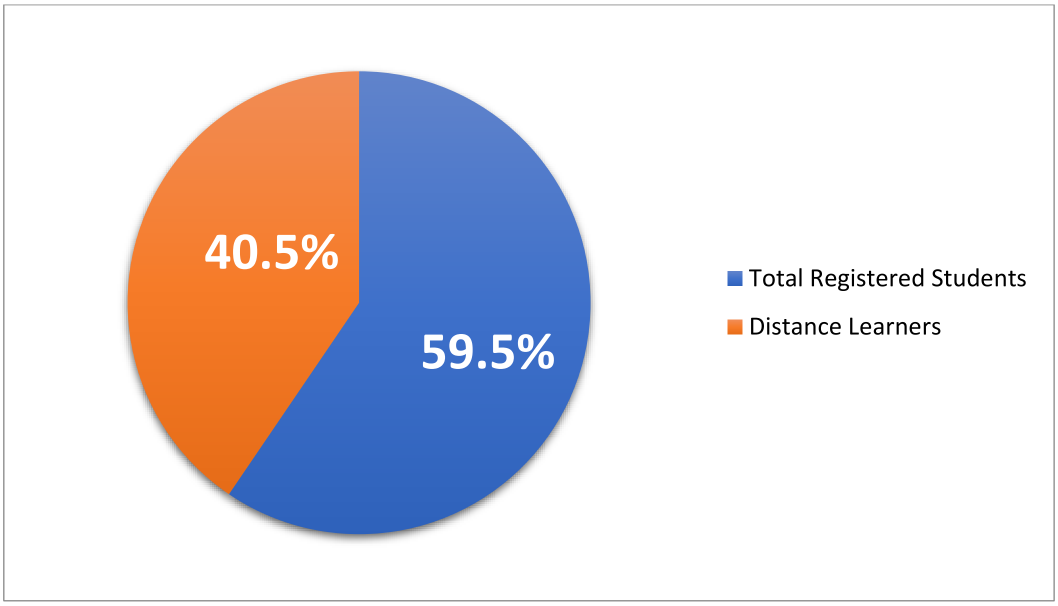

Fig.5: Percentage of total registered students in the UK and total distance learners (HESA, 2018)

4. Interviews and Findings

Thematic analysis is the process of identification of qualitative data. Every primary, as well as secondary data requires appropriate analysis to reach the set objective. Administration, of collected primary data from interviews or different approaches, is concerned with different methods. One of the widely applied methods is transcription (King & Horrocks, 2010). As stated by Guest *et al.* (2011), thematic analysis is mostly applied to interpret text or images, in order to make them more efficient for analysis. Besides, based on thematic analysis it is overly possible to reduce the complexity and present data in more understandable way.

Due to actuality and high interest towards distance learning, several interviews with professors and university representatives were conducted, in order to ascertain more regarding e-learning in Georgia. Therefore, the researcher focused on thematic analysis.

Interview N1

"Distance learning is very actual topic nowadays. However, if we are considering Georgian students, I deem they are not ready yet to accept this challenge and become distance learners. I am personally involved in Distance Learning and it simplifies teaching process. First of all, it contributes a lot to time saving. Secondly, teaching through distance is more comfortable than traditional way. It provides possibility to stay in and teach or attend classes. In my mind, Distance Learning should be interesting challenge for a student, as well as for a lecturer. Major role of the university in this process is to promote distance learning and provide students with practical opportunities as well.

As regards to challenges, it is still distant and requires more energy to teach. To me, it is more tiring than teaching face to face. Besides, distance learning may not be appropriate for every subject. Delivery of different subjects, need different explanations, which require specific methods or approaches. Sometimes lecturer has to focus on explanation through visual parts and sometimes face to face debates."

Interview N2

Distance Learning will be overly effective for young students, as well as for those who need retraining and extra qualification in different field. E-learning and online courses will substantially increase qualification. Also, it will be very suitable for students, who have desire to change the profession and increase their awareness over the various subjects. I deem Distance Learning will have high perspectives in the country.

With regard to challenges and disadvantages, E-learning is totally based on internet connection and technologies. Therefore, quality of those factors will definitely impact differently on the process of learning and teaching. Moreover, it is necessary that higher educational institutions should consider quality of online degree programs. Besides, universities should focus on digitalization. Digital environment, which is not implemented in most of the Georgian universities, can be deemed challenging. Moreover, it is highly important to find an influence of digitalization on quality of course.

Interview N3

Basically, I deem that in comparison with traditional way of learning, distance learning and online courses will be less effective. If we take into consideration environmental circumstances of Georgia, we will find out that most of the higher educational institutions are located in capital of the country and due to the fact distance learning will be mostly attractive to those who live in regions or who are full-time employers. Because of the fact, that Georgia is experiencing dearth of factories in my mind most of the inhabitants of the regions are self-employed. Therefore, when we are discussing distance learning, we have to consider the appropriateness of the proposed online degree programs to these people. I think it may be better for them to get through short-term programs for the specific specialization, which will not be easily distributed through online way as they require practical seminars as well. Additionally, acquisition of theoretical knowledge will not guarantee them possibility to use the knowledge and apply in the same region. Moreover, from the viewpoint of labor migration, I deem moving from regions to large cities will be more complicated for those who will have obtained diplomas through distance learning and who will have completed the specific program, which will be usable for in regions, in agriculture.

Therefore, I think people who live in regions will probably make a choice on traditional ways of learning, in order to get theoretical, as well as practical experience. Also, traditional way of learning will contribute to their awareness over the demand of markets.

However, I think distance learning has advantages. Apart from knowledge delivery, it promotes students to establish ties with academics and professionals. In additional, as regards to those who live in cities and work full-time, distance learning may be more effective for them. Though, format and method of teaching, will may be challenging for them.

As regards to challenges, distance learning will be concerned with several of them. Firstly, online courses call motivation of students into question. Also, online courses are mostly less interactive and less communicative. The approach has limitations for the lecturers as well. This kind of format of communication and teaching make it difficult to define the appropriate segment to teach. I think lecturer will be more refrained from discussions. Moreover, lecturer will not be able to make assumptions about unverified facts. Generally, when there is discussion about teaching methods, we should make difference between challenges in large and small groups. Learning through traditional ways provides students with more intellectual resources, interactions and possibility to digest lectures deeply. These factors are less likely to be ensured by distance learning. Moreover, students will need well-developed transferable skills, in order to cope with distance courses. Besides, technical support and advancement level of digital infrastructure in the country may turn into challenge as well.

Interview N4

Distance learning is a depiction of modern tendency in educational field. However, I think, Georgian students are just partly ready for this challenge. Therefore, I don't think that at the beginning implementation of distance teaching will bring substantial results. It may be relevant to limited directions and to limited segments. E-learning cannot become objective of universal distribution. In regard to challenges, quality control will be the most challenging for universities.

Table 1 Thematic Analysis

Analysis	
Advantages	1. I am personally involved in Distance Learning and it simplifies teaching process. First of all, it contributes a lot to time saving. Secondly, teaching through distance is more comfortable than traditional way. It provides possibility to stay in and teach or attend classes. In my mind, Distance Learning should be interesting challenge for a student, as well as for a lecturer. 2. E-learning and online courses will substantially increase qualification. Also, it will be very suitable for students, who have desire to change the profession and increase their awareness over the various subjects. 3. It promotes students to establish ties with academics and professionals. In additional, as regards to those who live in cities and work full-time, distance learning may be more effective for them. Though, format and method of teaching, will may be challenging for them.
Challenges	1. It is still distant and requires more energy to teach. Major role of the university in this process is to promote distance learning and provide students with practical opportunities as well. Delivery of different subjects, need different explanations, which require specific methods or approaches. 2. E-learning is totally based on internet connection and technologies. Therefore, quality of those factors will definitely impact differently on the process of learning and teaching. Moreover, it is necessary that higher educational institutions should consider quality of online degree programs.

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	Besides, universities should focus on digitalization and on quality. Digital environment, which is not implemented in most of the Georgian universities, can be deemed challenging. 3. Firstly, online courses call motivation of students into question. Also, online courses are mostly less interactive and less communicative. The approach has limitations for the lecturers as well. This kind of format of communication and teaching make it difficult to define the appropriate segment to teach. 4. Technical support and advancement level of digital infrastructure in the country may turn into challenge as well. 5. In regard to challenges, quality control will be the most challenging for universities.
Perspectives	1. If we are considering Georgian students, I deem they are not ready yet to accept this challenge and become distance learners. 2. Distance Learning will be overly effective for young students, as well as for those who need retraining and extra qualification in different field. I deem Distance Learning will have high perspectives in the country. 3. As regards to those who live in cities and work full-time, distance learning may be more effective for them. Though, format and method of teaching, will may be challenging for them. People, who live in regions, will probably make a choice on traditional ways of learning, in order to get theoretical, as well as practical experience. 4. I don't think that at the beginning implementation of distance teaching will bring substantial results. It may be relevant to limited directions and to limited segments. E-learning cannot become objective of universal distribution

5. Perspectives of E-learning in Georgia

Despite the fact, that e-learning has been becoming more and more popular throughout the world, Georgia is exceptional country in this field. As presented above, there are many countries, which have already given a way to online degree programs and courses. However, E-learning method is still under question in Georgia. Digitalization in education is at the low level in Georgia. Digital environment, which includes online educational system and digital library, is one of the important features for distance learning. Additionally, the method of online teaching is not implemented in most of the higher educational institutions in the country and some of the universities are not informed about this kind of approach as well. Moreover, presently, the current imposed regulations by Ministry of Education of Georgia do not contribute to distance learning and exacerbates the existing situation. The interpretation of e-learning in legislation is unclear. According to Georgian Legislation, to some degree E-learning is allowed, though it is limited. E-learning is complement to traditional learning and usage of electronic sources and platforms are allowed to establish effective communication between a lecturer and a student. Furthermore, it is used for monitoring purposes. Term E-learning is defined as a teaching process, supported by modern information-communication technologies and provided by higher educational institutions of Georgia for degree educational qualification for students in territory of Georgia. First step the country took towards e-learning was in 2008, when Georgia participated in project called "E-learning in the Caucasus" However, it was solely stone's throw and without prolific consequences. (Law of Georgia, 2018).

6. Conclusion

To conclude, this particular review is intended to present both sides of e-learning and discuss perspectives. The most of the opinions in literature review highlight advantages of E-learning and online degree courses. The method is approved in many countries and practically it has become very attractive to learners throughout the world. According to findings, Georgian academics and lecturers are kindly disposed towards this method as well. As claimed, distance learning is a way to save costs, time and simplify educational process.

However, in Georgia it may be a little bit challenging to implement the method and provide online degree programs in higher educational institutions. Globalization and Cultural differences, motivation, digitalization, quality control and regulations, these factors are stated in literature and considered as the most challenging for educational provides, lecturers and students as well. As claimed by respondents, digitalization and quality control require high attention. E-learning requires high quality technological infrastructure at universities and incentive regulations in the country. Furthermore, there are divided opinions related to possible segment of distance learners in Georgia. Some of the academics deem that it will not be useful for those, who study agricultural subjects and need practical seminars as well. This particular review does not draw comparison between opinions from academics, who work for different disciplines. As claimed in literature review, consequences of distance learning may differ in dissimilar disciplines. Therefore, further research can be conducted for this specific objective.

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THE CHALLENGE OF "FALSE FRIENDS OF A TRANSLATOR" FOR GEORGIAN LEARNERS OF ENGLISH AND THEIR TEACHING STRATEGIES

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Abstract

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

Key words: false friends of a translator, true friends of translator, source and target languages, similar-sounding, different meanings, occasional, semantic, full, partial.

1. Introduction

Today, in the epoch of broad international contacts, when communication between different linguistic communities is becoming more and more intensive and there is no such metalanguage that would be used by speakers of different languages, the mission of a translator is of great importance. So far, notwithstanding the highly developed computer technologies, the work done by a human translator cannot be substituted by machine translation (Anissimova, 2001). This can be accounted for by translation being a process of replacing a text as a whole by a text in another language, and not a simple transfer of the meanings of separate words from an original to a translation. "A text is never just a sum of its parts, and when words and sentences are used in communication, they combine to "make meaning in different ways" (House, 2013, p.5). For this reason, no direct translation from one language to another can exist as the two linguistic systems are very different. Languages diverge in their grammatical, syntactical, and lexical structures, to say nothing about cultural differences between the source and target language communities, which needs to be considered by translators. However, there are some cases when this need is neglected.

An example of such neglect is being unaware of "false friends of a translator," when similar-sounding words in two languages are regarded as universal and are transferred literally from the source language to the target language. "False friends" can be found in every pair of languages: for example: novel and ნოველა (short story) magazine and მაღაზია (shop); biscuit and ბისკვიტი (sponge cake); fabric and ფაბრიკა (factory); cabinet and კაბინეტი (study, office) and many others.

The term "translator's false friends" (les faux amis) was introduced by the French theorists of translation M. Koessler and J. Derocquigny in 1928. It is used for the words that have the same or similar forms but different meanings in the source and target languages. This factor can be accounted for by certain historical reasons: the origin of some languages, communication of nations, or borrowings from Greek and Latin.

P. Newmark (1998) calls such words deceptive cognates, as their meanings are different and they can easily confuse the target text receptor. The name "false friends of a translator" is more common. However, in this name the word "translator" must stand for anyone trying to translate from a source language to a target language rather than a professional translator, because professional translators are usually well aware of the above mentioned category of words and are rarely confused by them. Actually, who is misled by "false friends" are language learners, so the "false friends" are more a teacher's problem than a translator's. Considering this, the present paper is an attempt at working out some strategies of teaching "translator's false friends" to the Georgian learners of English.

2. Literature review

The problem of "translator's false friends" has been studied by different scholars, and there are a number of works dedicated to this subject. The mentioned works contain the analysis of "false friends" from different angles and stress different aspects, however, most of them classify the "false friends" based on the same principles, using similar terms.

Chamizo-Dominguèz and Nerlich (Chamizo-Dominguèz & Nerlich, 2002) divide FFs into **chance** and **semantic**.

Chance FFs could be defined as word pairs that are similar by almost pure coincidence, not by common etymology – these are non-cognate interlingual analogues. They lack the etymological link and normally belong to a different logico-subject group. Such pair of words would be the English "curry" and the Georgia ქარი (wind).

As for the semantic false friends, they consider them as a cross-linguistic polysemy. The difference between chance and semantic false friends is that "while chance false friends are homonymic words, semantic are considered as polysemic words, with the difference that apart from polysemy, which signifies an existence of more meanings in a word, semantic false friends are considered inter-linguistically. They resemble in their graphical and/or phonetic forms. Another feature is that they have risen from common languages, namely Latin or Greek (when talking about European languages)". (Chamizo-Dominguèz & Nerlich, 2002)

Semantic false friends are further divided into **full** and **partial**.

1. Full false friends are pairs of words which are monosemantic in both languages or one language and this meaning differs from that of its counterpart. We can compare the English adjective "intelligent" meaning "clever" with the Georgia ინტელიგენტი, which is a noun and means a person who is cultured, works mentally, and is a member of intelligentsia.

2. Partial False friends are pairs of words in respective languages where one of them is more polysemantic than its counterpart in the other language, i.e. in one or several meanings the words are identical, but in some meaning they are different. For example,

the English “obligation” has the meanings of a “promise”, “moral duty”, “responsibility”, “commitment (as by a government) to pay a particular sum of money”, “feeling of being obligated”, except a “debt security” (such as a mortgage or corporate bond), while the Georgia ობლიგაცია is only a financial term meaning “bond”, “debenture.”

A. Veisberg offers similar classification, but introduces the third category – pseudo false friends. So the groups of FFs identified by this scholar are 1) false friends proper; 2) accidental or occasional false friends; and 3) pseudo false friends.

The first group partly coincides with Chamizo-Dominguèz' semantic false fiends, but Veisbergs adds “nuance differentiated word pairs” to it. This term refers to words with the same denotative meaning but connotative differences (Veisbergs, 1996). For example, the word “pathetic” in English means “arousing pity, especially through vulnerability or sadness”. However, in Georgian the word პათეტიკური means high-flown and is negatively loaded. (Gochitashvili & Shabashvili, 2018).

The second group comprises the pairs of collocations, which do not have any common etymology. These are the pairs by coincidence, which “belong to a different logico-subject group”. That is why Veisbergs calls them “accidental/occasional false friends,” which corresponds to “chance false friends” by Chamizo-Dominguèz.

The third group is represented by Pseudo false friends. These word pairs are considered as new and very creative expressions that actually do not exist in the target language (TL). The resemblance of L1 and L2 lead the speakers of the source language to think that the word must exist in the target language as well. The language learner builds a nonexistent word on the basis of the native word, expecting that the native word will have a corresponding identical foreign word. The pseudo false friends are usually created on the basis of false analogy, for example, Georgians learners of English can say “narco**man**” instead of “drug edict”, because the Georgian word ნარკომანი might sound English to them.

Sometimes the terms “interlanguage synonyms” and “interlanguage homonyms” are used to refer to semantic and occasional FFs.

“Interlanguage synonyms” is another name of semantic false friends, i.e. they are the pairs that coincide in one or more meanings. However, beside similar meanings, they have some special meanings as well. For example, *concert – კონცერტი*. Both words have the meaning of “a musical performance”, but the English word also has the meaning of “agreement in purpose, feeling, or action,” while the second meaning of the Georgian კონცერტი is “concerto” (a composition for an orchestra and one or more soloists). So these two words are equivalents in only their first meaning.

“Interlanguage homonyms” coincide with occasional false friends – they are the words that sound the same but have no common meanings, for example English “lorry” and Georgian ლორი, which means “ham.”

Apart from these two categories some scholars also identify Interlanguage paronyms – the words with similar but not identical sound, and different meanings. For example, the English “physician” and Georgian „ფიზიკოსი“ (physicist) represent a pair of paronyms, as well as sympathetic (showing care about someone else's suffering) and სიმპატიური (good-looking).

A parallel could be drawn with classification of translator's false fiends suggested in the study by Maria O'Neill and Montse Casanovas Catala. These scholars rank false friends according to the degree of meaning overlap. Following this criterion, false friends fall into three groups.

1) The first category, **segregation**, refers to the situation in which none of the meanings of the words coincide in either of the two languages.

2) The second degree, **intersection**, applies when two words share some meanings but not all.

3) The third category – **inclusion** occurs when one member of the lexical pair reveals all the meanings of the other member as well as one more, "additional" meaning. (O'Neil & Casanovas Catala 1997 : 110).

Speaking of classification of FFs, it would be interesting to compare the pairs of similar-sounding words across languages (in this case English and Georgian) to reveal the **semantic**, **structural**, **stylistic** and **pragmatic** differences between them.

Semantic difference can be observed in pairs of words, where

- One of them is generic and the other is specific, e.g. "actual" (existing in reality or as a matter of fact; real or genuine; existing at the present time) and აქტუალური (topical);
- One is polysemantic, while the other is monosemantic, e.g. "artist" (a person who paints, draws, or makes sculptures; an actor, musician, dancer, or other performer) and არტისტი (an actor, musician, dancer, or other performer);
- The two words have different connotations in their languages, e.g. in English "ambitious" is someone who has a strong desire and determination to succeed, while in Georgian ამბიციური has a negative connotation and is used for someone who is conceited.

Structural difference is observed when

- The two words with similar meanings combine differently in different languages, e.g. "popular elections" and საყოველთაო არჩევნები, "popular movement" and სახალხო მოძრაობა. In English the word "accurate" forms collocations with the words like "information," "data", "description," "clock/watch" etc. while in Georgina we do not say „<u>აკურატული</u> ინფორმაცია", „<u>აკურატული</u> მონაცემები", „<u>აკურატული</u> აღწერა", „<u>აკურატული</u> საათი" etc., but instead use „<u>ზუსტი</u> ინფორმაცია", „<u>ზუსტი</u> მონაცემები", „<u>ზუსტი</u> აღწერა", and „<u>ზუსტი</u> საათი".
- In case of idioms it is impossible to calque translation, e.g. the English "lost soul" (a sinner, especially one who has been condemned to hell; a person who seems unable to cope with everyday life) cannot be translated as „დაკარგული სული"into Georgian, but its adequate translations would be დაღუპული ადამიანი and მარტოსული.
- A multi-component phrase in one language is transferred as a one-word structure to the other language. For example, the Georgian equivalent of "jury" meaning "a body of people sworn to give a verdict in a legal case" is ნაფიცი მსაჯულები, ნაფიც მსაჯულთა შემადგენლობა.

Stylistic difference can be illustrated by the following examples:

- neutral vs. emotionally colored words: "aggressive: (stylistically neutral) – აგრესიული (negative); "protection" (neutral) – პროტექცია (negative)
- modern vs. archaic: airplane – აეროპლანი

- a common word vs. term: essence – ესენცია (concentrate), base - ბაზა (main store).

Pragmatic difference implies different associations a word carries for representatives of different nationalities, e.g. the word "revolution," will mean a different political event for different nations, as there has been the Russian Revolution of 1917, the American Revolution etc. For Georgian people this word (რევოლუცია) can refer to the October Revolution of 1917 also known as the Bolshevik Revolution, and the Rose Revolution (2003), which happened in recent past.

3. Research Method

The research methods used in the study are experiment, teacher's personal observations and analysis.

3.1. Participants

The experiment was carried out with 30 Georgian learners of English. Their native tongue was Georgian and they spoke English at an intermediate level (B1).

3.2. Measures and Procedure

The subjects of the experiment were asked to perform several activities.

Activity 1. Students were assigned to translate the following English words into Georgian:

1. accurate
2. actual
3. biscuit
4. blank
5. brilliant
6. cabinet
7. camera
8. complexion
9. fabric
10. insult
11. jacket
12. loyal
13. magazine
14. meeting
15. novel
16. prospect

17. replica
18. sympathetic
19. talon
20. virtuous

Activity 2. The participants of the experiment were asked to match 20 Georgian words with their English equivalents. They had two alternatives for each word, one of which was a "false friend' and the other was a correct translation. The words were given without context again, so they were not given a clue to help them to guess the meaning of the words.

The exercise is given below:

Match the <u>underlined</u> words with their definitions:

<u>1. აკურატული</u>

a. accurate
b. tidy

<u>2. აქტუალური</u>

a. topical
b. actual

<u>3. ბისკვიტი</u>

c. a biscuit
d. a sponge cake

<u>4. ბლანკი</u>

a. a form
b. blank

<u>5. ბრილიანტი</u>

a. a diamond
b. brilliant

<u>6. კაბინეტი</u>

a. a cabinet
b. a study, office

<u>7. კამერა</u>

a. a camera
b. a cell, chamber

<u>8. კომპლექცია</u>

a. complexion
b. body-build

<u>9. ფაბრიკა</u>

a. fabric
b. a factory

<u>10. ინსულტი</u>

a. stroke, apoplexy
b. insult

<u>11. ჟაკეტი</u>

a. jacket
b. cardigan

<u>12. ლოიალური</u>

a. loyal
b. merciful

<u>13. მაღაზია</u>

a. a shop
b. a magazine

<u>14. მიტინგი</u>

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a. a meeting

b. a rally

15. ნოველა

a. a short story

b. a novel

16. პროსპექტი

a. a prospect

b. a wide street

17. რეპლიკა

a. a retort

b. a replica

18. სიმპატიური

a. good-looking

b. sympathetic

19. ტალონი

a. a talon

b. a coupon

20. ვირტუოზი

a. virtuoso

b. virtuous

Activity 3. The students were provided with the list of 20 English words that formed pairs of "false friends" with the Georgian words from **Activity 1.** The words were accompanied with the similar-sounding Georgian words and their correct translations in Georgian. The Students had to identify (by writing FF or CE) which Georgian words were "false friends" and which of them were correct equivalents.

1.	accurate	აკურატული	ზუსტი
2.	actual	რეალური	აქტუალური
3.	biscuit	ბისკვიტი	ორცხობილა
4.	blank	ბლანკი	ცარიელი
5.	brilliant	ბრწყინვალე	ბრილიანტი
6.	cabinet	კაბინეტი	კომოდი
7.	camera	ფოტოაპარატი	კამერა
8.	complexion	კომპლექცია	სახის ფერი
9.	fabric	ფაბრიკა	ქსოვილი
10.	insult	ინსულტი	შეურაცხყოფა
11.	jacket	ჟაკეტი	ქურთუკი, პიჯაკი
12.	loyal	ერთგული	ლოიალური
13.	magazine	მაღაზია	ჟურნალი

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14.	meeting	მიტინგი	შეხვედრა, თათბირი
15.	novel	რომანი	ნოველა
16.	prospect	პერსპექტივა	პროსპექტი
17.	replica	რეპლიკა	ზუსტი ასლი
18.	sympathetic	სიმპატიური	თანაგრძნობით განმსჭვალული
19.	talon	ბრჭყალი	ტალონი
20.	virtuous	პატიოსანი	ვირტუოზი

Activity 4. The students were given English sentences containing the words from **Activity 1**. They were asked to translate those sentences from English into Georgian. The aim of the experiment was to reveal how helpful context would be in guessing the meanings of English words correctly. The sentences were as follows:

1. Give me an accurate report of what happened.
2. The actual price was lower than I thought it would be.
3. Jill dunked her ginger biscuit in her tea.
4. Leave this sheet blank.
5. My father started out with nothing but a brilliant mind, like yours.
6. Mary keeps her best dishes in that cabinet.
7. This is the camera that Tom took the pictures with.
8. The skin disease would often cause the man to have a rosy complexion which strangers would often mistake it for the man blushing.
9. The dress is made of a thin fabric.
10. His constant insults aroused my anger.
11. Inside his leather jacket it was warm and cozy.
12. When all her other friends deserted her, Steve remained loyal.
13. Tom likes reading magazines.
14. There was a meeting between the bosses.
15. Arsena Marabdeli is a novel written by the famous Georgian writer Mikheil Javakhisvili.
16. There is little prospect for the victory of this football team, because their opponent is very strong.
17. The replica for the Van Gogh painting was mistaken for the original.
18. She was very sympathetic to the problems of adult students.
19. The eagle still had its talons in the goat, and the goat had its horns embedded in the eagle.
20. Natalie considered herself very virtuous because she neither drank nor smoked.

Activity 5 followed up on the first four given above. This time the subjects of the experiment were asked to make up English sentences of their own using the FFs. This activity was final, and after ensuring that the students knew the meanings of all FFs used in the experiment, Activity 4 was introduced to reinforce their knowledge and secure them against mistakes in the future.

4. Results and conclusions

Activity 1 revealed that only 4 students out of 30 were able to provide the correct equivalents for all the Georgian words. The number of mistakes (incorrect answers or no answers) made by the rest of the group ranged from 2 to 15 (three students – 2 mistakes, two students – 3 mistakes, two students – 5 mistakes, four students – 7 mistakes, four students – 9 mistakes, two students 10 mistakes, three students – 11 mistakes, four students – 12 mistakes, one student – 13 mistakes and one student – 15 mistakes). This means that only 11 students from 30 made 5 or fewer mistakes, and the remaining 19 made 7-15 mistakes.

The results of **Activity 2** were much better with 8 students coming up with correct meanings for all the words. The mistakes made by the remaining were few as well: the maximum number of mistakes was 10 and such results were shown by only 2 students, as for the rest, the every number of mistakes was 5-6.

The situation was even better in case of **Activity 3**, where half of the students made no mistakes, and the others also showed good results making no more than 5 mistakes.

The best results were revealed by **Activity 4:** About 80 % of the students succeeded in providing correct translations.

As for the **Activity 5**, its functions was to summarize and reinforce what the students had learnt by that time rather than checking their knowledge, and when they started doing it, the subjects of the experiment had already gained sufficient knowledge to make sentences using the words in question.

To sum up the results of the experiment discussed in the present paper, it is obvious that the "false friend of a translator" can be a serious problem for language learners, who are misled by the presence of universal words in different languages, and tend to mistake FFs for such words. This in the first place concerns the language learners who may not be able to come up with the equivalents of SL words in TL quickly enough, so they resort to "false fiends." Another factor is reluctance to look up the meanings of particular words in a dictionary to check their own knowledge. Mistakes are more likely to happen when language learners have to guess the meanings of particular words without context, or in a context that does not make the word's meaning explicit.

The results of the experiment have revealed that context is really helpful in guessing the meanings of words, so giving FFs in a context that makes it easier to understand them, or at least presenting the collocations involving FFs, is a good strategy of teaching the "false friends." It is also a good idea to use matching, multiple-choice, and true or false exercises. Speaking about teaching FFs and, generally, about teaching a foreign language, the role of translation is especially important as it helps students to better understand and memorize the words in question, while making parallels and considering the differences between the SL and TL. Another useful strategy is asking student to make up sentences including FFs. Providing language learners with s list of "false friends" can be very helpful and effective when there is not much time to do the exercises. Finally, language learners should be made well aware of the difference between the universal words (international vocabulary and borrowings) serving as "true friends" of a translator and the so-called "false friends," which can be confusing and cause problems in communication between speakers of different languages.

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THE TRUTH BEHIND THE WORDS IN POLITICAL INTERVIEWS

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Abstract

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

Key words: implicature, political discourse, conversational principles, cooperative maxims.

Introduction

Discourse analyses of speeches politicians make in different situations has become a topical issue for many linguists as politics seems to overwhelm the life of even ordinary people. The article deals with the political interviews and the implicature one can read between lines.

Political interview is chosen for analysis for the following reasons: modern stage of civilization shows a progressive interest of society towards politics. Interview as a sample of political discourse has appeared in the centre of interest of linguistics;

It has become interesting to study an interview in order to better analyze the communicants' intention in the discourse and the implications hidden behind the words. Taking into account that communicative linguistics studies not only the relationship among speakers, but also the speakers' attitude towards the language itself, it was decided to study an interview as a form of dialogue-speech.

The analysis of the case acknowledged that apart from an explicit meaning, an utterance has implicit, underlying meanings as well. Implication – in other words the underlying message can be seen through the meanings of the words and also through the relationship between context and linguistic situations. We studied the notion of an interview and the notion of implication to show that it is a new approach to language and its ability, to analyze an interview from linguistic points of view and to give our own viewpoint on the linguistic notion of implicature and on its origin.

Political discourse and the problems connected with it have become the subject of interdisciplinary research due to the special importance of political situations in the modern world. With this background knowledge the study of political interview has become very important as it belongs to a new trend of linguistics - political linguistics. Political linguistics arose because of the increasing interest to the study of political discourse. The interview as one of the ways of spreading information is a specific type of communication with its socially oriented function that means the power to have an influence on the consciousness of people.

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

Methodology of the research is based on lingo semiotic and anthropocentric-communicative methodology. That means to study an interview through semantic (referential), syntactic (inter-linguistic) and pragmatic aspects. On the other hand we determine interview as explication of inter-subjective and interactive discourse, that is why we take into account the communicative intention and strategy of both – an addressee and an addresser as we consider the relationship among them to be one of the factors that condition the formation of implicature.

To settle the following tasks we use the concrete methods such as s context-semantic, socio-cultural and stylistic interpretation.

Literature Review

What is political discourse? Before we specifically go deeper to political discourse, let us discuss what discourse is. Discourse analysis developed in the 1980s and is becoming a more popular method for qualitative research. Discourse analysis in psychology is associated with a critical psychology and a diverse group of British social psychologists (e.g.: Edwards & Potter, 1992; Hollway, 1989; Parker, 1992; Potter & Wetherell, 1987; Wetherell & Potter, 1992; all cited from Omiadze, 2009). Discourse analysis focuses on a detailed analysis of textual material (e.g. interview and focus group records, media reports, consultation sessions, etc.). What is the discourse offered by discourse analysts? The discourse is defined in many different ways, but the most common explanation is: discourse refers to the shared patterns of importance that create social objects in certain specific ways(Omiadze, 2009).

As we can see discourse analysis is somehow conditioned by the field of research, where it is the subject of research. Discourse is defined as a combination of texts that are either subjectively, culturally or otherwise linked to any additional texts that can be developed and filled. There are lots of definitions of political discourse we can look at. As a German philosopher and sociologist in the tradition of critical theory and pragmatism Jürgen Habermas says it is "the type of communication that involves rational critical review of the values, norms and rules of social life and the only motivation to achieve mutual understanding" (Habermas, 1981: 111).

In spite of many of the explanations in the case of political discourse, we find the definition of one of the experts in semiotics Gunther Kress to be relevant to our research. In the paper "Linguistic Processes in Sociocultural Practice" Kress offers this explanation of discourse: "Institutions and social groups have their specific values and values that they use systemically in the language ... this is called systematic form of language and speech Discourse ... Discourse expresses the meanings and values that are characteristic for institutions" (Kress, 1985: 57) .

Can we say that every discourse that is about politics is a political discourse? Some experts argue about is but we agree with N. Kirvalidze who says: …..is a politically restricted genre that has its own thesaurus and specific functions. Political discourse is a discourse of a politician and if we view it within the professional framework, it can be considered as an institutional form of discourse. This means that only those discourses can be qualified as political which take place in such institutional situations where the speaker expresses his/her opinion as a politician (e.g. government sessions, parliamentary discussions, election campaigns, political debates, etc.) (Kirvalidze, 2016: 164).

To make the discussion shorter, one can say that discourse as a concept is difficult to define as there are conflicting and overlapping definitions. We want to share the ones with you which we think gives the best definition:

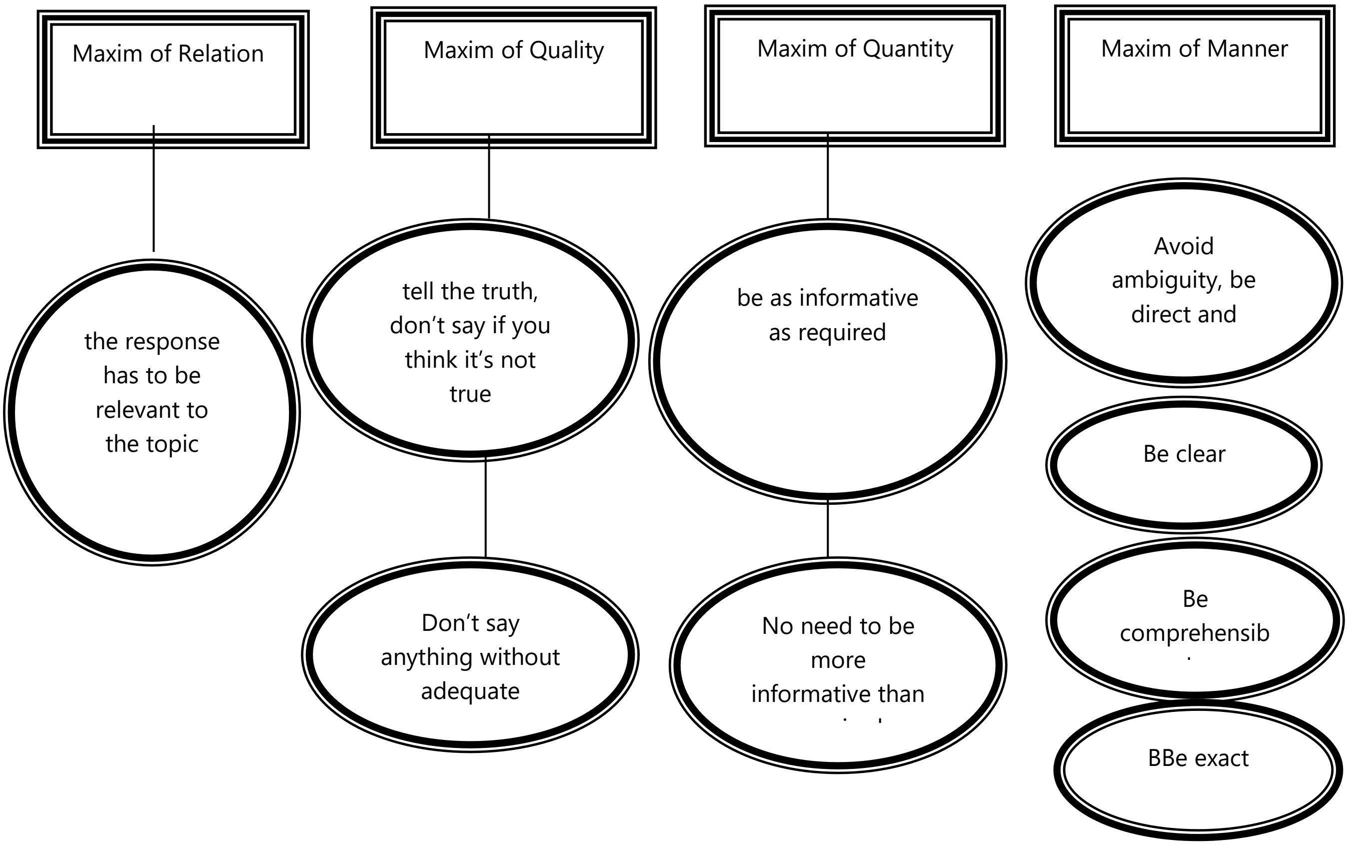
- political discourse is a political genre with specific language thesaurus having certain functions and communicative impact. Political discourse is a discourse with institutional form. In other words, political discourse is a discourse where a person gives his/her opinion in a status of a politician in an institutional environment (Kirvalidze, 2009).
- political discourse is based on two criteria: functional and thematic. It can fulfil different functions due to different political activities. It is thematic because its topics are mainly related to politics such as political activities, ideas and relations (Schaffner, 1996:202)

According to what we have just talked about, it can be easily assumed that politicians manipulate people with words, make them believe whatever they want them to believe with the help of appropriately chosen words. Politics has always been a tool for power and authority. The one with better communicative skills is a winner; the one who manages to make people believe what s/he says is a winner; the one who knows how to please people is a winner (Alavidze, 2016).

Discussion

Linguists believe that what politicians say can be interpreted if we know the theory behind the text. There are two main theories we would like to use to see what politicians mean when they speak: these are the Cooperative Principles by Paul Grice (1975) and the Theory of Politeness by Penelope Brown and Stephen Levinson (1987). One might realize how old the theories are but they still prove that the maxims lead us to a successful communication. When the maxims are violated we can read the meaning between the lines. Interrelation between the statement and its meaning was first discussed by Grice and it was called the implicature. Let us see the principles once again and see what happens when they are violated (table 1).

Table 1 **Cooperative Principles and Maxims of Conversation by Paul Grice (1975)**



Le us see an example from President Donald Trump's intervview with Margaret Brennan:

Margaret Brennan: *Can you trust the Taliban? Can you actually broker a deal?*

President Donald Trump: *Look, whether we should have been there in the first place, that's first question. Second question--*

Margaret Brennan: *That's where 9/11 was launched from.*

President Donald Trump: --*we've been there for 19 years, almost, we are fighting very well. We're fighting harder than ever before. And I think that they will- I think they're tired and, I think everybody's tired. We got to get out of these endless wars and bring our folks back home. Now, that doesn't mean we're not going to be watching with intelligence. We're going to be watching, and watching closely. North Korea-- / CBS NEWS "ON FACE THE NATION" 2019, /*

As we can see the president was given a simple general question when we expect to hear ***Yes* or *No*** but instead we hear the president talking about the importance of peace and the desire to end the war. What could be read behind his answer? To go back to the maxims we can see that the president violated the maxims of quantity and manner –No need to be more informative than required and be direct and straightforward. Why? It can be interpreted that the president does not want to say out loud what he really thinks about Taliban. In general, the language Trump uses, is a research question for many linguists and political reviewers. Cognitive linguist George Lakoff is among those who argue with Trump. "Any unscrupulous, effective salesman knows how to use (your) brain against you, to get you to buy what he is selling" (Lakoff, 2016: 9)

Lakoff goes back to his upbringing while studying his manner of speaking and as we read in his article "understanding Trump" he says: [The] thing about being a New Yorker it is polite if you finish their sentences for them. It's a natural part of conversation." This may be why Trump's sentences often seem, in transcript form, to trail off with no ending. "He knows his audience can finish his sentences for him," Lakoff says (Golshan, 2016).

One more example of violating the maxim of manner can be found in the interview of Lithuanian Public Broadcaster with the former President of Georgia Giorgi Margvelashvili.

> **Q:** ***Talking about the European fatigue, also the European Union seems to be somewhat backtracking from promises of the open door and trying to find words that are not as promising as they used to be. Are you dissatisfied?***
>
> **President:** *We are the leader country in the Eastern Partnership community and we view this not as one of the objectives, but we view European and Euro-Atlantic partnership and engagement into the EU and NATO as an ultimate goal for our nation's future development. I think some of the bells have rung in European capitals. I think that Europe is starting to understand more what the real state of environment is concerning Georgia, Eastern European nations and Russia's role in this process (Official web site of the President of Georgia - 2/28/2018).*

Have you understood anything? No, neither have I. Let's try to read the truth behind his words. It is obvious that the president of Georgia could not say that we are dissatisfied with EU and NATO for giving promises for so many years that still seems to be a question at issue. What Margvelashvili tried to do was that he wanted not to lose his positive face which is defined as the desire to be liked by others, to make others feel that you are one of them by Brown and Levinson. To achieve the goal people usually follow the maxims of politeness by Leech (1983) and cooperative maxims by P. Grice (1975). But Margvelashvili violated the Maxim of Relation (the response has to be relevant to the topic) and Maxim of Manner (avoid ambiguity, be direct and straightforward). Violation of those maxims lead us to read the implicature behind the words. Bearing in mind the theory behind his words, we can believe that Georgia would love EU and NATO not to be **backtracking from promises of the open door and see more certain future.**

> **I would like to bring one more example of violation of Gricean maxims from the interview of Bidzina Ivanishvili (the Head of *Georgian Dream*) with the journalists of Georgian TV channels. He answered the following to Eka Kvesitadze's question about Levan Izoria (Minister of Defense) how is he paying 15000 GEL per month for his loan considering that his net salary is 6000 per month:**
>
> **Bidzina Ivanishvili:** ***Wait, qalbatono Eka, please, be kind and wait. Do not move to another topic and do not manipulate. You are a lady and you know I would not dear to insult you. Please, be kind enough and respect yourself and your colleagues. This is a face of Rustavi 2.***

As we can see from the extract the Maxim of Relation is violated however, there is a more serious problem with the interview- the first characteristic feature of an interview is its form. It has a form of a dialogue. In this interview the institutional role of a correspondent and a respondent still remains at it is supposed to be however, conversational turn-taking system is violated by lots of interruptions and simultaneous speeches from both sides.

Before we move to a general conclusion, we will give one more example from the interview of Theresa May with Andrew Marr (Andrew Marr, 2018):

Andrew Marr: *When did your former Brexit Secretary David Davis know about the common rule book? When did he know?*

Theresa May: *We have been – I've been talking with David Davis about the approach that we should be taking for some time.*

Andrew Marr: *I asked a very specific question: when did he know about the common rule book?*

Theresa May: *He knew – we have been talking about this for some time. But Andrew, you haven't allowed me to set out why what the European Commission proposed to us is unacceptable, and I want to do that because it's important. Because we have got to* ....

And the PM goes on to talk about the European Commission's two ideas that they put before them and about the best thing for the UK meaning that the UK tries to have a good relationship with their trading partners in the future and so on and so forth.

As we can interpret from her answer, the PM violates the Maxim of Quantity (be as informative as required, no need to be more informative than required) and does her best not to name the exact date when the former Brexit Secretary David Davis learnt about the common rule book.

One of the issues politicians are concerned by is their image in public, so called "face". The term was first introduced by Goffman (1959) who wrote about face in conjunction with how people interact in daily life.

Face is the public self-image that every person tries to protect. There are two terms used to define a person's image in public-positive and negative. Later Brown and Levinson deepened the theory and defined positive face in two ways: positive face shows the desire to be liked by others, to make others feel s/he is one of them. As for negative face, it shows the speaker's desire to have independence and maintain his/her autonomy. The theory is not new as we can see but it is still topical and applies to political discourse to study the language politicians use to talk to people.

According to analyses we have performed, we can say that a person needs to know and follow the maxims of politeness to be able not to lose his/her image. To put the theory in practice let us see an example from the interview of Salome Zurabishvili with Le Figaro, a French daily morning newspaper:

Le Figaro - *Speaking of Russia, you've been accused of being the candidate of Bidzina Ivanishvili, the most powerful oligarch in the country and very close to Moscow, and to have made a Faustian deal with him.*

Salome Zurabishvili - *I have made no such deal! I announced my candidacy alone and the majoritarian party held an epic internal discussion for nearly a month to decide whether or not it would support me… I had no previous agreement, neither with Ivanishvili or anyone else. Moreover, to say that Ivanishvili is a conduit to the Russians is false. He is undeniably important. He was the one who financed former President Saakashvili's grand reforms, notably on the army and the police, before he involved himself in politics. But since 2012, he has given no evidence of preference toward Russia, unlike Saakashvili, who had sold to Russia the great strategic tools of the country, such as our electricity, water, and gas. Instead, Europe has become Georgia's principal partner, ahead of the Turks and Russians* (Official web site of the President of Georgia - 2/22/2019).

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We would like to remind you that one of the characteristics of positive politeness is emphasizing the membership of a common social group and being optimistic; this is what Zurabishvili has done to maintain her positive image in public and not to admit or deny her connection with the Head of Georgian Dream.

Results

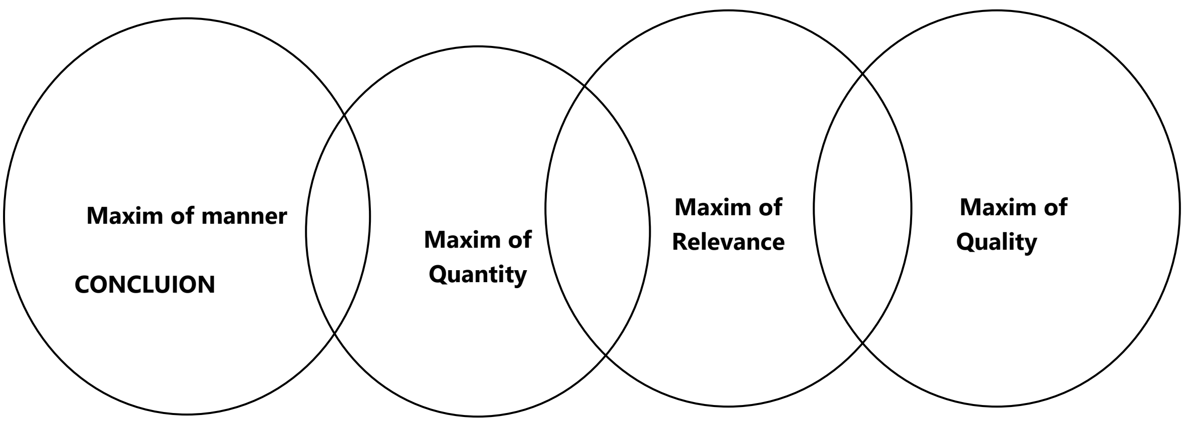
According to the examples we have just analyzed, we can say that politicians often violate the cooperative maxims and the maxims of politeness. They might not have the idea about the theories that help the linguists show their true meaning however, with the help of those theories we can see the implicture behind their words. The research showed that politicians violated the maxim of manner in most cases that requires to avoid ambiguity, be direct and straightforward. The next maxim they fail to follow is the maxim of quantity that requires to be as informative as possible and not to be more informative than asked to be. We can see that politicians begin to talk a lot and cover the topics they were never asked about, to hide the truth. Even without the theory in mind one can see that they are trying to avoid the answer to the question. That means that they need to be linguistically well-prepared to manage to maintain their image in public and cope with the tough questions they are often asked.

Pragmatic analyses of authentic interviews allow us to talk about peculiarities of communicative strategies of a politician respondent. The violation of Gricean maxims is intended to:

- neutralize the facts and hide the information;
- hide the truth to make people have different ideas;
- save personal rating;
- avoid conflicts during an interview.

The maxims of co-operation are violated with a certain frequency. Very often they overlap with each other. Graphically it can be expressed in the following way (table 2).

Table 2: Frequency of violating maxims



CONCLUION

Conclusion

To conclude we can say that pragmatic analyses of political speeches show that most politicians often face threat to their image in public. The politeness strategies are just the way to cope with the acts that endanger their public image. Communicative strategy of a politician respondent is mainly determined by intentional violation of Gricean maxims that form the ambiguity and esotericism of an utterance and its implicature

The research shows that the politicians usually try to maintain good image in public. They realize that they are chosen based on popularity of their views or based on their personal popularity. We choose those who we like or whose wishes match our desires. And they have to do their best to make us like them and believe in them.

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LOVE AND DEATH IN ERICH SEGAL'S ROMANCE NOVEL "LOVE STORY"

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Abstract

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

Key words: *Romance novel, God, love, death, tragic ending, relationship, leukemia, obstacles.*

Erich Segal's *Love Story* is one of the famous and legendary literary works. It was initially written as a screenplay and later adapted into a novel and published in 1970. *Love Story* was phenomenally successful when first published. It was at the top of *The New York Times* bestseller list for nine months and captured the hearts of America. The movie became a success and "scor[ed] at the box-office, where it became the most profitable film since *Gone With the Wind*" (Pelzer, 1997: 20). *Love Story* was nominated for the 1971 National Book Award, "*one of the most prestigious literary prizes in the United States,*" but "*five judges on the award's fiction panel threatened to resign if it were not eliminated*" (ibid.: 5) As Pelzer mentions, the novelist William Styron, who was one of the jurors, "*justified the decision, noting that 'it is a banal book which simply doesn't qualify as literature'*" (ibid.:5).

The novel *Love Story* belongs to the genre of romance. This style of literature has been the cause for many debates, since literary theorists have not been able to agree whether romance is a genre, mode or strategy, but what they agreed upon is that romance has some typical conventions that have been characteristic to it since Homer's *Odyssey*. McDermott states that Odyssey is the first romance and "*the archetype [...] of all great romance*" (1989: 12). The fact that Odyssey is the first romance is under question but all agree about the importance of *Odyssey* to romance literature, since, according to Fuchs, it "*establishes some of the most enduring and recurring of romance strategies*" (2004: 14).

According to Collins English Dictionary (n.d.), "a romance is a novel or film about a love affair." Romance is "*a type of narrative featuring adventures in exotic places, love stories, and/or the celebration of simple rustic life. In Northrop Frye's words, "the romance is nearest of all literary forms to the wish-fulfillment dream. . . ."* (1973: 186) "*As a result, romance has been a staple of popular literature from the time of the Greek romances (second and third centuries A.D.) to contemporary Harlequin novels.*" (Quinn, 2006:

368) Harlequin Romance is "*one of a US series of romantic novels about men and women who fall in love. The stories are usually simple, with a happy ending*" (Longman Dictionary of Contemporary English, n.d.). The romance novel or romantic novel is a literary genre. "*Novels of this type of genre fiction place their primary focus on the relationship and romantic love between two people, and must have an "emotionally satisfying and optimistic ending*" (Wikipedia, n.d.).

The novel *Love Story* begins and ends with death. It is the first person narrative told by Oliver Barrett IV - a wealthy and clever man who falls in love with a poor Italian American girl named Jennifer Cavillery. When they decide to get married, Oliver's father disapproves their relationship and ends his financial support. Oliver and Jennifer are working together to save money for their marriage. They seek for a medical help, because they are unable to have a baby. However they are informed that Jennifer is ill, she has leukemia and her life is short. Jennifer becomes so ill, that Oliver takes her to the hospital. He stops going to work and is at Jennifer's side every day. Oliver does anything he can to save her life. The cost of Jennifer's therapy is very expensive and it is unable to afford. Oliver goes to his father and asks for 5000 thousand dollars without telling him about Jennifer's condition. Finally, Jennifer dies in hospital not long after that. She leaves Oliver alone and makes him promise that he will be strong and merry even after her death.

"Love Story" begins with Oliver, the hero, telling the reader of Jennifer's, the heroine's, death. Although one could argue that death is the ultimate removal from the familiar, it is not Jennifer in *Love Story* who is feeling the loss, but the hero: "*What can you say about a twenty five-year-old girl who died? That she was beautiful. And brilliant. That she loves Mozart and Bach. And the Beatles. And me* (Segal, 1971: 5)". From these words the reader learns that even after Jennifer's death, Oliver reflects on their relationship, he still cares about the things dear to Jennifer. She is dead, but he thinks about whether she loved Bach more than him. The novel consists of Oliver's memories as he is telling their love story. Thus, the ending of the novel with Jennifer's death brings the reader back to the beginning. Although Jennifer dies in the end, it is not the inability of love to triumph over obstacles that brings about the death of Jenny, but a biological accident, as she dies of leukemia. Their love triumphs over obstacles, but it cannot keep Jennifer alive.

Jennifer is described as a powerful woman. After she knows that she will die soon, Jennifer refuses to go to Paris, although Paris is the place where she really wants to go. Jennifer prefers to spend the rest of her life with Oliver. She also suggests to Oliver that he will be happy after he dies. Jennifer tries to be strong to face the fact that she will die soon.

The main theme of love story is love. Oliver, who is wealthy, shows his true love to Jennifer, who is poor. Oliver is previously not a religious person and he does not belong to any church. After he knows that he will no longer live with Jennifer, he begins to feel the presence of God. He says: "*I began to think about God. I mean, the notion of a Supreme Being existing somewhere began to creep into my private thoughts. Not because I wanted to strike Him on the face, to punch Him out forward He was about to do to me – to Jenny, that is. No, the kind of religious thoughts I had were just the opposite. Like when I woke up in the morning and Jenny was there. I am sorry, but I hoped there was a God I could say thank you to. Thank you for letting me wake up and see Jennifer!*" (Segal, 1971: 25)

Based on the quotation above, Oliver wants to thank the God for the moment he has with Jennifer. Although it is embarrassing, Oliver looks for God and realizes that God is real. Oliver is not angry to God because Jennifer is sick, on the other hand he feels blessed by God. He begins to cherish the last moment he has with Jennifer.

In the last chapter, Jennifer and Oliver are talking about Jennifer's funeral. Jennifer says: "*I told him he could have a Catholic service, you'd say okay. Okay?*" (ibid.: 39) From that quotation Jennifer wants a Catholic service when she dies and she already talks about it with her father. She begs Oliver to say that he wants it too.

Love Story is not only a novel about love but also includes religious issue. The themes of this novel can teach the readers that love will conquer all the problems and we have to learn to surrender ourselves to God.

Oliver suffers because of Jennifer's Illness. The doctor informs that Jennifer has leukemia and instructs him not to tell Jennifer about it. Oliver tries to hide Jennifer's illness from her. He is sad because he knows Jennifer's condition and he has to pretend normal in front of her. Knowing the fact that Jennifer is beginning to lose her weight makes Oliver exhausted and heartbroken.

Jennifer dies and Oliver walks out of the hospital. Oliver's father, who has found out why Oliver borrowed the money and rushed immediately to the hospital, learns from Oliver that Jennifer has passed away. As the novel puts it: "*and then I did what I had never done in his presence, much less in his arms. I cried.*" (Segal, 1971: 74) Oliver is thus reunited with his father. His identity as the son of the Barrett restored.

Though Jennifer dies at the end of the novel, the ending is not completely hopeless. The tragic impact of the death is decreased since the love between Oliver and his father is reaffirmed by showing their reconnection. In other words, Jennifer's death brings the farther and son closer than they have ever been, and it is a new beginning for their relationship.

Although *Love story* has some strength, it also has some weakness. This novel does not explain about Jennifer clearly. As a narrator, Oliver brings the story from the beginning to the end. We learn about Jennifer just from the words of Oliver. The story reveals about Oliver's feeling that is shown in the quotation below: "*From somewhere inside me came this devastating assault to make me cry. But I withstood. I wouldn't cry. I would merely indicate to Jennifer – by the affirmative nodding of my head – that I would be happy to do her any favour whatsoever… I put my hand on her forearm – Christ, so thin and gave it a little squeeze …Next to I was very, very careful of the tubes and things – as I got on to the bed with her and put my arms around her*" (ibid.: 73) .

Through this review the readers can learn that *Love Story* is different from other modern romance novels which are mostly about woman and man falling in love, getting married, and has a happy ending, but it is love story between married couple and it has a sad ending. Oliver and Jennifer are the spirit of true love from different world. Their love which is going to end too soon has changed everything.

The ending of the Love Story is sad but not a hopeless one. The love between the main characters does not end in the death of the heroine, but it continues in the memories of the hero. Another love story also begins, as the father and son are reunited. The return of the prodigal son back to his family also validates the love story between the heroes as the father realizes the depth of his son's feelings towards the heroine. He learns that the relationship between Oliver and Jennifer was not merely an act of rebellion against him, but it was true love.

As the love between the couple continuous despite the heroine's death, the novel is still capable of continuing the tradition of tragic endings for interracial couples while keeping its status as a romance novel.

In her book *Erich Segal: A Critical Companion*, Pelzer urges that "*Love Story is [...] a tale of two loves*," and then continues by declaring that "[*t]o his rather typical story of romantic love, Segal crafts a more compelling tale of filial love that is ultimately the real story of Love Story*" (1997: 19).

Discussing the gist of his own novel, Segal notes: "*Actually, I have always felt this to be a book about a young couple, but even more about a father and son. When I wrote it America was in the midst of a total generation war (Vietnam, Woodstock, Haight Ashbury etc.). The relationship between Jenny and Phil contrasted sharply with that of Oliver and his father, and I think that the universal appeal may have lain in the reconciliation of the generations at the end of the book.*" (Segal, 2019).

It is necessary to mention, that though the ending of the novel is tragic, it is not completely hopeless. Jennifer's death makes Oliver and his father closer to each other than they have ever been. Another love story begins between father and son as they are reunited. However *Love Story* contains all but one: the happy ending, the novel still provides a sentiment of everlasting love.

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INSTRUMENTS FOR TESTING READING COMPREHENSION

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Abstract

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

Key Words: *Reading comprehension, instrument, foreign languages, testing.*

Theoretical Background to Reading Comprehension

Despite the penetration of modern information technology, reading remains the basic skill in acquiring knowledge, expertise, expanding and deepening the knowledge base of man, but also in acquiring a variety of information and professional skills. Both internationally and nationally, more and more individuals have been reading less than in the previous decades, and above all, the quality of reading comprehension is decreasing. Reading comprehension, working with different types of texts, the impact of an electronic environment on the word processing, changing reading habits at a time of increasing interest in the electronic format of books, researching the complex reception of content processing, or the relationship between the form and content of the text as determinants of its comprehension belong to the highly topical areas that are constantly reflected in professional periodicals and publications (Lutjeharms, 2010; Liptáková & Cibáková, 2013; Clarke, Truelove, Hulme, & Snowling, 2014; Svobodová, 2014; Horton, Beattie, & Bingle, 2015; Day & Park, 2016; León, Escudero, 2017 and others). Reading literacy has an important role in international comparative studies like OECD PISA, IEA PIRLS. In the Slovak educational system, increased attention is paid to the results of these comparative studies and teachers are often confronted with the unflattering results of their pupils in this area. That is why the main actors of education policy in Slovakia often encourage teachers to raise the reading literacy level of pupils at different stages of education.

What are the factors influencing pupils' scope of text understanding? How can schools intervene in order to raise pupils' reading literacy levels? These are primordial issues that members of the research team in the framework of a newly approved project - *Support for Reading Literacy in Mother Tongue and Foreign Language* (APVV-17-0071), for financing by the Slovak Research and Development Support Agency address. They realize that this issue has an enormous impact not only in the field of languages or humanities, but also in science and, last but not least, in practical life.

Some European countries (Belgium, Spain, France, Lithuania, Hungary, Portugal, Norway and Slovenia) have adopted various strategies, plans and programs to improve the level of reading literacy. Slovakia also participates in promoting the development of reading literacy. The Ministry of Education, Science, Research and Sport of the Slovak Republic has prepared various initiatives within the *National Strategy for Increasing the Level and Continuing Development of Reading Literacy 2016*. One of the first was the announcement of the school year 2016/2017 for the *Year of Reading Literacy*.

In this context, in the first stage of the research (pre-research) within the project, the research team deals with identifying reading comprehension levels and reading predictors. Therefore, as part of the initial reading comprehension measurement, we focused on measuring cognitive processes with language processes related to morphosyntactic and language lexis, taking into account the sociolinguistic competence associated with reading texts. In order to identify the level of comprehension of the text in a foreign language (English, German, and French) at reader level, standardized tools were developed to determine the interaction of cognitive and linguistic variables with respect to the age and interest categories of readers. The measurements also included the survey research in the area of a socio-linguistic background, within which the interdependence of reading comprehension with socialization factors (the influence of family, school and surrounding environment) has been studied. When determining the level of reading comprehension, it is necessary to create a valid and reliable tool for measuring reading comprehension. In this paper, we describe the essence of reading comprehension and the design and development of a foreign language reading comprehension tool.

Understanding the text signals the mastery of reading techniques. According to Leon and Escudero (2017), the aim of reading the text is to understand its main idea, or to distinguish important information from less important ones. For a successful reading comprehension, the reader should be able to link the read text to their knowledge of the facts or events described. The words in the text activate the reader's previous knowledge, and that is why working with vocabulary is important in developing reading skills. Such a reader's ability is called inference. Clarke, Truelove, Hulme and Snowling (2014) characterize the inference as a reader activity based on their knowledge and text. It is also important to understand the grammar and vocabulary of the text. Too low a level of vocabulary control and a lack of grammatical knowledge limit reading comprehension, or reading literacy. Liptáková and Cibáková (2013) distinguish the following processes of understanding:

- the ability to identify information explicitly formulated in the text,
- the ability to derive information from the text that is not explicitly expressed in it,

- the ability to interpret text information and integrate it with previous knowledge and experience, thus constructing meaning beyond the text,
- the ability to critically analyze and evaluate the text: the reader analyzes and evaluates the text from the content, composition and language aspects in terms of the realized communication intention.

It is necessary to distinguish reading comprehension in mother tongue and foreign language. Although many cognitive processes are identical for both languages, the process of acquiring reading comprehension skills in mother tongue and foreign language cannot be seen as identical. Typical for reading in a foreign language is reduced reading fluency compared to mother tongue reading and a shorter reading interval, which means the ability to store text information in short-term memory. According to Ehlers (2006), the slower reading pace is due to limited knowledge of vocabulary and lack of basic skills automation. There are a number of reading models that analyze reading perception processes. The latest models in foreign language reading include the interactivity model (Lutjeharms, 2010). The essence of the interactivity model is the interaction between reader and text. Lutjeharms (2010) explains why the interactivity model is useful in teaching foreign languages. Every perception is influenced by previous knowledge. Unlike primary models of reading comprehension, such as bottom-up and top-down ones, the interactivity model is rather cyclic. The reader activates his previous knowledge and creates a presumption that depends not only on the previously activated knowledge but also on the information in the text. Here, it is especially important when testing the foreign language reading comprehension that the items are designed to ask for information that is in the text and does not stem directly from the reader's knowledge, though they may be helpful in understanding the text.

Based on these facts and theoretical concepts, we have developed the tool for measuring reading comprehension.

Algorithm and Principles of Designing Reading Comprehension Measurement Tool

The design and development of reading comprehension measurement tools for English, German and French was based on the European and Slovak language policy documents: Common European Framework of Reference for Languages, Concept of Foreign Language Teaching in Primary and Secondary Schools (Butašová et al., 2007), State Education Program - Language and Communication, Curricula for English / German / French for A2 / B1 language proficiency and, finally, Target Requirements for Graduates Knowledge and Skills from English / German / French. The target group of measurement and testing were upper-secondary school students of the third grade.

Designing any language test, and hence ours as well, is a systematic process that is subject to certain rules and a sequence of steps that we will try to describe in the following part of the paper. Each standardized test should have its construct and precise predetermined specifications (Butaš & Butašová, 2011). That was the case with our measurements as well.

Measurement construct

The measurement construct defines the framework content of the curriculum (concept, area) that is going to be measured with regard to the target group (in our case, third-grade students) and the purpose of measurement (e.g. measurement at regional, national, international level). At the same time, in the context of the language exam, the construct determines the different language communication competences that will be subject to measurement (in our case reading comprehension). The test construct is a fixed element of the whole measurement, on which all other stages of the research measurement tool development are based, i.e. writing items, creating a test and its variants, administering the test, correcting and scoring the test, processing, analyzing and interpreting the test results (Butašová & Lalinská, 2014).

Table 1 Reading comprehension construct

A2 German language French language	The learner can understand short, simple texts containing the highest frequency vocabulary. The A2 level learner has advanced A1 skills and further refines them to be able to: find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables; locate specific information in lists and isolate the information required; understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; and others; identify specific information in simpler written material they encounter such as letters, brochures and short newspaper articles describing events; understand basic types of standard routine letter and regulations, for example safety ; understand the meaning of some unknown words from the context of the short text, find the necessary information in short magazine texts. (Butašová et al, 2009, p. 8)
B1 English language	The learner can understand the simple texts of informative and factual character, adequately demanding text with topics of everyday life and simpler fictional text. The B1-level learner has advanced A2 skills and further develops them to be able to: find and understand relevant information in simpler texts; read fluently and loudly pre-prepared texts, whose content, style and language are appropriate to the language level and learning experiences; find specific and detailed information in different texts; distinguish basic and expanding information in a text with a clear logical structure; understand the logical structure of a simpler text based on its content, but also lexical and grammatical means; guess the meaning of unknown words in a more difficult text and flexibly change reading strategies according to type of text and purpose of reading; understand correspondence: official and personal letters, postcard, telegram, e-mail; read and understand various texts of informative character; recognise significant points in straightforward newspaper articles on familiar subjects and identify the main conclusions in clearly signalled argumentative texts; understand simpler authentic text. (Butašová et al, 2009, p. 8)

Test Specifications

The test specifications serve to refine the content of the language test by creating a set of test characteristics. These are especially important for test writers, because they allow to determine the overall structure of the test (number of subtests, number and format of items), the duration of the test (the test time needed to address each subtest), and the number and form of test variants

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(Butašová & Lalinská, 2014). The subtest is a part of a test that measures the learner's partial communicative skills (such as listening comprehension, reading comprehension, writing, language - grammatical and lexical means, and others). The specification may slightly be changed and modified during the test run. The research team has developed two tests to measure reading-related language competence. A test that consisted of two texts for intensive reading and a test to measure language means (morphosyntactic, lexical, sociolinguistic). Specification (the overall design) of both tests for all three languages is presented in the table 2 which follows below.

Table 2 Specification of the tests

	Language proficiency	**Subtests (types and number of texts, tasks, items)**
Test 1 ***Reading comprehension***	**English (B1)** **German (A2)** **French (A2)**	Two texts for intensive reading and two texts for extensive reading for B1 level (total number of words including questions/items - maximum 1500 words). Two texts for intensive and three texts for extensive reading for level A2 (total number of words including questions/items - maximum 800 words). Types of tasks and items: T/F items, matching items, multiple choice items, substitution items, ordering items.
Test 2 ***Test of language (means/ phenomena)***	**English (B1)** **German (A2)** **French (A2)**	Subtest 1: Short text for testing vocabulary. In the text, 10 (for A2 language proficiency level) or 15 (for B1 level) words are omitted and test takers are required to fill in the gaps with relevant words. For each gap in the text, a choice of four options (for B1), or three options (for A2) is provided below the text. There is always only one option correct. Number of items: 10 items for level A2, 15 items for level B1. Subtest 2: Short text for testing word formation, grammar, and morphosyntax. Again, 10 to 15 words in the text are omitted, depending on the level. Next to each gap, there is the word in brackets in its basic form, which should be stated in the correct form for the context. Number of items: 10 items for level A2, 15 items for level B1. Subtest 3: Testing selected grammar and vocabulary in the form of isolated items. The texts used in test 1 to measure reading comprehension should be the starting point for this stage of testing the focus of which is

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		testing grammatical and vocabulary phenomena in them. In each of the stated sentences, there is a gap for inserting a specific language means which the test taker chooses from three options. Number of items: 20 for A2 level, 25 for B1 level. Subtest 4: Socio-linguistics - items to measure understanding of socio-cultural phenomena of the countries where the foreign language is used as their mother tongue. Maximum 5 items for both A2 and B1 levels.

Items' Bank

On the basis of the language test construct and specifications, the next stage of the measurement tool creation can be approached. This is the stage that involves the design of test tasks and writing test items, their formal and content control (language correctness, appropriateness of each item to the specified reference level), item validation (item quality verification as related to the construct by other item writer or expert), and item correction based on previous step. Checking and validating items is an important part of their writing and the following use. It helps to identify various pitfalls of an item, or its erroneous attributes such as grammatical and logical errors, poor functionality, or incorrect functionality of the key (correct answer) and distractors (provided wrong options), ambiguity of the key (correct answer), item misleading, item measurement mismatch, item reference or target group inadequacy, and others (Butašová & Lalinská, 2014). In this research, this task was carried out by the working group leaders for the different languages who could say the final word regarding the inclusion of the item into the test.

Language test construction and its variants

This stage involves compiling the test and its subtests based on selecting the appropriate items relevant to the construct and test specifications. The final version of the test and its variants are again reviewed by competent experts in the field. The subject of the evaluation is primarily the way of placing the items in the test, the grading of the items' difficulty, the technical quality of the test and the related documents of the audio and visual nature and others. The test prepared in this way can be reproduced and delivered to the site(s) of its administration (Butašová & Lalinská, 2014).

Testing procedure

The stage is related to the direct administration of the test and the standardization of the language test conditions. To ensure correct testing procedure, it is recommended to create accompanying test documents consisting of information and instructions for the test administrator, information and instructions for the tested pupil, methodological guidelines for the different parts of the language test, instructions for the evaluator on how to correct and score the answers in specific test items. Currently (spring 2019), the administration of the second test developed to measure the level of morphosyntactic and vocabulary language control is being completed. Foreign language tests are administered to students (aged 17-18) of third grades of upper-secondary vocational and grammar schools with B1 (English - first foreign language) and A2 (German and French - second foreign language) language proficiency level.

Analysis and Design of Reading Comprehension Tool

To measure the reading comprehension, two tests were created and administered according to the above stated specifications for each language (English, German, French): the first test measured the degree, or the level of foreign language reading comprehension of upper-secondary school students; the second test, related to the first one, measured the students' control of language phenomena (morphosyntactic, lexical, sociolingual). For the second test, mainly such grammatical and vocabulary phenomena were selected which could have influenced the understanding of the texts in the previous test.

English language reading comprehension test

The test is designed to test English language reading comprehension skill of students at B1 level of language proficiency. The test contains four texts - two of them ranging up to 250 words and the other two up to 320 words which is the appropriate text extent for B1 students. Total number of items is 21 (5 items per a text with the exception of the task number three where there are six items designed for the information transfer task. The topics addressed are related to studies, giving instructions how to do things, environmental issues and treating animals. For each of the four tasks different testing techniques were used to satisfy different preferences of students when writing a test.

Table 3 Design of the reading comprehension test for English

N° of test task	**Text title (type of the text)**	**Item format**	**Number of items**
1	Join IST* Austria's ISTernship program! *(text for intensive reading)*	Closed items - *True/False Items with reasoning*	5
2	Letters to Editor *(text for intensive reading)*	Closed items - *matching* (match the title with the paragraph – for 5 paragraphs 6 titles are provided to choose from)	5
3	Young Environmentalists Who Are Working to Save the Earth *(text for intensive reading)*	Open items - information transfer (short answer to be written down into a table)	6

4	Emu and Donkey Fall in Love *(text for extensive reading)*	Closed items - Multiple choice items with four options (one correct answer + three distractors)	5

The language test was developed according to the above provided specification. In the English language test, we tested use of verb forms and tenses, and modal verbs, word formation; the use of pronouns, adjectives and adverbs, prepositions and conjunctions, as well as vocabulary use. The total number of items was 60 for four tasks - two texts based tasks (multiple choice and gap substitution) included 15 items each, the third tasks (25 multiple choice items) was sentence based. The socioligual items (5 multiple choice items) tested mainly the expressions and words related to the basic culture and civilization facts.

German language reading comprehension test

The test is designed to test German language reading comprehension skill of students at A2 level of language proficiency. The test contains 5 short texts and 20 testing items - three open items and others closed. The extent of texts was reasonable (100-250 words, including items per text). When writing texts, the text writers considered topics familiar to students, topics students encounter in everyday life and communication at the level of different social strata (parent, teacher, classmate, sibling, and friend). The addressed topics were as follows: interpersonal relations; written communication of friends with a description of the way to a friend; environment, or protection of the environment; entertainment or entertaining magazine Bravo for young people; leisure time people of different ages and different jobs; description and instructions for games. Regarding the test item format, the test writers agreed to use closed items (17 items) with a choice from three options - one correct answer and two distractors, and open items (3 items) with a specific answer to two questions (What does he do? How often?). The number of items varied in relation to the content structure of the test. The overall test design is presented in table 4.

Table 4 Design of the reading comprehension test for German

N° of test task	Text title (type of the text)	Item format	Number of items
1	Liebe Pia *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	3
2	Umweltschutz *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	4

3	Bravo *(text for extensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	5
4	Jean, Rosi, Erwin *(text for extensive reading)*	Open items - Short answers to two concrete questions (one correct answer)	3
5	Story Cubes – Der Geschichten-Generator *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	5

The German language test was designed to test morphosyntactic and lexical phenomena relevant to A2 level, with emphasis on the language means that have occurred in the German language reading comprehension test texts. These were mainly linguistic means such as verb conjugation, noun and adjective declension in singular and plural, comparison of adjectives, articles for different genders and their declension, declension of pronouns, prepositions, conjunctions, modal verbs and their conjugation. The test also investigated the level of socio-linguistic competence of students (typical greetings when leaving, knowledge of historical-cultural life, phraseology and expressions that characterize the culture of German speaking countries only).

French language reading comprehension test

To test French language reading comprehension at A2 level of language proficiency, the team chose 5 short texts. The scope of texts was reasonable (100-250 words, including items per text). Selected topics reflected situations which students encounter in everyday life (catering in the school canteen; orientation in the offer of restaurants and their opening hours; description of modern music-literary style *slam*, written correspondence related to hotel reservation, a way to store luggage when travelling to Paris). As far as the test item format is concerned, the test writing team agreed to use just multiple choice items with three options - one correct answer and two incorrect distractors. For test creators and item writers it may be more difficult to write such items, as distractors should be designed so that each of them is tempting to be used to some degree and can distinguish students who understood the text from those ones who did not. In the opinion of the item writers, the priority was to test the level of text understanding and not the ability to handle the test as such, so they chose to use the same item format for all tasks (subtests). The number of items varied in relation to the content structure of the test. The overall test design is presented in table 5.

Table 5 Design of the reading comprehension test for French

N° of test task	**Text title (type of the text)**	**Item format**	**Number of items**

1	Menu de la cantine scolaire *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	2
2	Horaires des restaurants *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	3
3	Nouveau style de musique « slam » *(text for extensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	5
4	Courriel à la récéption de l'hôtel *(text for intensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	5
5	Bagages à Paris *(text for extensive reading)*	Closed items - Multiple choice items with three options (one correct answer + two distractors)	5

The language test was developed according to the specification given above. In the French language test, we tested conjugation of such verbs as *avoir, être, chercher, organiser, se rappeler, offrir, se réunir* in both present and past tenses, and active and passive voice, in statements and commands, or in conjunctive. We also tested word formation related to the formation of nouns in feminine gender and plural; pronouns: possessive (*mon/ton/son* ...), demonstrative (*ce / cet / cette / ce / ces*), personal, relative (*qui, que, lequel, dont*). Last but not least, preposition items were included in the test, including prepositions *à* and *de* withdrawn with a definite article and conjunctions. The lexical and socioligual items tested mainly the expressions and words of the common vocabulary and the basic culture and civilization facts that students encounter in the French textbooks for A2 level.

The last part of all the tests - English, German, and French reading comprehension tests, is devoted to students' self-reflection and self-assessment of the work with texts and related to them test items. Self-reflection and self-assessment contain 5 items that identify self-assessment related to the difficulty of each item, as well as problems with understanding and concrete text comprehension difficulties. Moreover, they identify students reading preferences and interest in learning a foreign language out of school. This was done in the form of a short questionnaire aimed primarily at answering the following questions:

- Which test task was the easiest for you? Give the task number and justify your choice.
- Did you have a problem with any of the tasks? What was it about? (I did not understand the content of the text / I did not understand several words / the text was very long, and others).

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- Where do you learn a foreign language? (only in school / outside school).
- Do you ever read something in a foreign language? (if yes, then what: newspapers and journals, internet news, books, others).
- Do you experience any difficulties with understanding English / German / French? (if yes, then what kind of difficulties: understanding words I do not know; formulation of the sentences in the language/sentence structures; the length of sentences; the topic / subject / issue if it is unknown to me, and others).

The responses to these questions will later be an object to a complex analysis and correlations between responses and individual reading comprehension test results will be ascertained.

Conclusion

Text comprehension is one of the ways of gaining new knowledge that requires adequate individual development, such as mature perceptual and communicative skills. Besides that, an individual should have well-developed reading skills, adequate social and cultural dispositions for successful reading comprehension. The reading comprehension tool is designed in a complex way based on which it would be possible to explain the causes of students' text wrong comprehension or lack of it. For this reason, the research team developed a separate test for measuring language phenomena as well as a questionnaire identifying different aspects of each student sociolinguistic background. Based on data collected from this measurement, an intervention program will be developed, applied and validated. The program will be aimed at facilitating and implementing reading strategies and practices that teachers can apply in their work with students to support students' individual reading processes, such as reading experience and foreign language reading motivation.

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TEACHING SPEAKING SKILLS WITH REAL-LIFE ASPECTS IN EFL CLASSES

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Abstract

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

Keywords: *EFL class, real-life aspects in teaching EFL, VaKE approach, speaking skills, intermediate level.*

1. Introduction

Bringing real-life aspects into the context of teaching speaking skills in English as a foreign language classes (EFL) is the key to solving the problem the Georgian students often face. Interactive activities in EFL classes are considered to be one of the most effective ways in the process of improving the acquisition of speaking skills (Shumin, 2002). However, only class-based activities cannot provide a successful speaking process in the target language. The process of learning the speaking skills in EFL classes not only cover the moments of acquiring and then producing vocabulary or grammar aspects, in terms of fluency and accuracy, but it represents a successful combination of these aspects. Since the EFL students often struggle with the productive skills, they prefer to accumulate the knowledge and not to show it off in communicative competences. As the motivation whether it is intrinsic or extrinsic reflects on success or failure in speaking activities (Deci, Koestner & Ryan, 2001). Another problem, connected to the speaking skills in EFL classes is the code – mixing when the students use the native language to continue the sentence started with the target one. Code- mixing (also known as code switching) is often associated with the phenomenon of using L1 – native language together with L2 – the target language in EFL classes Code- mixing (also known as code switching) is often associated with the phenomenon of using L1 – native language together with L2 – the target language in EFL classes (Crystal, 2003; Ellis, 2013; Kafes, 2011; Turnbull & Arnel, 2002).

The fact of using L1 together with L2 is considered as a natural phenomenon in EFL class by some authors (Turbull &Arnel, 2002, Ellis, 2013) while others are sharper in their expressions and support the policy of using only target language – L2 (Bouangeune, 2009, Skela, 1998). Speaking about the difficulties, connected to the speaking skills, the vocabulary aspect is worth mentioning as it is one of the main aspects in the process of acquiring productive skills. Generally, vocabulary can be learnt in various ways but the most effective resources, as Hunt and Beglar (2002) mention, are listening and reading activities. According to the theory of communicative competence (Hymes, 1972), the grammar aspect together with the psycholinguistic and sociolinguistics, are also considered as the main sources for a successful communication. Besides these aspects, the linguistic competences play a crucial role together with the combination of intercultural communicative competences in the process of improving foreign language acquisition (Foley, 2005). Finding the most relevant method in developing the speaking skills covering the new and already well-approved aspects together, would be a tremendous change in the EFL teaching sphere.

Based on the theoretical outlines, the study tries to explore the benefits of the Value and knowledge education (VaKE) method, implemented in the Georgian EFL class in 2018 (September-December) at European University. The study also proves that the VaKE method had a beneficial contribution to the process of teaching speaking skills by bringing real-life context into the class.

1.1 The VaKE Method in EFL class

The teaching methods used in EFL classes, generally, are intended to combine linguistic and intercultural aspects together but sometimes the wide variety of method options can be confusing rather than comfortable (Richards & Rodgers, 2002). Choosing the right method for the class is already a half-way to the successful teaching process. The VaKE method differs from other teaching methods (*Direct Method, Audio-lingual Method, The Oral Approach and Situational Language Teaching, Communicative Language Teaching…*) with its unique characteristic - uniting the values and the knowledge education in dilemma-based learning style (Patry, Weyringer, 2007). The dilemma-based communication is tightly connected to the Impulse approach and both of them are considered to be two predominant methods in educational sphere (Kopp et.al.. 2017). Dilemma based discussion, like the Impulse Approach, is devoted to stimulating the process of forming thoughts and opinions among the students. The VaKE approach successfully combines these aspects under the value and knowledge umbrella.

The VaKE is a didactical approach which combines several steps to follow, in order to establish dilemma-based communication (Patry, 2007). According to Patry, the VaKE method consists of eleven steps: *0. Preparation, 1. Introducing dilemma 2. First decision 3.First arguments (dilemma discussion) 4. Exchanging experience and missing information 5. Looking for evidence 6. Exchanging information 7. Second decision (dilemma discussion) 8. Synthesis of results of the discussion 9.Repeating 4 through 8 if necessary 10. General synthesis and 11. Generalization* (Patry, 2018). The third, sixth, seventh and the eighth steps are some kind of milestones for the process of developing speaking skills in the EFL class as they cover the aspects of presenting the opinions and arguments in groups, in front of the class in the target language. Having taken into consideration the characteristics of the VaKE approach it was chosen to be implemented in Georgian EFL class in order to improve the speaking skills in the target language. The VaKE approach was also intended to provide the students with the aspects of understanding values and their implementation in specific situations, the tasks for critical thinking, the possibilities to work in groups as well as autonomously, the questions to discuss on and the possibility to get the applicable knowledge. Besides all the above mentioned the VaKE method also was intended to capitalize on the students' intrinsic motivation to be more active in the class-working process, in terms of bringing the teaching material content closer to the students' interests.

The novelty of the study is that the VaKE method has not been implemented in Georgian EFL classes yet in order to improve the acquisition of speaking skills among the students.

1.2 Main Research Questions:

The purpose of the study was to find out the possibilities and the ways to integrate the VaKE approach in the EFL class and to answers the following questions:

RQ.1. Does the VaKE approach help EFL students to improve speaking skills?

RQ.2 If so, in what regard does the VaKE approach help the students?

2. Methodology

The VaKE approach was implemented as an additional approach in the intermediate EFL class at European University. The VaKE approach was used in order to help the students to acquire the speaking skills more efficiently. Twenty students took part in this qualitative study. The data were collected through the non-participant observation method as well as with open-question interviews (12 questions) and questionnaires. The teacher did not participate in the discussions. She only gave the instructions from the start and observed the process. The dilemma topics were selected both by the teacher and the students and covered Gender Equality, Political and Psychological issues. According to the students' increasing interest to be more independent and active in each step, the study process was divided into three stages: *Depended, Semi-depended and Independent*. The process of the study was divided into three stages in order to reveal some indicators of students' independence in the speaking activities as well as revealing the pace of an improvement in fluency and accuracy aspects. Hence the stages are represented under these names. Moving from the dependent to the independent stage meant the positive graduation of the students' interest in this process which could be considered as a sign for the future successful speaking process in the target language.

Each stage contained a different number of activities. The questionnaires had the numbers to circle from1 to 5 (Number 1 – strongly agree, 2 – agree, 3 - Somewhat agree, 4 - Disagree and number 5 - Strongly disagree). The results of the study revealed the growing tendency of improving speaking skills among the students.

2.1. The study process

The names of the stages were firstly used in the conference – *The Story of Innovation in Teacher Education* – material by the same author – *Mariam Kilanava (2018).*

Stage 1.

(The students were depended on the teacher's instructions) Gender Equality problem

The teacher introduced the students with the peculiarities (see the prototypical course of a VaKE project - http://blog.vake.sbg.ac.at/about-vake/) of the VaKE approach in the class.

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1.1. The teacher handed out the questionnaires in the class with the following questions:

1. *How free do you feel while expressing your thoughts in English?* 1.2.3.4.5;
2. *Do you often use the new vocabulary in your speaking activities?* 1.2.3.4.5;
3. *Do you often mix L1 with L2in speaking?* 1.2.3.4.5;
4. *Are you motivated to do speaking activities in the target language?* 1.2.3.4.5;
5. *Do you like the offered topics for the speaking activities?* 1.2.3.4.5.

The students circled the numbers according to their points of view.

1.2. The topics were offered by the teacher. The teacher showed the video[27]about the VaKE approach.

1.3. The teacher offered the first topic to work on – *Gender Equality*. The relevant vocabulary (*Gender gap, offence, feminist, responsible, gender tax, diversity)* was given to the class and it was optional to use them during the speaking activity.

1.4. According to the story, the teacher put the dilemma question – *Should*[28]*Malala*[29] *return to her country to protect women's rights?*

1.5. The class was divided into two groups - **A (**supporters - 8 students) and **B** (opponents -12 students), for the future dilemma discussion.

1.6. The students started working on the task – Should she (should not) return to the country, and why?

1.7. The students started the discussion, which lasted for 15 minutes.

1.8. After finishing the discussion, the teacher asked the open-ended questions. The students answered in groups.

Stage 2	• *How did you like the activity?* • *What motivated you to involve so actively in this task?* • *Why did not you use target language?*

(Semi-depended - The students are more independent in the working process)

Political situation

[27] https://www.youtube.com/watch?v=VytqZ56KVIY
[28] A question formed with the auxiliary verb – *should* is generally considered to be a start point for a dilemma-question.
[29] https://www.bbc.com/news/world-asia-23241937

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2.1 The teacher offered two topics (*Political situation*[30] *– A voting process during the election and Ecological problem – Humans and animals*) and the students chose the one they preferred to have a discussion on – *Political situation*;

2.2 The relevant vocabulary (*Vote, Constituency, Centrist parties, Alliance, Govern, etc.)* was given to use in the discussion;

2.3 The teacher put the dilemma question – *Should the president be chosen by the people or the parliament in Georgia?*

2.4 The class was divided into two **A (**supporters – 10 students) and **B** (opponents – 10 students) groups.

2.5 The students had the opportunity to look for the desired information in the University library, through the internet or by asking other students in the University building, but only in English.

2.6 The discussion lasted for 25 minutes.

2.7 The teacher put the open-ended questions.

- *What did you like in this activity?*
- *What was the strong and the weak point of your group?*
- *What encouraged you to use L2 more than L1?*

Stage 3

(Independent – The students choose the topic themselves and are independent at each level of the working process)

Psychological dilemma

The short film – Room 8

3.1 The students chose the topic themselves to discuss on – *Psychological dilemma*;

3.2 The teacher showed the start of the film[31]and put the dilemma question – *Should he open the box?*

3.2 The class was divided into two groups: **A (**supporters – 14 students) and **B** (opponents – 6 students).

3.3 The students looked for the new terms, connected to the topic themselves;

3.4 The students had to look for the desired information in libraries, through the internet or inside the University building, working language was only English.

3.5 The discussion lasted for 30 minutes.

[30] http://parliament.ge/en/parlamentarebi/chairman/chairmannews/konstituciuri-kanonis-proeqtis-sayoveltao-saxalxo-ganxilva-dges-ambrolaurshi-gaimarta.page
[31]https://www.youtube.com/watch?v=WJj_NMhYwf0 (2:27)

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3.6 The teacher showed the rest of the short film[32] which gave the students the possibility to revise their arguments and formulate the new ones during the discussion.

3.7 The students were given the same questionnaire and open-ended questions.

1. *How free do you feel while expressing your thoughts in English?* 1.2.3.4.5;
2. *Do you often use the new vocabulary in your speaking activities?* 1.2.3.4.5;
3. *Do you often mix L1 with L2in speaking?* 1.2.3.4.5;
4. *Are you motivated to do speaking activities in the target language?* 1.2.3.4.5;
5. *Do you like the offered topics for the speaking activities?* 1.2.3.4.5.

• How the VaKE method helped you in speaking activities?
• Would you change anything in the process?
• What did the VaKE method give you?

Results

According to the students' answers, *at the first stage,* the following can be underlined: The students circled numbers 2 and 3 in each question given in questionnaires except the third one, where the students chose number 4. After the first attempt of having a discussion, the students said that they liked the activity, but could not express the thoughts in the target language, because of having insufficient information in the **target** language. They also mentioned that the topic appeared motivating for them because it was in their interests and if they had a possibility, they would not stop discussing, but only in L1.

The teacher's notes were the following: In spite of the various recourses given to the students, they looked for the information only with the help of the internet (Google.com) and because of this reason the information was general, not specific. The students asked the teacher some additional questions about the process. They did not use the new vocabulary, were not well organized in the process of saying an argument in turns. They found some relevant information, in L1 and L2 they needed to formulate the arguments. The students spoke mostly in L1 within the group-work and then, translated into English. The process of code - mixing was frequent. During the process, only two students, within each group, were actively saying the arguments, but with a little new vocabulary and others were quiet. Everyone was involved in the discussion only at the end of the activity (group discussion) and spoke mostly in L1.

[32] https://www.youtube.com/watch?v=WJj_NMhYwf0 (2:27- 7:28).

At the second stage, the students answered, that the activity was impressive because they looked into the topic deeper than it was earlier. Now they were more aware of their rights about the election process in the country. The strong side of the group work was the moment when they looked for the information only in the target language, which helped them to boost the lexical fund in this sphere. The weak point was when they had to formulate the new ideas orally in the process of discussion and had no more arguments to answer with. The students were encouraged to speak in the target language with the help of sufficient information they already had in the target language.

The teacher's notes were the following: The students were more motivated (intrinsically motivated – when they chose the topic according to their interests, and extrinsically motivated – when they had to beat the opposite group with the strong arguments). The discussion process was like a competition 2. Had enough information on the topic, 3.Used 95% of the new vocabulary, 4. Everyone was actively speaking in English during the group work, but two of them were still quiet while discussing, but very active in the searching process.5. The discussion was mostly lead in the target language. 6. The majority of the students took part in the dilemma-based discussion. The weak students actively participated in the process of searching for the information but were not so active during the discussions. The code switching had been reduced during the discussion;

The third stage results showed the next: The students circled numbers 4 and 5 in their questionnaires, except the third question, they chose number 1 in this case. The students' answers on the open - questions were the following:

The VaKE approach:

- Helped us to speak in English more freely as in a real-context;
- Gave us the opportunity to get more information about the topics we were interested in.
- Helped us to explore the new ways of learning vocabulary in context, not separately.
- Helped us to work as one group and support each other with the arguments.
- We would enlarge the time limit (as the lecture lasted only for an hour).

After concluding the students' answers and the teacher's notes, the process of the study illustrated the following:

Everyone took part in the process of gathering the information as well as in the dilemma - based discussion in the class (except one student in each group, those, who joined the group later). The weak students actively participated in the process of searching for the information and took part in the discussions with learned sentences by heart in advance. The speaking activity was lasted longer than it supposed to be.

- The students were very motivated, active, involved in speaking activities.
- Stage after stage the students had more and more information to talk about.
- The students started working as a group successfully.
- Every student used new terminology or new words connected to the topic.
- At the third stage, the discussion was held only in English.

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- All the students were involved in the working process.
- At the third stage, the students circled number 1 (the third question in the questionnaire) differing from the first stage results, where they circled number 4 which showed their attitude towards L1 as the major language in speaking activities.

We can summarize the above - mentioned stages in Table 1.

Table 1. The VaKE method in EFL class

The VaKE method in Intermediate EFL class			
Stages	**Topics**	**Students' answers**	**Teacher's Notes**
Stage 1	*Gender Equality*	• Often use L1; • The motivating topic; • The problem in using the target language.	• Frequent code-mixing; • Poor information; • Poor vocabulary; • High activity in the discussion process. • Motivated and interested.
Stage 2	*Political situation*	• An impressive speaking activity; • Searching for the information in the target language; • Motivated; • Few arguments; • More new vocabulary;	• More motivated and interested; • More active; • Use new vocabulary; • Sufficient information; • Reduced code-switching;
Stage 3	*Psychological dilemma*	• Freely using English in real-life context; • More information about the topics;	• Very motivated, interested and involved in speaking activities;

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	• Successfully working as a group; • Not enough time; • Very motivated.	• Frequent use of the new vocabulary; • Using only the target language; • Increased fluency and accuracy in speaking in English.

3. Discussion

English as a Foreign Language is widely taught at a higher educational level in Georgia. Thus, the problem is in insufficient environmental diversity, where the students could employ and demonstrate their English language competences. This problematic factor also caused students' indifferent attitude towards the EFL learning process. The students usually accumulate the knowledge they receive and later they have little motivation to put the theoretical knowledge into practice. As the process of teaching English is not the teaching in a vacuum, it is important to bring real-life aspects into the class to widen the areas for productive skills. The VaKE method appeared to be the very one which could deal with the problem that the Georgian students had. Generally, the VaKE method is mostly used in teacher training sphere but the fact of implementing it in EFL class in order to improve the speaking skills was the first attempt of this kind. The VaKE approach had a beneficial contribution to improving speaking skills among the students. It provided a comfortable environment inside and outside the classroom with the help of activities containing dilemma based discussions.

The study examined the beneficial contribution of the VaKE method to EFL class by means of bringing the real-life context into the class. After summing up the students' answers and the teacher's observations the study could answer the research questions: 1) Does the VaKE approach help EFL students to improve speaking skills? – Yes. 2) If so, in what regard does the VaKE approach help the students? - The VaKE method helped the students:

- To speak in the target language – The code mixing was reduced till the minimum rate and only the target language was used in speaking activities at the second and final stages.
- To boost the lexical fund - Every student used new terminology or the vocabulary connected to the topic.
- To work in groups.
- To improve the fluency and accuracy in speaking in English.
- To motivate the students - The students were more active and involved in speaking activities.

Based on the study the following can be concluded - The VaKE approach in the intermediate EFL class was successfully implemented. It brought the real-life aspects into the class and equipped the students with the speaking skills needed for the real–life context.

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EXAMINING WRITING ATTITUDES OF LEARNERS OF GEORGIAN AS A SECOND LANGUAGE

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Abstract

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

Key Words: *Georgian as a second language, Writing, Attitude, Self-efficacy.*

1. Introduction

Writing is the most challenging component of teaching and learning Georgian as a second language both for learners and teachers. Just like any other language teaching context, this is partly because writing is generally the most complex and effortful activity that requires systematic attention, and partly because teaching Georgian as a second language is a new aspect of teaching the Georgian language and it has attracted Georgian educators' and researchers' attention quite recently. Teaching Georgian to non-speakers of Georgian was long neglected and it was not until the beginning of the 21st century, that the importance of language policies was recognized in the Georgian education system. In 2009, the Georgian government adopted the National Concept on Tolerance and Civil Integration, one of the main target areas of which was to "improve command of the state language among persons belonging to ethnic minorities" (Mekhuzla & Roche, 2009). In the same year, the Ministry of Education introduced a new scheme, the so-called '1+4' program, in order to help speakers of languages other than Georgian receive higher education in Georgian universities. After completion of the one-year Georgian language preparatory course at universities, students continue education at their selected programs (Tabatadze & Gorgadze, 2013). Thus, teaching Georgian as a second language has become

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the center of attention at the university level. The aforementioned shift in the Georgian education system and the introduction of the '1+4' scheme envisages the integration and preparation of learners of Georgian as a second language for vocational colleges, universities and future career.

Writing is one of the necessary and obligatory skills that students of the preparatory course shall develop. It is one of the tools used by universities to assess students' progress (Tabatadze & Gorgadze, 2013). Writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express ideas and good writing skill is associated with successful learning of a second language (Kellog & Raulerson, 2007 cited in Fareed, Ashraf, & Bilal, 2016). However, writing remains one of the challenging parts of Georgian as a second language teaching. Students' survey conducted within the frames of the Evaluation of the Effectiveness of the Quota System in Georgia 2013, by Tabatadze and Gorgadze, 38,1% of students agree and 5,2% completely agree that they can write academic essay easily after a program graduation. In addition, analyzing the students' midterm and final exam results shows that their writing skill is rather weak. In the light of the increased attention towards Georgian as a second language teaching and the above-mentioned weakness in writing skill, it is critical to gain insights into writing attitudes of students of preparatory program to see if all students are equally engaged in writing tasks and improve their writing proficiency. Our research questions are: What are learners' writing attitudes? What are learners' self-efficacy beliefs regarding writing? What are learners' recommendations and wishes regarding in-class writing activities?

1.1 Sociocultural Theory of Writing Development.

There are two main perspectives on writing: cognitive and social models of writing. Cognitive perspective entirely focuses on what happens within the writer's head (Deane et al, 2008), whereas social models view writing as a social act in which the cognitive skills that writers deploy are socially situated and takes place in a social context (Hall & Axelrod, 2014). The sociocultural theory appeared in the late 1970s and it draws on Vygotsky's (1978) idea that cognitive development is culturally situated and stems from social interactions. Based on Vygotsky's theory, at the beginning of the 20th century, Paul Prior (2006) developed the sociocultural theory of writing due to the fact that "early writing research related to cognitive processes was not representative of the complex intricacies of writing" (Leggette et al., 2015). According to the sociocultural theory, writing extends beyond the individual (e.g. knowledge, planning, organizing, reading), and teachers and students are equally involved in the writing process because teachers are guiding and mentoring students in the writing process. As sociocultural theory looks at the writing from various and wide perspectives and recognizes the involvement of multiple factors in the writing process, motivational research increased during the past two decades, revealing attitudes and self-efficacy as important influences on writing development (Hall & Axelrod, 2014).

Since the 1980s, many authors have focused on self-efficacy and writing. These studies are mainly investigating ESL students' writing self-efficacy and attitudes. No similar study has been conducted in Georgian educational context and we think that this study shall give interesting material to educators for further discussion and examination.

Our study looks at the writing development from the sociocultural perspective and tries to analyze students' writing attitudes and self-efficacy views in order to listen to their voices, gain a better understanding of writing from students' view and help teachers improve teaching practices.

1.2. Writing Self-efficacy

Albert Bandura proposed self-efficacy theory in the late 1970s and soon it gained increasing attention and acceptance. Self-efficacy is the belief in one's own ability to perform certain behaviors (Bandura, 1994). According to self-efficacy theory, the stronger is the sense of the efficacy, the higher is the effort expended to perform a task, as Bandura noted: "The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations" (Bandura, 1977, p.193).

Self-efficacy is a domain-specific contrast and it can only be measured in relation to one task or domain. Therefore, our self-efficacy level varies across different domains. When we speak of the person's confidence in the ability to do writing tasks, we refer to the writing self-efficacy. Writing self-efficacy perceptions and beliefs are significant as they determine what individuals do with the knowledge and skills they have (Pajares, 2002). Learners with a strong sense of efficacy believe they can accomplish even difficult writing tasks. They feel enthusiastic to do different and versatile tasks. They try to see a task from an interesting side and do their best to accomplish it. When they see the difficulty, they increase their efforts to achieve their goals. As a result, they feel satisfaction from doing their best. This type of attitude reduces stress and lowers anxiety, which, in its turn, increase learner's effectiveness.

According to Bandura (1994), there are four main sources of self-efficacy: personal mastery experiences, vicarious experiences, verbal persuasion and somatic and emotional state.

Bandura's self-efficacy theory is useful for teachers and educators, because according to it, self-efficacy beliefs and perceptions can be improved and developed, by means of which we can help learners increase writing effectiveness and decrease levels of anxiety in the face of difficult writing tasks.

1.3 Attitudes to Writing

Another important psychological construct that we shall discuss in this paper is an attitude. An attitude is often defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993). Attitudes have traditionally been assumed to consist of affective, behavioral (or conative) and cognitive components (an ABC model of attitudes). However, there many different models of attitudes that are proved to be useful by different researchers.

When we speak about attitudes, we shall say why personal attitudes are important: Why do we care about students' attitudes to writing? As psychologists underline, important attitudes have their consequences and these consequences can be roughly divided into three categories: behavioral, cognitive, and affective (Eaton & Visser 2008). Behavioral consequences include, for example, information seeking: attitude importance also inspires the search for attitude relevant information. Students who attach strong importance to writing shall express great interest in obtaining additional information about writing, thus, they shall be eager to develop their writing skill. Cognitive consequences are information processing, this means that students who think that writing is important attend more closely to the information about writing and to process it more deeply; and attitude accessibility students to whom writing is important think more often and more deeply about developing their writing skills.

When we look at all the above-mentioned consequences of attitudes, it becomes clear why we really care about our students writing attitudes and perceptions. It is evident that students' attitudes influence their learning preferences and motivation and, therefore, their learning outcomes.

2. Methodology

Based on the research questions both quantitative and qualitative research methods were adopted to collect the data.

The first stage of the research consisted of a survey. To this purpose, the authors used the Writing Self-Efficacy Scale questionnaire which was developed by Prickel in 1994. The scale consists of 25 items ranging from A to E: (A) Strongly Disagree, (B) Disagree, (C) Unsure, (D) Agree and (E) Strongly Agree. Since no similar study has been conducted in the Georgian educational context, the authors' primary task was to translate and prepare this tool in Georgian. The questionnaire was translated and compared by two translators. Then it was piloted to 5 students outside the research. After this preparation phase, the questionnaires were administered to 40 students at the Georgian as the Second Language and Integration Programme, Ilia State University in 2019. This sampling was convenient because all the participants were students of the authors of the study. The results were analyzed and represented in the graphs.

At the second stage of the research, the authors used a qualitative approach, namely, phenomenological research design. The sampling was convenient and the authors chose 30 preparatory course students at Ilia State University Tbilisi, Georgia: N=15 out of these students were admitted to the course in autumn of 2018 and were taking the course for the first time (Group 1), whereas N=15 were repeating the course (Group 2). The language level of the groups was B1. This sampling is convenient because all students of this study (N=15 from one class and N=15 from another class) were instructed by the same teachers (authors of the study). All necessary permits were obtained from the course administration before conducting the research.

Focus group was used as a research instrument. The sessions were video recorded, transcribed and further processed. After this, major themes arising from focus group results were analyzed and summed up.

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3. Results

3.1 Quantitative Stage of the Research

Statements in the Prickle scale consist of 4 types of questions: General writing, Idea and Sentence Generation, Paragraph/Story Generation, Editing/Revising. In order to have a better insight into the results, the authors grouped the questions according to their types.

Ficgure 1 shows students' general writing self-efficacy attitudes. It is evident that students' self-efficacy is quite high regarding their general writing efficiency. To the question 6) When I write a story or a paragraph, I have confidence in ending it with a clear statement 73% agrees and 6 % strongly agrees, 15 % is unsure and 6 percent strongly disagrees and disagrees.

Students' 39% is unsure, 15 % disagrees and 3 % strongly disagrees to the question 7) When I write, it is difficult to find the correct words to express my ideas.

It appears, majority of students are confident in their ability to write a good essay: to the statement 9) I am not confident in writing an essay or story - students' 33 % disagrees, 15 % strongly disagrees, 30% is unsure and 21% agrees.

However, 48% of students agree and 9% of students disagree to the statement: 20) I have difficulty in writing a good beginning sentence. Students do not have difficulty with stating main idea of paragraphs: 24) I am unable to clearly state the main idea when I write a paragraph –to this statement 9% strongly disagrees and 36% disagrees, 33% is unsure and 21 % agrees. Most of the students are confident that the write clear answers to test/exam questions: To the statement 14) I am not confident in writing clear answers to test and/or exam questions 39% disagrees, 15 % strongly disagrees, 21 % is unsure and 24 % agrees and strongly agrees.

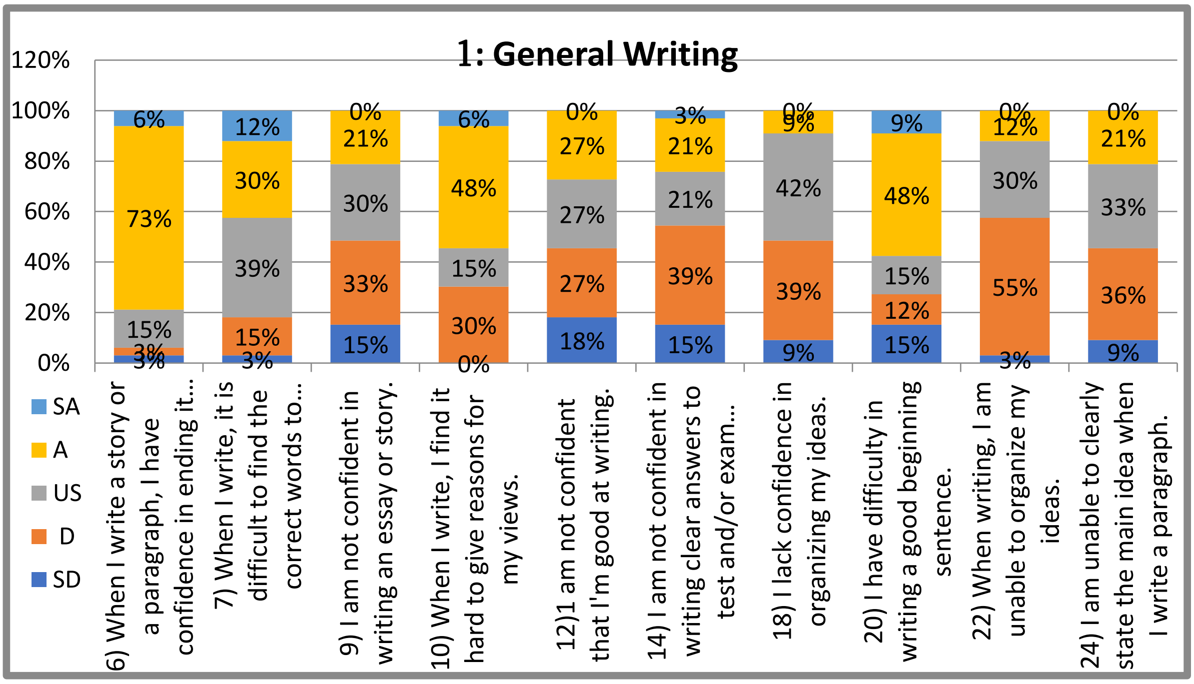

Figure 1: General writing

Students' answers to the second group of statements "Idea and Sentence Generation" is shown on the Figure 2. Students show higher self-efficacy when answering these questions.

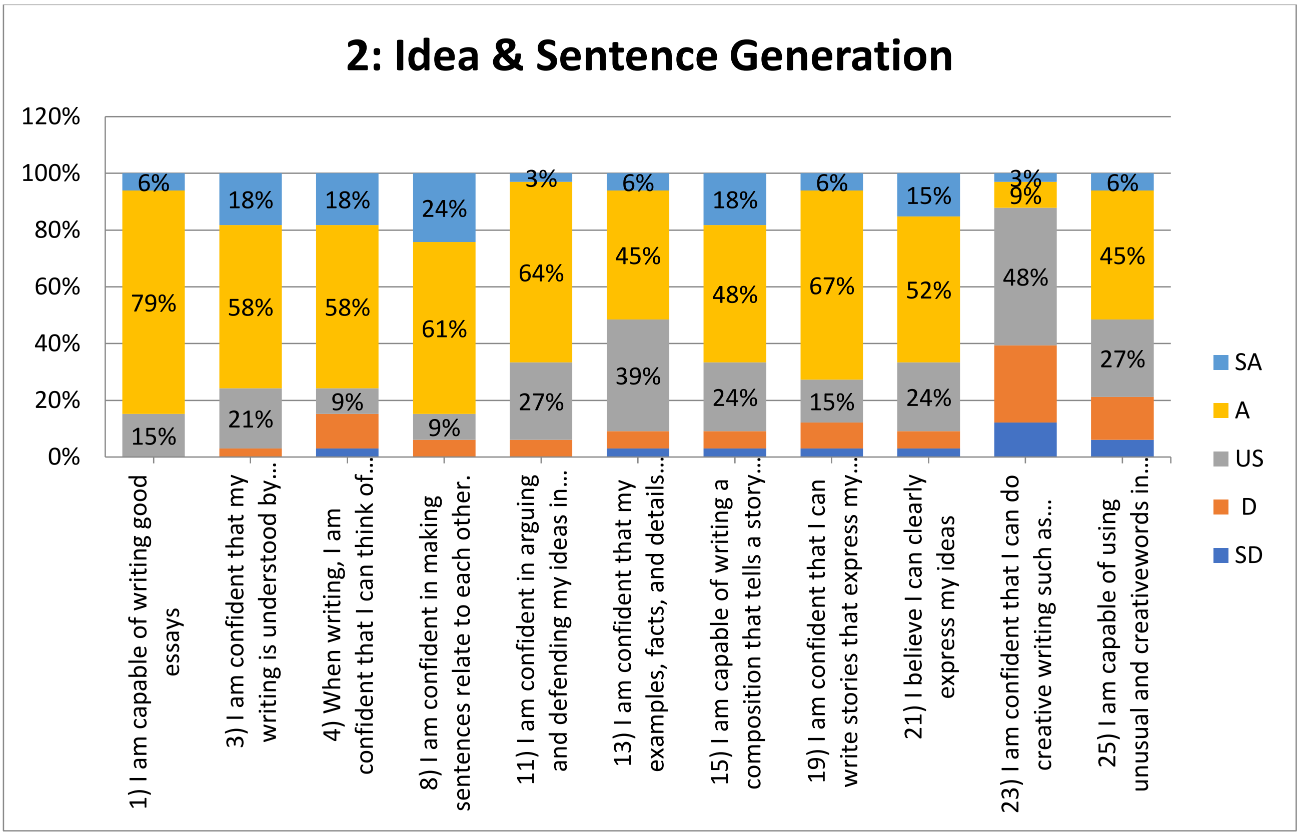

Figure 2: Idea & Sentence Generation

The third group of statements "3.Paragraph/Story Generation" shown on Figure 3 shows that almost half of the students are confident in finding their writing and spelling/punctuation errors:

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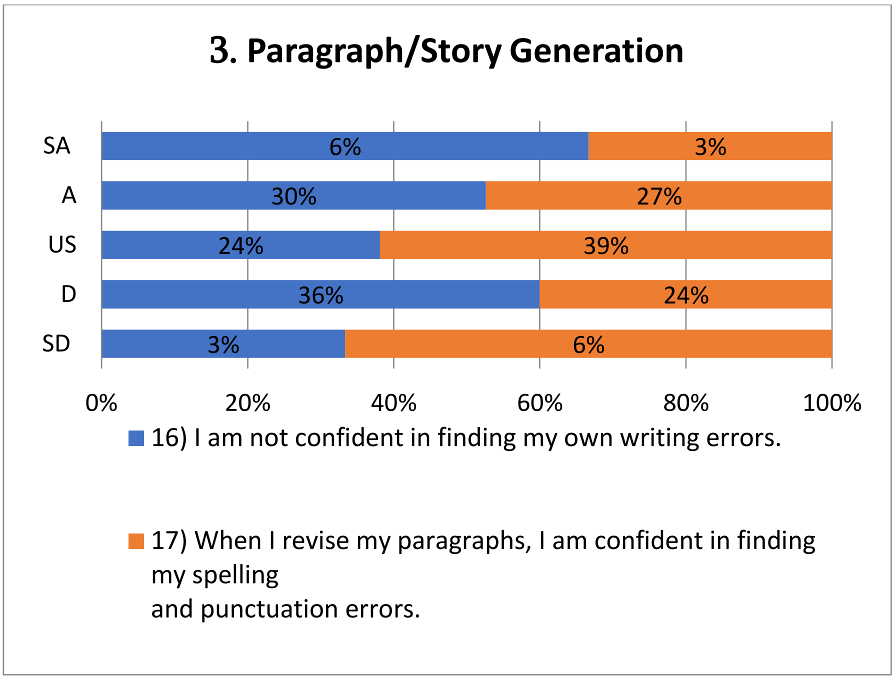

Figure 3: Paragraph/Story Generation

Figure 4 shows students' self-efficacy regarding their editing/revising skills: 5) When writing, I lack confidence in correcting my own errors: almost equal percentage of students either agree, disagree or are unsure. However, 61% agrees and 12% strongly agree that that errors in punctuation and grammar stop them from being a good writer.

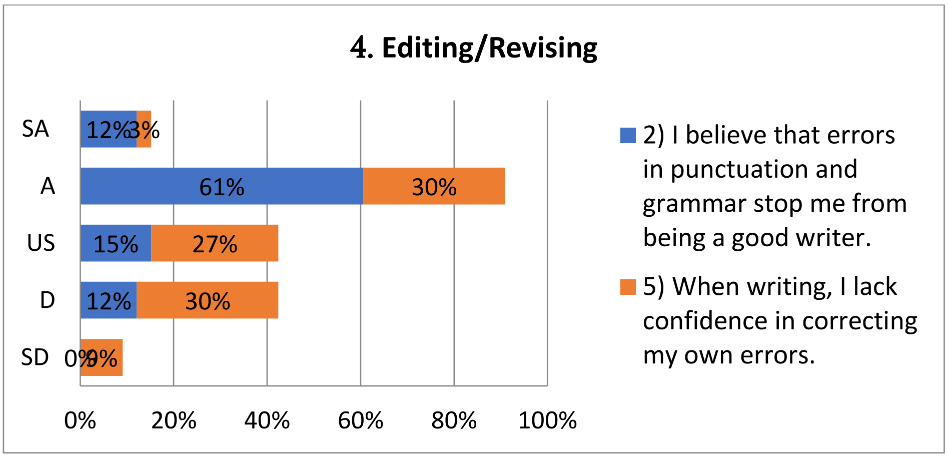

Figure 4: . Editing/Revising

3.2 Qualitative Stage of Research

To gain a better insight into students writing attitudes, as it was mentioned above, focus groups were organized.

As the focus groups have shown, students think that writing activities are useful and interesting. Even more, they find writing easier than speaking, because they think that writing helps them to pick up and memorize new material. They mention, that they have time to think, they work at their convenient pace when writing. Again, they compare writing to speaking, where their thinking time

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is limited. They underline however, that although they have more time and less stress, writing demonstrates that they make mistakes, and sometimes it is an uncomfortable activity for them. Students have nothing against the writing activities and tasks, though they are not very keen on it as they find it difficult.

Students gave interesting answers to the question what competences they need to write well. Students think that they need to read a lot and associate good writing skill to hard work and practice. They find listening and writing activities are better to master writing. In addition, they consider vocabulary and grammar as important aspects of writing, which they think, is their weakness.

To the question: Do you think that writing tasks are interesting for you, they think that it is important for a writing task to be engaging and versatile, they consider that writing on one and the same topic is the most demotivating and boring activity. They wish their writing tasks were enriched with media.

Students from both of the groups confess that they do not like writing especially in their second language and they never write in their free time.

Students agree that writing is a significant part of language learning. They say that written feedback they receive after writing activities are helpful to them, easy to memorize and useful to avoid making the same mistakes in the future. Students realize that mastering writing competence is important for their career and personal development.

To sum up the focus group results, students think that writing is a significant component that they need to develop, they feel comfortable when writing in their second language, they have neither positive, nor negative attitude in writing activities. They express no evident interest in this skill and never write in their free time. They think that they have work hard and practice much to develop the competence, though they feel comfortable while writing as they have more thinking time and involves no interaction. Students prefer interesting writing topics enriched with multimedia and video pre-writing phases.

4. Conclusion

As we can see from the analysis of students' answers to questionnaires, their writing self-efficacy is quite high. The majority of students are confident that they are good writers, that they are good at writing stories and essays, that they give clear answers to exam questions. However, they think that grammar and punctuation prevent them from being good writers. Besides, they find it difficult to organize their ideas and express their thoughts with clear statements. This may point to the need of more grammar and writing activities.

Similarly, although students mainly shared and expressed similar ideas while focus group discussions, closer look at the focus group results remind us about the importance of listening to students needs and voices. The fact that students show no expressed interest in writing activities points to the fact that teachers need to enrich, at least, in-class writing tasks and be more creative. Students' general writing self-efficacy is high. However, they think that grammatical mistakes stop them from being good writers. In focus groups students underline that they want interesting and versatile topics with video lead-ins or films. Students never write for pleasure and find writing the most tiring task.

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OVERCOMING THE CHALLENGES OF FEEDBACK ON EFL WRITING THROUGH SCREENCAST TECHNOLOGY: LEARNERS' PERCEPTION (CASE OF HIGHER EDUCATION INSTITUTIONS IN GEORGIA)

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Abstract

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

Keywords: EFL writing, feedback, screencast technology

Introduction

Teaching writing to English as a Foreign Language learners is one of the challenging responsibilities that the teachers put upon themselves. The difficulty of writing is conditioned by various factors. One of the challenging factors in teaching and learning writing is its complex psychological and linguistic characteristics. Another challenge of it the fact that it is at times time-consuming and needs patience, energy and motivation to accomplish the writing tasks. Other factors that make teaching and learning writing difficult for learners as well as teachers is the face that it requires prior knowledge of grammatical conventions, vocabulary, structural and organizational aspects and punctuation that is not considered to be easy. It should also be noted that the teachers face new challenge of 21st century that is keeping up with the rapid technological advancements and innovations. The latter puts upon new responsibility upon teachers to apply them in writing classrooms and make them more engaging and meaningful for digital natives – the learners of the new millennium (Seror, 2012; Chao & Hao-Chang, 2011; Stapleton, 2010). All the aforementioned challenges make teaching and learning writing difficult. Furthermore, due to the difficulties of writing, the learners are less engaged in accomplishing writing assignments are have lack of interest and motivation to write and use the written language outside the classes as well.

Besides the aforementioned limitations of teaching and learning writing, it has been reported that both teachers as well as EFL learners express concerns and frustration regarding writing assessment as well. According to Vincelett and Bostic (2013), teachers and writing instructors are concerned about managing time while giving feedback. The learners often complain about untimely comments and marks that they receive after the long waiting. Furthermore, they also complain about the little information provided by the teacher about how to improve their own writing and at times teachers' handwritten comments are often illegible that increases learners' frustration and unwillingness to write (Vincelette & Bostic 2013, p.258). According to Zawacki and Thaiss (2006), another complaint received from students is comprehending the meaning of teacher comment and at times they are unwilling or have less motivation to read the comments not to be frustrated due to the lack of information and tips to improve their writing (Zawacki & Thaiss, 2006). All aforementioned factors make writing for learners more difficult and less effective.

As it was already mentioned above, it is of vital importance to provide learners with various opportunities and different instructional technologies in order to help them learn to operate in an information ago and to meet their needs (Bingimlas, 2009, p.235). As the students enter the university, Higher Education Institution teachers are obliged to meet their teaching style and adapt their teaching modes to new learners. The screencast technology is one of the technologies that can enable teachers communicate with learners in their language and style, since it is very dynamic and at the same time it can be tailored for any course, especially for writing classes. Sugar, Brown and Luterbach (2010) report that screencast feedback is a perfect combination of sound and image and hence it can enhance learners' experience more than only traditional feedback modes, such as written or oral feedback. Although, regardless the uptake of screencast technology, there is little known about its effectiveness for educational purposes (Ford et. al., 2012). There has been a little empirical data that would address students' and teachers' perceptions of screencast feedback on writing assignments (Vincelette & Bostic, 2013, p.257).

Feedback on writing

One of the mostly reported challenging aspects of teaching writing is providing proper comments, corrections, and advice on EFL learners' writing, since it includes controversial body of work, time and energy. Providing meaningful, constructive and time-efficient feedback had always been the concern of educational experts, teachers, students and researchers. Consequently, it has been the issue of the hottest debates in EFL writing classes (Ali, 2016; Lee, 2017).

Feedback is the way of communication between the teacher and he students, although according to Butler (2011), teachers struggle with heavy schedules, limited resources, large classes that make feedback process very complex. Hence, it is of difficult challenges to produce clear, precise feedback on EFL learners' writing and enable students interpret it remaining brief, efficient and practical (Butler, 2012). Feedback becomes especially challenging when it is unclear and unspecified. It can prevent students from interpreting it correctly as the teacher intends. Misinterpretation of feedback may be conditioned by the gap between the level of the teachers' written language and the level of students' command of language. Although, it is difficult to establish the real communication by providing only written comment. Moreover, the number of the written works that teachers have to provide feedback on increases and the written feedback consumes more and more teacher time. Although, it is of vital importance to give feedback on students' writing, the mode of the feedback should always experience changes that lead to developing its quality and making it more lively and communicative. Apart from all aforementioned, feedback mode should also meet the digital natives' – 21st century students' interests via using various digital tools, the ones for providing feedback. It is suggested that computer-driven feedback is effective and creates positive learning context engaging students be creatively involved in the feedback process (Bijami, Pandian, & Singh, 2016, p.60).

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Screencast technology

It can be considered that nowadays the technology is already shaping the present and future of education. It is sweeping through every educational institutions and classroom since more and more products are designed for enhancing better educational environment. New educational software and different online educational platforms are putting up in front of teacher's new opportunities as well as the challenges that also contributes to creating new educational and teaching approaches and methods. One of such technological advancements is screencast technology. According to Stieglitz (2016) and Moore & Filling (2012), screencast is a combination of audio comments with on-screen actions to guide students in revisions that they will make in their writing (Moore & Filling, 2012; Stieglitz, 2016). "Screencast represents a low-cost, intuitive, and time-saving interface the multimodal nature of which can counter limitations typically associated with more traditional feedback approaches" (Seror, 2012, p. 105).

Throughout the recent years the application of screencast technology for educational purposes has rapidly increased. The students have also reported their satisfaction about using educational technology that examines the impact of screencast technology in terms of knowledge acquisition (Morris & Chikwa, 2013). Although there are different ways of providing computer-mediated feedback on the EFL learners' writing (such as Google Docs, Moodle, Microsoft Word, etc.) still the mode of feedback is written no matter if it is written on the hard copy or in the software. Consequently, it is assumed that asynchronous and recorded nature of screencast feedback enables teachers as well as learners go beyond the limits of physical space and time, since screencast feedback can include both cursor movement, drawing, highlighting while recording the oral feedback at the same time and besides that, it enlarges the span of abilities the teacher can use while providing screencast feedback (Yee & Hargis, 2010). As Ali (2016) suggests, due to screencast technology teachers are enabled to form as many sentences as they wish in everyday English and this can lead to establishment of positive rapport between teacher and student hence, the quality of communication gets higher in screencast feedback. Furthermore, as it is suggested by Gormley and Mcdermott (2011) while written comment is limited due to different reasons and circumstances, the screencast can enable teachers provide more detailed, personalized, clear and comprehensible audio feedback with visual support (Gormley & McDermott, 2011).

Benefits and limitations of screencast feedback on writing

The recent studies carried out on the mode of feedback that implies screencast feedback on EFL writing have reported the promising results and advantages of screencast feedback (West & Turner, 2016; Hynson, 2012; Borup, West, & Thomas, 2015; Ali, 2016). There have been studies conducted to date that examined the effectiveness of screencast technology not only for giving feedback on writing but also for instructional purposes. Therefore, there have been an evidence that shows the lecturers' as well as students' positive attitudes towards screencast technology in classroom. Various studies have shown how students value the opportunity to learn in more self-directed fashion and on their own speed of learning through screencast technology. Other studies point out another benefit of screencast technology that is ability to replay class sessions, demos and hear lecturers' talk that would also improve listening skills (Evans, 2008; Hew, 2009; McKinney, Dyck, & Luber, 2009; Mulamphy et al., 2010; Ford et al., 2012). According to aforementioned, it can be posited that screencast technology is a positive experience for teachers and learners and contributes to various positive outcomes, increasing the level of satisfaction, autonomy, motivation, engagement and anxiety reduction.

There have been pointed various advantages of exploiting screencast feedback in EFL writing classes. Most commonly echoed benefits of screencast feedback is multiple functions that enable learners to watch the screencast video as many times as they wish, pause and rewind whenever they wish and take down the notes that makes screencast feedback very practical and user-friendly tool that enables students use it via computers or mobile devices whenever and wherever they have access to internet (Lee, 2017; Ali, 2016; West & Turner, 2015; Moore & Filling, 2012; Mathieson, 2012; Gormley & McDermott, 2011).

According to Hynson (2012), screencast approach to writing feedback enables teachers provide more timely, personalized and legible feedback on EFL learners' writing. It engages multiple functions such as visual, aural, kinesthetic ways of learning, sharing and receiving feedback that also enables learners to study at their own pace (Hynson, 2012). It is also posited that screencast feedback on students' writing can contribute to developing different aspects of writing, such as capitalization, email conventions, paragraphing, punctuation, spelling, cohesion and coherence and grammatical structure (Hynson 2012, p.54). Due to all aforementioned factors, students become more autonomous. Apart from developing writing skills, learners are exposed to listening teachers' audio feedback that increases their level of listening as well.

The research carried out by Ali (2016), aimed at exploring the effectiveness of screencast video feedback on enhancing the Academic Writing learners' essays. It also aimed to investigate the learners' perception towards the screencast feedback on their writing. The participants of the study were 63 freshmen from Academic Writing course at Sadat Academy for Management Sciences in Egypt. The study lasted over ten weeks. The results showed that the students' level in both controlled and experimental groups were very similar before the experiment. Although, the statistical analysis of the data revealed the significant differences between the test results and mean scores of experimental group which received screencast feedback on their writing was higher than in the control group in which students received written feedback from the teacher. The questionnaire of the study and samples of students graded essays revealed that the latter received written feedback that was focused more on metalinguistic and linguistic features over content and organization rather than on the content of their writing that led students' frustration with the large number of explicit corrective comments on their short-term writing (Ali 2016, p. 107). The questionnaire results of the aforementioned study also showed several advantages mentioned by students and that is clarity, attractiveness, appropriate length, helpfulness in organizing ideas and providing examples, motivating in terms of praising food performance, possibility of rewinding the videos and watching more than once, and providing chances for improving listening skills. The student participants also stated that they will use the feedback recordings for sentences and organization of their essays (Ali 2016, p. 115).

Similar to Ali (2016), West and Turner (2016) carried out the study investigating the perception effect of individualized video screencasts with narration among 299 first-year Bachelor of Education students at Edith Cowan University in Western Australia. The study revealed that 61% of respondents preferred video feedback over the written one (21%) explaining that screencast feedback was rather clear, less ambiguous and more engaging than written feedback. Furthermore, the participants of the study also reported that they felt and established much positive rapport with their teachers via implementing screencast feedback.

Another research conducted by Moore and Filling (2012) aimed at exploring the effective ways of utilizing video technology to respond the EFL college students' writing using screencast feedback and explore the learners' perception of instructor-provided video feedback. The participants of the course were forty-five college students at Literature course and English Competition at two colleges in the United States. The students participated in small group interviews and completed the questionnaire regarding

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their perceptions of screencast feedback on their writing. The duration of the study was six weeks. The research reported the learners' positive attitude towards screencast feedback, since they stated that the latter was very clear, in-depth, specific and personalized. They also reported that implementing screencast feedback improved the organization and general quality of their writing. Also, they stated that they perceived video feedback to be more helpful than written comments (Moore & Filling 2012, p. 12).

Besides the improvement of communication, the number of studies found that the combination of written and screencast feedback was even more beneficial for improving students' writing (Cranny, 2016; Mathieson, 2012). Although, as it was reported, the most of the students preferred audio/visual feedback than the written comments on their writing. In the studies mentioned above, the EFL students showed the positive attitude towards screencast technology due to its various features and multiple opportunities and as they stated, it was much easier for them to understand features of writing, assessment rubrics and scores more clearly and can better follow the teachers' comments through audio and visual input (Mathieson, 2012).

According to aforementioned researches it can be concluded that most of them showed students' positive attitude towards screencast feedback rather than traditional methods of feedback. They also suggest that students perceive screencast feedback as more flexible and effective, hence they think electronic feedback is more valuable for them than handwritten one that are at times illegible for them and causes frustration. Although, some students posited that they prefer face-to-face conferences on their writing to video feedback and some of them expressed that they would prefer both face-to-face and video feedback on their writing. Some students perceive that screencast feedback is very useful and valuable for explanation although they think that it doesn't always address the problems. Due to the fact that students have difficulty in comprehending teachers' handwritten comments, they prefer either face-to-face discussion or screencast feedback that they can revisit and re-watch at any suitable time for them. Although, the students name various positive aspects of screencast feedback little number of learners mentioned that they would prefer teacher feedback on word processing program so that the latter was at least addressed the ability to read the teachers' comments.

Challenges of screencast feedback

Despite all the advantages that screencast feedback brings to EFL writing process and especially its assessment, there may be some challenges as well while dealing with recording the screencast feedback. Firstly, regardless the fact that creating screencast and the screencast software is easy to use, it is relatively new for the teachers as well as for the learners and still it requires from the user preparation and expertise in order to create professional screencasts via user-friendly software. In this regard, it is of vital importance to consider the strengths and weaknesses of screencast feedback on EFL writing to enable teachers and learners to tackle all the challenges that may come up with implementing it in EFL classes.

Despite the advantages reported by various researches, before implementing screencast feedback the tutors, EFL teachers and Education Institutions should take into consideration the availability and access to computers or other devices. Although, a greater number of learners have access to iPads, tablets, laptops, highly-developed mobile devices though which they can have access to screencast feedback on writing, the utilization process needs much pre-thought planning, thinking and good organization to reduce teachers' workload and increase level of learners' engagement in writing tasks.

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Methods

In order to acquire the comprehensive believes of Higher Education Institution EFL learners about screencast feedback on their writing assignments the current study applied the quantitative research methods executed in questionnaires. It was designed in Likert-scale (strongly disagree – disagree – neither agree nor disagree – agree – strongly agree).

Participants of the study

The participants of the study were 93 (42 male and 51 female; 7 Azeri and 86 Georgian) English as a Foreign Language students from Ilia State University, Georgia. The majority of students (47) were in their first year Bachelor studies, 30 of them were second and 16 were in third year of their study at the university. The level of the participants was Pre-Intermediate (A2 according to CEFR – Common European Framework of Reference for Language).

Procedures

Before the research was carried out, the mode of feedback on EFL learners' writing home assignment was mostly written comments. Within the research, the learners chose one opinion essay to write (1. What is your opinion about people's addiction to smart phones 2. What is your opinion about gaming). The research participants wrote the essays in Microsoft Word Processing and sent them to the teacher on mail. The latter corrected the writing assignment via screencast video feedback using the online platform Screencast-o-matic. Screencast-O-Matic is a screencasting video recording and editing online tool that is very user-friendly since it can be launched from any browser and any device such as smartphone, iPad, Tablet, etc. Screencast-O-Matic enables the user to provide the video narration and transformation of the presentation in video narrative. The most valuable function of Screencast-O-Matic for the current research is the function of recording the features of the screen and audio recording of the feedback. Via Screencast-O-Matic the user can revisit, rewind and edit the recording as many times as necessary. It can also be saved as MP4 documents and downloaded to any device.

Within the present research the feedback through screencast video narrative was applied. The teacher recorded the screencast feedback and sent the recordings to students via email. The latter listened to the screencast feedback on their writing assignment, corrected the mistakes teacher commented on and sent the second draft to teacher again.

After the application of screencast feedback on EFL writing assignment the research questionnaire was administered and filled by the research participant learners to investigate on their perception about the screencast feedback.

Results and discussion

According to the questionnaire results, 31% of learners agree and 20% of them strongly agree that they like English writing activity, while 20% of them disagree and 10% strongly disagree with this statement. 19% of participants expressed neutral attitude towards this statement. The majority of student participants (63%) strongly agree that writing is very important skill. 30% of them agree with this statement, whereas 2% of learners strongly disagree and disagree and 3% of them neither agree nor disagree that writing is important skill to acquire. As shown by the questionnaire results, 40% of students disagree that writing is not interesting for them, although, 30% of them neither agree nor disagree with this opinion and only 15% of learners agree that writing is not interesting for them. The questionnaire also showed that 51% of student participants strongly agree that sometimes they find writing difficult. 18% of them agree with this statement, while 11% of them neither agree nor disagree, 8% - disagrees and 12% strongly disagrees with the aforementioned statement. 20% of participants neither agree nor disagree and the same number (20%) disagrees with the statement that sometimes topics of writing do not interest them. Though, 24% of students strongly agree and 21% agree with this statement. 17% of students strongly disagree with the opinion that sometimes writing topics do not interest them. The part of the questionnaire regarding the writing revealed that 64% of students strongly agree that they have a problem expressing themselves via writing. 21% of learners agree with this statement. Only 3% strongly disagree and 7% disagree with this opinion, while 5% of students is neutral towards this opinion.

Writing	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
I like English writing activity	10%	20%	19%	31%	20%
I think writing is very important skill	2%	2%	3%	30%	63%
Writing is not interesting for me	10%	40%	30%	15%	5%
Sometimes I find writing difficult	12%	8%	11%	18%	51%
Sometimes the topics do not interest me	17%	20%	20%	19%	24%
I have problems expressing myself via writing	3%	7%	5%	21%	64%

The second part of the questionnaire was related to writing practices in the EFL learner participants' classroom. According to the survey results, 49% of learners strongly disagree that teacher does not give them regular practice in writing. 25% of them disagree and only 3% of students neither agree nor disagree with this statement. 13% of student participants agree and 10% strongly agree with this opinion. The vast majority of learners (70%) strongly disagree and 21% of them disagree that only the teacher chooses writing topics without their involvement. Very little amount of students (6%) are neutral towards this statement and only 2% agrees with this opinion. As depicted in the survey, the majority of student participants (71%) strongly disagree that the teacher does not explain the concept of writing task. More than half of the participants (67%) strongly agree that they often practice writing at the university. 30% of them agree and only 3% of students neither agree nor disagree with the given statement. The questionnaire results revealed that 7% of students strongly disagree and 30% of them disagree that they write outside the university to communicate. Forth of students (25%) showed that they neither agree nor disagree with this statement. Slightly more than fourth (28%) of student participants agree and only 10% of them strongly agree with the present statement.

Writing practice in the classroom	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teacher does not give regular practice	49%	25%	3%	13%	10%
Only teacher chooses writing topics without our involvement	70%	21%	6%	2%	1%
Teacher does not explain the concept of writing task	71%	20%	5%	4%	0%
I often practice writing at the university	0%	0%	3%	30%	67%
I write outside the university to communicate with parents, friends, colleagues, etc.	7%	30%	25%	28%	10%

Third part of the questionnaire was aimed at investigating the learners' experience and attitude towards feedback practices on their EFL writing. The survey revealed that for more than half of the students (53%) strongly agree that the assessment of their writing is important for them. 30% of students agree with this statement. The minority of learners (3%) strongly disagree, while 9% of the participants neither agree nor disagree with it. The majority of learners (60%) agree that the feedback received from teacher helps them write better. 19% of participants strongly agree and 11% neither agree nor disagree with this statement.

Feedback on EFL writing	Strongly disagree	disagree	Neither agree nor disagree	Agree	Strongly agree
Assessment of my writing is important for me	3%	5%	9%	30%	53%
The feedback I receive from my teacher helps me write better	0%	0%	11%	60%	19%

The final part of the questionnaire of the current study referred to learners' experience of using screencast feedback and aimed at exploring their attitudes towards this mode of feedback on their writing assignment. According to the survey results, more than half of the students participants (59%) agree and 34% strongly agree that they found screencast videos helpful, since they could rewind and revisit videos whenever they wanted. 3% of students neither agree nor disagree with this statement, while 4% disagrees with it. The questionnaire also revealed that 41% of students found screencast helpful since it was easier for them to understand where they had the mistakes. 30% of participants strongly agree with this statement, while 13% of them is neutral and 9% strongly disagrees with this opinion. 35% agree and 43% strongly agree that the sound of the teacher in videos was clear. 8% of the participants neither agree nor disagree and 7% of them strongly disagree and disagree with this statement. According to the survey results, almost half of the student participants (43%) agree and 44% strongly agree that the time of the videos was enough to understand what to revise in their writing. 10% of the participants neither agree nor disagree with this statement and only 3% of students disagree with it. The majority of the learners participating in the study (71%) agree that the teacher's language was easy to understand. 15% of them strongly agree with this statement while 10% of learners disagree with it. 4% of participants are neutral towards the present statement. According to study results, almost half of the learners (48%), the feedback was supported by examples/suggestions for improvement. 42% of students agree with this statement. 6% of them is neutral and 2% of them strongly disagrees and disagrees with this opinion. The survey also depicted that almost half of students (49%) strongly agree that receiving feedback through screencast videos engaged them actively in the revision process. 39% of student participants agree with this statement. 6% of learners neither agree nor disagree that they were more engaged in revision process and 3% of them strongly disagree and disagree with this statement. The questionnaire results of the current research showed that 68% of students agree that they have positive attitude toward receiving feedback through screencast videos. 12% of participants neither agree nor disagree with it, while 10% of learners disagree with the present statement. According to the survey results, 30% of participants agree and 20% of them strongly agree that watching screencast videos is time-consuming. 29% of learners disagree and 10% of them strongly disagree with this statement, while 11% of the participants neither agree nor disagree with this opinion. The current survey also showed that 40% of students disagree and 30% strongly disagree that they had difficulty loading the screencast videos. 10% of the participants neither agree nor disagree with this statement. 15% of learners agree and 5% of them strongly agree with the given statement. According to the survey results of the present study the vast majority of learners (69%) agree with the statement that they would like to continue receiving screencast video feedback in EFL writing classes. 30% of learners strongly agree with this statement. Only 1% of participants neither agree nor disagree with the given opinion. According to the survey, 33% of learner participants strongly disagree and 43% of them disagree with the statement that they would like to receive only written feedback on their writing. 15% of learners neither agree nor disagree with this opinion, while only 3% agree and 6% strongly agree with this statement. The vast majority of students participating in the current research (76%) strongly agree that they would like to receive written feedback together with audio feedback. 20% of participants agree with this statement, whereas 3% of them neither agree nor disagree and 1% disagree with this statement.

Screencast feedback	**Strongly disagree**	**disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
I found screencast videos helpful because I could rewind or revisit videos whenever I want	0%	4%	3%	59%	34%
I find screencast videos helpful as I understand where I have made mistakes	9%	7%	13%	41%	30%

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The sound of the teacher in the videos was clear	7%	7%	8%	35%	43%
The time of the videos was enough to understand what to revise in my writing	0%	3%	10%	43%	44%
Teacher's language was easy to understand	0%	10%	4%	71%	15%
The feedback was supported by examples/ suggestions for improvement	2%	2%	6%	42%	48%
Receiving feedback through screencast videos engaged me actively in the revision process	3%	3%	6%	39%	49%
I have a positive attitude toward receiving feedback through screencast videos	0%	10%	12%	68%	10%
Watching screencast videos is time-consuming	10%	29%	11%	30%	20%
I had difficulty loading the screencast videos	30%	40%	10%	15%	5%
I would like to continue receiving screencast video feedback in EFL writing classes	0%	0%	1%	69%	30%
I would like to receive only written feedback on my writing	33%	43%	15%	3%	6%
I would like to receive written feedback together with audio feedback	0%	1%	3%	20%	76%

Summary and concluding remarks

Writing

Regardless the fact that the considerable number of learners stated that writing in general is a very important skill, still there were not many students who expressed that they like it. Although, the amount of students who disagree with this statement, almost fourth of them (20%) showed the neutral attitude towards it, that according to number of researches is considered to be the way either to avoid the answer or not knowing it. Half of the research participants stated that writing is difficult for them at times and sometimes topics of writing do not interest them that can lead them to negative attitudes towards writing practice (Papanastasiou, 2014; Saris et al., 2010; Ashby, Richardson, & Woodley, 2011). Furthermore, it can be posited that due to the fact that majority of participants (64%) have problem expressing their thoughts and beliefs through writing, it is difficult for them to succeed in accomplishing writing tasks.

Writing practice in the classroom

The research findings regarding the writing practice in Higher Education Institutions EFL classes revealed that the teacher gives the learners regular practice in writing and moreover, the students are also given the opportunity to choose the topics for writing.

The data also revealed that the teacher explains the concept of the writing tasks. Based on the survey results of the current research paper, it can be assumed that although the EFL learners have regular practice in writing, the fewer number of students revealed that they use writing as a form of communication out of the university. Furthermore, since the fourth of student participants (25%) neither agree nor disagree with this statement, it can be assumed that they may have tried to avoid from negative answer to this statement.

Feedback on EFL writing

The research findings revealed the learners' attitude and perception of feedback practices on their writing assignment in general. According to the data, for the majority of learners the assessment of their writing is important, since the latter helps them write better.

Screencast feedback

The primary objective of the current research paper was to explore the Higher Education Institution EFL learners' perception of screencast video recorded feedback on their writing assignments. The research findings revealed that for the majority of the participants, screencast mode of feedback was flexible and comfortable experience for them, since they could revisit and rewind the recordings as many times as possible. They also showed the positive attitude towards screencast video feedback stating that it was very helpful for them enabling them to be more actively engaged in their writing process and understanding much better how to improve their weaknesses in writing. Furthermore, the data revealed that the screencast feedback was more student-friendly and it enabled learners understand what aspects of writing they have to improve. The participants of the study also stated that they teachers' language was clear and easy to understand and besides, the latter provided better suggestions for improving writing through screencast feedback, that consequently increased the learners' engagement in revision process.

According to the survey results, it can be assumed that although the vast majority of learners showed very positive attitude towards receiving screencast feedback on their writing. 30% of them stated that it was time-consuming process and 20% disagreed with this statement that may have been conditioned to various aspects, such as the limited access to internet, or technical issues. As a result, it can be suggested that implementation of screencast feedback needs thorough prior planning and understanding the learning environment of each student. Although, since the majority of learners showed preference to receiving screencast feedback on their writing over receiving handwritten other mode of feedback, it can be posited that the technology needs to be actively implemented for educational purposes and especially for providing timely, flexible, clear and personalized feedback on EFL learners' writing assignments.

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“ KAHOOT! “ TECHNOLOGY IN THE EDUCATIONAL CLASSROOM - “GAMES FOR LEARNING?”

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Abstract

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

Key words: *Kahoot! - Interactive technology; Digital generation; Kahoot in the classroom; “Games for learning”*

Introduction

The new century has brought new teaching methods with it. Therefore, it has become important to enrich the traditional academic learning environment with modern educational technologies and to provide opportunities for digital learning outside the classroom. The intensive introduction and use of innovations, digital technologies, and virtual communications in the learning process are considered by the “digital generation” to be a key requirement for improving learning outcomes.

Students often state that they like instructors who employ active learning strategies to get students engaged with the class topic. Sometimes, though particularly in large lecture classes, it is difficult to get some students to participate in classroom activities and discussions and assess whether they truly are learning and retaining the course material. Kahoot! is the perfect solution to create a fun and interactive way for all students to learn and comprehend the information.

What Is Kahoot?

Kahoot! is a game-based learning platform used in schools and universities, corporate offices, social settings, sporting and cultural events. For teachers and students, Kahoot! helps to introduce, review and retain knowledge in a fun, interactive and engaging way, both in the classroom and as homework. Kahoot!’s mission is to make learning awesome in all contexts.

Kahoot! is a tool that delivers and presents questions to students. It is set up as a game that students can play either individually or in groups. Instructors provide students with multiple-choice questions, which are projected on a classroom screen. Each question has a limit of 95 characters, is displayed anywhere from 5 seconds to 2 minutes, and is restricted to four response options. Students, who will need to create a unique username that can be used throughout a semester, answer these questions with their own personal electronic devices (e.g., laptop, smartphone, or tablet) and receive points for both response accuracy and promptness. After each question is answered, the correct answer will be displayed as well as a scoreboard of the highest point earners. At any time, the instructor can track student progress and scores. Kahoot! also can be incorporated into online classrooms. Kahoot! is a product with essential features millions of users are familiar with, and it's free for teachers.

Essential features in Kahoot!:

- ✓ Create games - most commonly, a multiple choice quiz - on any topic, in any language;
- ✓ Host games in a live setting;
- ✓ Assign Kahoots as homework with the challenge feature;
- ✓ Search from millions of Kahoots in the library of ready-to-play games;
- ✓ Download game reports as spreadsheets;
- ✓ Choose from 2,000 royalty-free images in built-in image library when creating Kahoots.

Advanced features - only available in Kahoot! for schools:

- ✓ Co-create, edit and share learning games together with other teachers in your school's private team space;
- ✓ Your team space serves as a shared Kahoot bank that current and future teachers can access, saving precious time on finding relevant learning games;
- ✓ Structure your school's Kahoots by subject, grade, department or other criteria using our folder feature;
- ✓ Save time creating high-quality Kahoots and increase student engagement by using our built-in, searchable image library with millions of images (Kahoot! Pro);
- ✓ Track student progress, step up formative assessment and improve learning outcomes with detailed, visual reports that can be shared between educators and admins;
- ✓ Give your school's admins visibility into Kahoots creation and data by adding them to your team space;
- ✓ Boost school spirit and student engagement by having your school's logo or mascot in all Kahoots;
- ✓ Get a public profile where you can showcase Kahoots you created (upon request in Kahoot! Pro)

How Can Kahoot Be Introduced in The Classroom?

Kahoot!'s current service allows free access for all educators. Go to https://getkahoot.com and click on the tab that says "GET MY FREE ACCOUNT." Provide your role (i.e., instructor) and your institution, create a username, supply your e-mail address, and select a password. To use Kahoot! each time, you will need to decide if you would like to create a new one or duplicate a prior one. If you decide to create a new Kahoot!, you must specify whether it is a discussion question, a survey, or a quiz; if you choose to duplicate a Kahoot!, you can edit any of the prior questions as needed. You also can decide if you would like your game to remain private (for only your personal classroom use) or be available for public use (for other instructors to also use it in their classrooms).

How Does Kahoot! Work?

After signing up for an account, any Kahoot! user can create a game – such as a multiple-choice quiz, our most popular game type - on any topic/concept, for any subject, in any language. Users can also choose a ready-to-play game from our public library on the platform. To play Kahoot!, all you need is a mobile device, laptop or desktop with an internet connection and a web browser.

The classic live game experience is playing Kahoot! in a classroom with questions displayed on a shared screen, which engages students' attention. They use their own devices as game controllers to answer the questions. In challenge mode, players compete against each other remotely to reinforce the knowledge they've gained in class. Both questions and answers are displayed on their mobile devices inside the Kahoot! app.

Players don't need an account in order to play a Kahoot, so they can remain anonymous in the game by using nicknames Students, using mobile devices, log into kahoot.it, enter their pin code, their name and answer question(s). Some teachers hosting games encourage students to use their real names, but this is also up to you!

After a game, teachers can access a downloadable report including gameplay results to track student performance, assess learning outcomes, evaluate knowledge retention and gain valuable insights for your next class.

Since the actions take place on the website, the installation of a special mobile application is not required. Program settings allow us to:

- ✓ set the level of complexity of the question (the number of points awarded depends on it);
- ✓ set the time interval for answering a question;
- ✓ add a description (explanation) and tags to the question;
- ✓ set the language, level of access, target audience;
- ✓ use pictures and videos as the background of the game when participants are waiting;
- ✓ ask questions and give answers randomly;
- ✓ automatically move to the next question;
- ✓ require re-authorization of students for each of the next online action;
- ✓ enable / disable background music;
- ✓ organize joint work on the development of online activity;
- ✓ upload results to a PC in MS Excel format and to Google Drive.

How Can Kahoot! Be Used In the Classroom?

Kahoot! provides students with a fun and interactive way to learn classroom material. More specifically, Kahoot! can be used to:

- ✓ ***present a new topic by assessing what students already know about the topic and what areas they should know***. Kahoot! can survey students prior to a course lecture to determine whether students have an understanding of the topic. It also can guide instructors in selecting their lecture content and identifying the key points to emphasize.
- ✓ ***help with vocabulary terms, terminology, and definitions***. Because Kahoot! focuses on fast-paced questions, it can assist students with learning course-related vocabulary, terminology, and definitions.
- ✓ ***poll students about their opinions***. Kahoot! allows instructors to present opposing sides or viewpoints of an argument or dilemma. This presentation is ideal for courses using case studies as there might be different solutions to the problem. Taking a poll also saves valuable class time that can be used for student discussion.
- ✓ ***review for an examination or test***. Students like the ability to review class material in a game format. Kahoot! helps them retain the material because it is presented in a fun and entertaining manner. Because each game can be played more than once, instructors can repeat the game as a way to enable students to understand why their previous answers were incorrect.
- ✓ ***learn information in sequential order***. Kahoot! recently launched a Jumble mode, which allows students to put things into consecutive order. This allows instructors to ask questions about chronological or progressive order.

How Does It Work in My Practice?

In order to determine the success of the use of Kahoot! technology in the educational process, an experiment was conducted as part of the project "Games for Learning?" at Telavi State University with the participation of the undergraduate student groups.

Duration of the project - 5 acad. classes. Training Module - WEB Technology Introduction (HTML).

***Project preparation phase* -** For target groups(10 students), students were selected from major and minor IT Education Programs. We also selected topics from the curriculum by consulting these target groups, respectively; We defined the form of the Kahoot application: Quizzes, Jumble, Survey. Before basic training, we did a pretest to study the use of Kahoot technology.

***Project Implementation* -** The Kahoot technology has been included in the learning process as an active element of the lecture - "Games for Learning".

***Teaching Methodology* -** Students can work individually or in small groups with mobile devices in the Kahoot! environment (www.kahoot.it). They select the answers to the questions projected on the screen and send them to the teacher’s environment. After each question, a discussion is held to substantiate the answers. The teacher gives feedback to the students, after which he/she projects the correct answer to the screen if tests are with closed questions. There is no predefined correct answer in the survey. Students discuss and try to reinforce their opinions with relevant arguments. Survey results may remain anonymous. The teacher leads the discussion process.

At the end of each activity (quizzes, jumble, survey) students have to provide feedback in the Kahoot! environment. Students rate the quality of the success of the activity use in the learning process. The teacher saves the test results on a computer or Google Drive. He/she studies/analyzes the results of the students' knowledge and evaluates their progress.

We tested/evaluated the students' knowledge of the same training materials using the printed test method or a traditional "question and answer" method, using the oral test.

Research / Study/ Analysis of Project Results

Using the survey in the Kahoot environment, we studied t students' views to validate the benefits of integrating technology into the learning process over traditional methods. The project "Kahoot technology in the educational process-Games for Learning?" was rated positively by the students.

The students found such a form of testing more interesting, funnier and more fruitful than traditional forms; Kahoot! provides an interesting learning environment and gives them the opportunity to maximally engage in the learning process.

Tests and questionnaires are enriched with the excerpts from videos, images and texts using multimedia elements and are accompanied by fun music. The resources created are available on a variety of electronic devices, such as computers, tablets and mobile phones, which facilitate students' interactive participation in the learning process and their knowledge acquisition.

As students use own mobile devices in the testing process, they participate more actively. They try to quickly analyze the questions, pay attention to the timer and select the correct answer in time . The test process is "exciting." Students are ready to make full use of their intellectual abilities since the winner is displayed on the screen, which is visible to the entire academic audience. If they do not win at this stage, they will definitely try to win next time.

Conclusion

Based on the research carried out as part of the "Games for Learning" project, it has been validated that game formats are a fun way to create student excitement toward learning. Kahoot! is a tool that motivates and activates students' learning as it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussions and student-to-student interactions.

Guides and Tutorials

https://kahoot.com/library/

https://kahoot.com/what-is-kahoot/

https://kahoot.com/schools/

https://kahoot.com/how-to-play-kahoot/

https://kahoot.com/mobile-app/

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GLOOMY SYMBOLISM AND MYSTERY OF EDGAR ALLAN POE'S POETRY

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Abstract

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

Key words: Symbolism, symbol, universal symbols, conventional symbols, personal symbols, Gothic poem, mystery

Symbolism is an artistic and literary movement that emerged in France in the late nineteenth century. It expresses ideas through symbols and emphasizes the meaning behind the forms, lines, shapes, and colours. The literary device 'symbol' is often used by writers to add different shades of meaning to their works. The term 'symbolism' was first introduced by poet, essayist, and art critic Jean Moréas in his "*Symbolist Manifesto" (1886)* to distinguish the Symbolists from the related Decadents of literature and of art**.**

Arp and Johnson define symbolism as "*the symbolic use of objects and actions*" (2006: 274-275). Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense. By literary symbolism is meant the use of symbols to signify an idea in a work of literature.

*The word **symbol*** derives *from* the Greek symbolon (σύμβολον) meaning "*token*", it is a sign, whether visual or verbal, which stands for something else within a speech community (Wales, 2014: 408). As Kirszner and Mandell (2000: 254) state, symbol is a person, object, action, place or event that stands for something else and suggests a more complex meaning further than its literal meaning.

There are different types of symbols: universal, conventional and personal symbols.

Universal or **archetypal symbols** are a part of human experience and they suggest much the same thing to most people and in almost every culture (e.g. '*Mother*' is a symbol of love and motherhood).

Conventional or **cultural symbols** are likely to signify the same thing to most people who share common cultural and social backgrounds (e.g. A '*red rose*' is a symbol of love) and may have different meanings in different cultures (e.g. An '*owl*' is associated with wisdom in Western culture and in Africa they are believed to be harbingers of death. The '*Dove*' is generally thought to be a symbol of peace. In Christianity, the dove is a symbol of the Holy Spirit (Holy Ghost), and represents the soul. It is also symbol of love.

As Kirszner and Mandell (2015: 408) mention: "*Both universal and conventional symbols can function as **literary symbols**, taking on additional meanings in particular works. For instance, a watch or a clock denotes time; as a conventional symbol, it suggests passing of time; as a literary symbol in particular work , it might also convey anything from a character's inability to recapture the past to the idea of time running out – or it might suggest something else*".

Personal or **private symbols** are the symbols the meaning of which varies from one person to the other. All of us have different associations with things in our experience, thus different people treat one and the same symbol differently and from different points of view. Writers, especially modern ones, often produce their own private or individual symbols. These may stem from private and personal memories or incidents in their life. Some poets employed personal symbols and images in their writings. For instance, the great Irish poet William Butler Yeats: used the image of a '*gyre*' to represent time as a spiral. The other his central symbol was the "*rose*". For Yeats, the 'roses' represented unwavering beauty, since they never go out of fashion, yet he acknowledged individual '*roses*' live for a very short time. Yeats used the '*rose*' to symbolize women and Ireland, in the same nationalistic vein as his predecessors. The 'rose' in Yeats' poem is generally used to mean earthly love but in "*The Rose of the World*" (Yeats, n.d.) it also symbolizes eternal love and beauty.

Writers often use symbols in the works of art to strengthen their writing, to make it more creative and interesting and thus attracting reader's attention. Symbolism gives a literary work more richness and color and makes the meaning of the work deeper. Symbols are messages that the author uses to communicate with the reader for a thorough understanding. They enhance the writing and provide the reader with a better insight into its plot and themes.

The outstanding American writer, poet and literary critic Edgar Allen Poe (1809-1849) is one of the prominent and significant representatives of Symbolism in American literature. His works of art are full of imagination, implications, symbols, mystery and suspense. Poe's tragic life led to a fascination with the dark side of the other world, which is obvious for his frequent use of gloomy and mysterious symbols in his writings.

Poe's symbolism is evident in his poem "*The Raven*" (Poe, n.d.) which is rich in symbols reinforcing both the plot and the themes. It was first published in 1845 in *The New York Evening Mirror* and soon became very popular. "*The Raven*" (ibid.) belongs to the genre of Gothic literature that can be defined as writing employing dark and picturesque scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, and dread. It is a narrative poem which is marked for its musicality, rhythmic quality, stylized language and mysterious atmosphere.

The poem is composed in stanzas consisting of five lines of trochaic octameter followed by a shorter final line, rhymed ABCBBB, with the frequently repeated word "*nevermore*", acting almost as a refrain. It is written in first person point of view. This emphasizes the personal experiences of the narrator and brings the reader closer to the intimate details of the narrator's mental state forming a powerful connection between the two of them.

"*The Raven*" is constructed in a narrative form. It tells the story of a young man who is mourning the loss of his beloved Lenore. One December night as he wearily sits up looking through a classical volume of "*forgotten lore*" (ibid: line 2) and is "*nearly napping*,"(ibid: line 22) he is interrupted, by a "*tapping at [his] chamber door.*" (ibid: line 23) As he opens up the door, he finds "*darkness there and nothing more.*" (ibid: line 24) Into the darkness he whispers, "*Lenore,*" hoping his lost love has come back, but all that could be heard is "*an echo [that] murmured back the word 'Lenore!'*" (ibid: line 29)

With a burning soul, the man returns to his chamber, and this time he can hear a tapping at the window lattice. As he opens the shutter, "*in [there] stepped a stately Raven,*" (ibid: line 38) the bird of ill-omen (Poe, n.d.). The raven perched on the bust of Pallas, the goddess of wisdom in Greek mythology, above his chamber door.

The rest of the poem deals with the melancholy and mournful one-sided conversation between the two. The narrator fears greatly that he will never see the beauty of his beloved Lenore again. He desperately asks the Raven questions about his lost love Lenore, but the Raven only gives a single dismal word "*Nevermore*" in reply.

It is known that birds of the crow family, being the most intelligent of the bird species, can utter simple sounds that can sound to people like words. In his tired drowsy mood, the narrator convinces himself that the word uttering by the Raven is 'Nevermore' and this fact makes his grief on the loss of Lenore deeper. The questions become more and more intense, signifying the symbolic deepening of his fear due to problem connected with bereavement of his beloved one, and loneliness. Finally, realizing that to continue this dialogue would be pointless, the man concedes, and his "*soul from out that shadow*" (ibid: line 107) that the raven throws on the floor, "*Shall be lifted -- Nevermore!*" (ibid: line 108)

A gothic setting masterfully utilized by Poe in "*The Raven*" creates a gloomy mysterious atmosphere. The time is described here as "*a midnight dreary*" (ibid: line 1) in "*the bleak December*" (ibid: line 7). The supernatural power is referred to through the words "*ghost*" (ibid: line 8), "*angels"* (ibid: lines 11, 81, 94, 95), "*Plutonian*" (ibid: lines 47, 98), "soul" (ibid: lines 19, 31, 56, 93, 99, 107), "*ominous*" (ibid: lines 70, 71), "*unseen censer*" (ibid: line 79), "*prophet*" (ibid: lines 85, 91), "*thing of evil*" (ibid: lines 85, 91), "*devil*" (ibid: lines 85, 91), and "*demon*" (ibid: line 105). The time of night and the unfavourable weather outside do not allow to leave the narrator's chamber which turns into a chamber of horror.

Poe uses a number of symbols in "*The Raven*" to intrigue the reader and arouse the interest in his poem. The symbols skillfully employed by Poe create an aura of mystery, gloominess, despair and mournfulness around the main hero and the narrator rolled into one.

The Raven is the major and the most obvious symbol in the poem. It is not only the title of the poem, but the source of the narrator's distress. As the plot unfolds, the presence of the raven becomes an ominous sign, which ultimately drives the narrator mad. Though it is a bird, here the image of raven represents a mighty power of authority. From the very beginning, as the raven arrogantly enters the room, it dominates over the narrator. The bird's darkness symbolizes death; hence, the emergence of the raven becomes a constant reminder of the loss of beloved Lenore, and an imperious intruder of peace of mind. In a broader context, Poe's poem demonstrates the inability of a man to escape from his ultimate fate.

In Greek mythology, ravens are associated with Apollo, the god of prophecy. They are said to be a symbol of bad luck, and were the god's messengers in the mortal world. Thus the Raven in this poem can be interpreted as a messenger of Hades), the ancient Greek god of the underworld, sent to inform the narrator of his hellbound fate (Diel, 1980). Repeating the following line twice: *"Prophet!" said I, "thing of evil! -prophet still, if bird or devil! - …"* (Poe, n.d., lines 33, 34), the narrator points out that the raven is a messenger from the underworld.

As Adams (1972) claims, the Raven is in fact a kind of "private symbol", it is not a physical creature, but rather the projection of the sorrow of the poetic persona, an abstract entity that expresses the feelings and the narrator's state of soul. He makes the conclusion that Poe uses the image of the raven in his own individual way and creates the so-called "private symbol", rather than using it as an allusion to various folkloric and mythological sources in which controversial connotations are ascribed to ravens. "*The bird, however, speaks not with the Greek word "cras," "tomorrow," but the exact reverse, "Nevermore," the message not of hope but of despair*". … *In the course of the poem, the Raven develops and modifies this and its other associations, becoming more and more a private symbol, more and more a dream or hallucinatory figure generated by the persona's emotional bankruptcy, increasingly symbolizing private spiritual dryness rather than personal lamentation for a specific loss"* (ibid, p. 53.)

It is more likely that the raven in the poem is not a physical creature, but rather the fruit of the narrator's sick imagination. It is the epitome of his gloomy and painful thoughts, which dominate over his reason and suppress his will. The hero cannot cope with his sorrow, and get free from the raven's power. The following lines clearly demonstrate his helplessness and the raven's superiority over him:

"… Leave my loneliness unbroken!—quit the bust above my door!

Take thy beak from out my heart, and take thy form from off my door!"

(Poe, n.d: line 106-107)

The other major symbol in the poem is Lenore. The narrator does not give any clear description of his beloved one. There is nothing said about her appearance as well as the exact relationship between the narrator and her. All we know is that he suffers horribly for the loss of his sweetheart because of her death. He misses her very much. The narrator several times speaks of her as "*the rare and radiant maiden whom the angels name Lenore*—" (ibid: lines 25, 35). Lenore may represent idealized love, beauty, truth, or hope in a better world. Her ubiquitous, yet elusive, nature haunts the main hero.

The next important symbol for the poem is Night's Plutonian Shore. The phrase "Night's Plutonian Shore" embraces all the negative aspects associated with death. When the narrator asks the raven:

—*Ghastly grim and ancient Raven wandering from the Nightly shore-*

Tell me what thy lordly name is on the Night's Plutonian shore! (ibid: line 46-47)

he means that this imperious and implacable visitor has come there from the underworld (the land of death) on some mysterious and ominous purpose and tries to find out the raven's intentions. In Greek mythology, Pluto (as in Plutonian) was the god who ruled the underworld (Hall, 2007: 257). Pluto is also known as Hades, which is another name to refer to hell. Combined with "night," which is a common symbol for death and nothingness, and shore, the representative of the vast ocean, the Plutonian takes on a broader meaning.

The other symbols in "The Raven" are Nepenthe, the Bust of Pallas, Midnight and December.

Nepenthe (Ancient Greek: νηπενθές) is a symbol of oblivion. It is a fictional medicine for sorrow, literally an anti-depressant – a "*drug of forgetfulness*" mentioned in ancient Greek literature and Greek mythology. The word *nepenthe* first appears in the fourth book of Homer's *Odyssey.* Figuratively, nepenthe means "*that which chases away sorrow*".

Poe uses an allusion to this ancient drug in his poem as a symbol for easing the grief. The hero desperately seeks for some remedy that will relieve or remove his intolerable pain and suffering for Lenore.

"… Respite—respite and nepenthe from thy memories of Lenore;

Quaff, oh quaff this kind nepenthe and forget this lost Lenore!" (Poe, 2013: 33)

However he is still left with an eternal sorrow, since the Raven replies "*Nevermore*." (ibid.: 33)

The bust of Pallas is a symbol of the narrator's status as a scholarly person, along with the fact that he is reading a "*volume of forgotten lore*". It represents the young man's interest in learning, the knowledge in which he has plunged into in order to hide his constant pain and melancholy. "Pallas" refers to Pallas Athena, the ancient Greek goddess of wisdom, handicraft, and war. (Wikipedia, n.d.1)

The hero describes the first appearance of the Raven in such a way:

[It] Perched upon a bust of Pallas just above my chamber door—

Perched, and sat, and nothing more. (Poe, n.d.: lines 41-42)

As Poe (1846) writes in *The Philosophy of Composition* , he perched the bird on the bust of Pallas, *"for the effect of contrast between the marble and the plumage - it being understood that the bust was absolutely suggested by the bird - the bust of Pallas being chosen, first, as most in keeping with the scholarship of the lover, and secondly, for the sonorousness of the word, Pallas, itself"* .

At the end of the poem we again see that the Raven is still sitting on the top of the bust of Pallas and is not going to leave it:

And the Raven, never flitting, still is sitting, still is sitting

On the pallid bust of Pallas just above my chamber door; (ibid: lines 1-3-104)

Nestling down there the Raven demonstrates its superiority and power over the hero, i.e. it displays the dominance of irrationality and fear over reason, the inability of reason and scholarship to combat the powers of blackness and despair.

Midnight in "*The Raven* "is the symbol of the loneliness and confrontation. The poem begins with the following lines:

Once upon a midnight dreary, while I pondered, weak and weary,

Over many a quaint and curious volume of forgotten lore—

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While I nodded, nearly napping, suddenly there came a tapping,

As of some one gently rapping, rapping at my chamber door. (ibid: lines 1-6)

It's not for nothing that Poe uses exactly this part of a day for Raven's visit to the young man's house. Midnight is considered to be a Witching Hour. According to Merriam-Webster's Learner's Dictionary (n.d.), the witching hour is 1. the time late at night when the powers of a witch, magician, etc., are believed to be strongest 2. midnight.

As Raven is a Gothic poem, darkness and night here create the atmosphere of mystery, ghosts and the supernatural power. Darkness represents the danger lurking throughout the whole poem. The frightful images appear from the deep gloom of the midnight hour. The shadows, the nightmares the eeriness—all epitomize the horror-stricken atmosphere within the poem.

It is significant that the story takes place in a cold night in December. December is the final month of the year. It is a winter month and winter is associated with cold and dying of the nature. Hence December symbolizes death it can be interpreted as the symbol of Lenore's death and the hero's loss of hope that his sorrow for his beloved one will ever leave him. The following lines demonstrate a dreary and depressing mood of the hero and his fear of everlasting loneliness:

—Ah, distinctly I remember it was in the bleak December:

And each separate dying ember wrought its ghost upon the floor.

Eagerly I wished the morrow:- vainly I had sought to borrow

From my books surcease of sorrow- sorrow for the lost Lenore-

For the rare and radiant maiden whom the angels name Lenore-

Nameless here for evermore. (ibid: lines 6-12)

As Kántás (2016) claims, "*The Raven*" is a poem about damnation. He defines the concept of damnation as a "*state of suffering from which there is no escape, or a situation for which there is no solution at all, either in the physical or in the mental and psychical sense of the word*" (16).

It is evident throughout the poem how Poe demonstrates that a loss of a beloved one can forever trap the person in a state of utter sadness, so burdensome that he can never escape his madness. At the end we see the triumph of the Raven over the victim (i.e. the hero): the Raven is still sitting on the bust of Pallas. This fact symbolizes that the hero's universal grief for the beloved one will never let him go. It will remain with him forever and nothing will be able to muffle it! This is primarily proved by the final lines of the poem:

And my soul from out that shadow that lies floating on the floor

Shall be lifted—nevermore! (Poe, n.d.: lines 103-108)

As far as we can judge from these lines the narrator finds himself trapped into madness by the shadow of the raven, unable to escape his state of sadness and resume a normal life.

Poe's "*The Raven*" is considered to be one of the best examples of gothic poetry. It is a dark reflection on lost love, death, and loss of hope. Poe uses symbolism in his poem to express a deeper meaning, to force the reader to see his views on life, religion, love, and death. His awesome and expressive symbols create the aura of mystery, gloomy atmosphere and hidden allusions.

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THE ROLE OF METAPHORE IN FORMING THERESA MAY AS A POLITICAL LEADER

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Abstract

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

Key Words: *Political discourse, metaphor, Theresa May, Brexit.*

Introduction

One of the most important features of a political rhetorical text is a metaphor. Metaphors attract a great attention in modern socio-linguistic studies. Metaphor has already been exercising the minds of great philosophers and linguists for centuries. According to Charteris-Black (2005), Aristotle in Poetics proposes the definition of metaphor as something that consists in giving the thing a name that belongs to something else. Thus, metaphor is used to link two notions that are not usually considered as related or which do not naturally evoke each other positively. Therefore, one of the most prominent features of metaphor is that on the basis of one idea, notion or thought, the listener can explore the limitless ways of understanding another notion that is not obviously connected to it.

There are many explanations of metaphor, though, two linguists – Galperin and Arnolds give the exact explanation of it. Galperin explains: "Metaphor is relation of subject-logical and contextual meanings, which are based on similarity and resemblance of the features of these two concepts" (Galperin, 1958, p.125). Arnold gives a bit different explanation: "Metaphor is determined as a hidden comparison that is realized by using the name of one object corresponding with another and reflects some of the important features of another object" (Arnold, 2002).

Metaphor is important in forming a politician and it also attracts audience's attention. It gives the text strength and expressiveness and makes it as a strong tool for influencing on people's consciousness. It should be mentioned, that a metaphor can be traditional (common and written in dictionary) and derived (author metaphor, made and formed by an author).

The research showed, that one of the actual and frequent trope for the research is metaphor. Many researchers have studied the role of stylistic ways, but we are going to discuss the role of metaphor in forming a specific political figure – Theresa May, the

Prime Minister of Great Britain. The method of statistical analysis showed us that the direction of the metaphor by which Theresa May is characterized as a political figure, can be as positive and negative. So, we divided Theresa May's metaphors in two types: positive and negative.

Metaphors of positive evaluation

The headline of the article is metaphoric – The Economist, which was published in October 2, 2016: "Theresa May kicks off Brexit."

The verb – "kick off" – has a metaphoric meaning. This verb pattern is taken from football and its denotational meaning is "pass the ball". By using the verb that is not characteristic for political field, we make associations with the football player and his actions in the process of kicking off the ball and we subconsciously compare this action with Teresa May.

This contextual metaphor is not written in dictionaries and is fabricated by the author of the article. The function of a metaphor in this case is that a footballer's ability – to start maneuvering while playing – refers to the politician Teresa May and she fits the role of a person, who pushes the actions to start and in that case the Br exit, or Great Britain exit from EU. Brexit is in the role of the ball in this this phrase, on which you have to "do a kick-off" and make a new mechanism in progress to help the next step begin. This metaphor evaluates Theresa May as an important political figure, who has great responsibility.

Another metaphor, which is characteristic to the Prime Minister might be evaluated as positive. This is the extract from the article in "The Telegraph": Theresa May fires starting gun on Brexit with pledge to get the right deal for 'every single person in this country'. Theresa May "makes the first shoot" about the Brexit problem. Here we have two elements of the metaphor – verb "fire" and object "gun". This saying is of military field and metaphoric meaning is achieved when the characteristics and abilities of the warlord are transferred to the Prime Minister, who, like a warlord "begins the battle" for the wellbeing of Great Britain out of EU. This metaphor evaluates Theresa May as a brave and daring woman politician.

Metaphors of negative evaluation

As it was mentioned earlier, Theresa May is described both as positive and negative. Here we see the examples of negative evaluations. In the newspaper "The Guardian" the article was published in July 7, 2016, which said: "When the Tory establishment call her "a bloody difficult woman" she rightly wears it as a badge of pride. But the flip side is that she is not fleet of foot when crises build, she digs in her heels (remember the Passport Agency crisis in 2014 when the backlog caused hundreds to miss their holidays, and the Border Force crisis in 2011 when border checks were axed)."

Two interrelated metaphors are used in the given sentence, which meaning might be looked up in the dictionary, so, we can surely say that these metaphors are traditional ones. The metaphor _"she is not fleet of foot" can be translated as "she doesn't hurry". The metaphor – "she digs in her heels" can be translated as "she resists stubbornness."

Here we see the policy made by Theresa May, but her mildness before making a decision in hard times of the country went under strict critics. Her bravery in her political phrases and actions is also highlighted. It should also be mentioned, that this article was written before Theresa May became the Prime minister.

One of the example of a negative evaluations of Teresa May was published in January 6, 2017 in "The Economist". The headline of the article is "Theresa Maybe, Britain's indecisive premier" and her works and actions of six months since her ministry are discussed in it. The subtitle of the newspaper says: After six months it is still vague what the Prime Minister wants – perhaps it's vague for her too. Teresa may, as the author says, is guilty for hesitant and chaotic politics towards Brexit; that she is unable to determine the right ways of leaving the EU.

Her actions are described with the following metaphor: as long as every proposal has to be pored over by the prime minister, radical decisions of the sort needed to solve these problems will not be taken. To get a grip on Britain, Mrs May must learn to loosen hers.

This is a traditional metaphor and it is written and explained in dictionaries. It can be translated like this: In order to gain the power on Britain, Mrs. May should learn how to weaken the control. The word – grip is used as a metaphoric component. The function of the grip is to hold it and this nature is brought to political field – the country must be in helpful and hopeful holding, you have to hold and reign your country firmly like you hold the handle of weapon.

Contextual component of the metaphor should also be mentioned: it is said in the article that Teresa May is busy with unimportant problems which can be solved without her, while the main problem of the country – leaving the EU – remains unsolved, the Prime Minister suggests a vague strategy of the Brexit.

This evaluates Teresa May's political nature: hyper control on any unimportant issue or decision which are about Britain, is not always reasonable and it is possible that Teresa May makes only the imitation of involvement and the real problems remain unsolved, because the Prime minister feels hesitant of solving them.

Conclusion

As we see metaphors play a colossal role in our everyday lives. The shape of a human's brain is structured in a way that people think through metaphors, stressing the approach that a metaphor is not simply a trope or a linguistic device, but a core conceptual part of human brain (Lakoff and Johnson 1980). Therefore, it is not surprising that scientists (Charteris-Black, Chilton, Lakoff, etc.) suggest that metaphors take up a vast amount of attention in political rhetoric as the speakers try to trigger emotional associations in their listeners and possible voters by carefully selected words. However, it is important to be aware of the fact that a wide cultural and background knowledge is required in order to properly decode the metaphor suggested by the speaker.

The aim of this study was to analyze the role of metaphor in forming a specific political figure- Theresa May, the Prime Minister of Great Britain. The method of statistical analysis showed us that the direction of the metaphor by which Theresa May is characterized as a political figure, can be as positive and negative.

Thus, on the basis of our research results, we can mention two tendencies in characterizing Teresa May: positive – she is responsible, brave woman politician and negative – she is hesitant and timid in solving real problems, on the one hand and on the other, she is stubborn and rough woman as she insists to make her own policy.

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LANGUAGE OF SOCIAL MEDIA: AN INVESTIGATION OF THE CHANGES THAT SOFT MEDIA HAS IMPOSED ON LANGUAGE USE

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Abstract

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

Key Words: *Social media, language use, abbreviation, acronyms.*

1. Introduction

The main aim of the present study is to investigate whether the shortenings used in the internet texting affect oral speech and to what extent it causes ambiguity while passing from the written to oral expression.

This study focuses on the changes that the impact of the social media imposed on the use of the English language. Crystal (2005), claims that in the 21st century the use of the software applications had changed the way people communicate. Shortenings like abbreviations, acronyms, numeronyms, logograms and emoticons got their superiority over the language used in the social media. Some other language researchers (e.g., Kern, 2006; Ali 2012) note that the increase in the number of the new English varieties, which appear under the Social Media influence is a threat to the Standard English varieties.

The internet is an essential part of our daily life activities, and people use it regularly in their everyday life. Currently, in any leading and developed countries, people actively use the internet. Thus, the internet spreads and influences especially the English language, leading it to the imposition of the massive changes in the English language. According to Crystal (2011a), language change includes changes in vocabulary, orthography, grammar, pragmatics, and style. Changes in form and usage have caused some linguists to think of it as a new language called “Internese” (Abdu & Rashad, 2018). Many words have adopted new meaning because of social networking. For instance, nowadays it is widespread to use the word “friend” which is a noun – as a verb “to friend, to unfriend” or the word “google” which is also a noun – as a verb “to google” (Crystal, 2011b). The word “friend” is from Old English dating back to 13th century has now got new meaning thanks to Facebook. It now means the process of accepting of refusing to be friends with someone. Alongside the changes in the meaning and as a speech part, the words have been shortened in various ways causing ambiguity not only in a written form but in a verbal too. Online interactions bring to the formation of newly born shortenings in the English language.

Cannon (1989) noted that abbreviations (initials) has a long history dating back to the Roman Empire period. Furthermore, Cannon (1989) also claimed that the first embodiment of abbreviations dates back thousands of years. The short forms of the words and especially of the personal names were used to save place on the surfaces where the texts remained written (e.g. CAESAR (Julius Caesar), AVG (Augustus), GER (Germanicus), PM (Pontifex Maximus), TR P (Tribvnicia Potestas), IMP (Emperor), PP (Pater Patriae), NERO CLAVD (Nero Claudius). This kind of writing type also reflected in Hebrew and Latin languages. Therefore, the history of the short forms of the words in the language dates back, through the interactions used online the shortenings that never existed before now are getting a greater value than ever. According to Melenciuc et al. (2008), the intensive creation of this specific language system started in the 20th century and, mainly after the Second World War. However, the majority of the abbreviations and acronyms especially those coined at the result of the new inventions in technology integrate into the language faster.

Arlini's (2016) research findings suggest that textese language and its effects on Standard of English, 75% of the respondents experienced and had difficulty in rendering and understanding text language. The respondent's concern that internet texting may lead to endangerment in the standard of a language with the growing number of the shortenings.

2. Methodology

Primarily, many previous research works were done in this field of knowledge; however, the number of people texting in the social media increases day by day causing new formats and spelling forms to appear. Each newly emerged shortening goes through a procedure like applying, propagating and rooting.

2.1 Research questions

By considering the approximate so-called procedure and implementation of the survey, the questions below lead the whole study focusing on the analysis of the case through real experiences of the respondents. We analyzed the data by categorizing the abbreviations according to the age range.

1. Does the usage of social networking textese bring a new style of spelling into the English language?
2. Can abbreviations and acronyms ground lexical ambiguity while texting?

2.2 Data Collection

Data was collected at Khazar University with the implementation of the random survey among 60 participants whose ages ranged from 17 to 56. The survey questionnaire contained questions on the participants' age, gender, internet access, using social media like Twitter, Facebook, and WhatsApp., and whether they apply shortenings as abbreviations, acronyms, logograms and emoticons while texting in social networking or not. All the survey questions were in the English language.

2.3 Participant Characteristics

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In respect to the research topic that focuses on an investigation of the changes that soft media has imposed on language use. The key participants of the study are students and staff members currently operating at Khazar University. The participants of the study were separated into three age groups being "17-30", "30-40" and "40 and over" based on the assumption that older people might be fewer users of social media and shortenings while texting.

Table 1 Participants

Numbers of the respondent's	Gender	Age range
60	33 females 27 males	17-56

Findings and Discussion

After getting the survey data analyzed, we were able to define the shortenings into some groups from the linguistic point and gave the quantity of the shortenings mentioned in the respondents' answers.

All in all 38 various shortening forms including logograms were mentioned. According to the results regarding the number of shortenings, majority of them (25 shortenings) were mentioned by the younger generation aged 17-30.

This study also indicates that shortenings used mostly by the younger generation differed both in number and content. They mostly tend to use common emojis which are hardly understood by adults.

Table 2 Shortenings stated mostly by youth

LOL= Lots of Love/ Laughing out Loud
OMG= Oh My God
WTF= What a Fuck
BF= Best Friends+ Boyfriend
BFF= Best Friends Forever
Bday= Birthday
4U= For you

McCrindle (2007), stated the special codes used by youth and which should be known by parents. He found it as young people are the biggest users of advanced technologies, it indicates that most of the shortenings are based on youth and student culture.

Table 3 Codes parents should know about

420	Cannabis
XTC	Ecstasy
9	Parent is watching
POS	Parent over shoulder
ZERG	Gang up on someone

Even though some critics claim that texting ruins youngsters literacy, Nielsen and Willyn (2011) refering to the study implemented by researchers Plester and Wood state that the usage of the abbreviations is linked positively with young people's literacy.

The top ranking shortening used by the respondents is "OK" which denotes approval, asset, agreement. This abbreviation has been included in the list of the most understandable shortenings of the world languages. It has found its way to almost 80% of the languages applied in the universe. The formation of this abbreviation is given differently in various sources (Crystal, 2008).

3.1 The usage of social networking textese has brought a new style of spelling into the English language.

The networking texting has already brought a new type of writing by omitting some letters, adding numbers next to the letters, logograms where punctuation marks gathering together mean a whole complete sentence. Even if older generation do not want to accept internet slang and try to avoid using them in texting, current period of time requires being engaged and use new type of textese. The present study shows that even in the country where English is non-native, people omit mostly vowels, adopt and apply short forms of words.

3.2 Abbreviations and acronyms ground lexical ambiguity while texting.

On bases of the current study the abbreviations and accronyms mentioned by the respondents have been defined into two groups naming: homonymous and synomymous abbreviations.

Table 4 Homonymous abbreviations

Homonymous abbreviations

AD= Anna Domini+ advertisement+ Alzheimer`s disease
FYI= for your information+ for your interest
BAC= by any chance+ back at computer+ back
MOTD= make-up of the day+ motto of the day+ model of the day+ music of the day
LOL= Lots of Love+ Laughing out Loud/Little Old Lady
BF= best friends+ boyfriend
UR= you are+ your

Table 5 Synonymous abbreviations

Synonymous abbreviations
CU/SU/S you/C you/ See U = "See you"
IG/Insta = "Instagram"
TBH/2beh/2bh= "To be honest"
SMTH/Someth/Smthg = "Something"
Bday/BD/b`day/B-day = "Birthday"

Accordingly, homonymous shortenings can bring to misunderstanding between the texters. 43 repondents agreed that the use of homonymous shortenings bring to ambuigity, and almost half of them (20 respondents) experienced that kind of situation. Ambiguity which appears because of the accronyms and abbreviations does not only show itself in texting via social media, as a group of researchers from Utah university state (Youngjun, Hurdle, & Meystre, 2010) acronyms and abbreviations are highly ambigous inclinical notes. They found 166,905 abbreviations 1,593 of which are considered to be ambigous. From this perspective, we can say that lexical ambiguity grounded with the usage of the shortenings appear not only while texting. Thus, in different fields the special terms also can cause ambiguity.

Conclusion

This paper has discussed how texting brings newborn words or some old words changing and expanding their meaning. The results of the present study has revealed that due to Social Media homonymous abbreviations can cause ambiguity between people while texting. Although, the study was implemented in Azerbaijan, it is evident that people tend to omit mostly vowels, adopt and apply short forms of words when they text in English language. As compared to native speaker, Azerbaijani people do not use abbreviations and acronyms in oral speech.

Simultaneously, for broader understanding of the cases mentioned in this research work, future researchers can use a larger sample of participants with age and sex to scrutinize the real factors underlying the preference of shortenings and their effect on the language norms.

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E-TWINNING IN TURKISH EDUCATION SYSTEM

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Abstract

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

Keywords: eTwinning, technological development, innovative approach in education

Introduction

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in school in one of the European countries involved, to communicate, collaborate, develop projects, share and to be part of the most exciting learning community in Europe.

e-Twinning is a project developed by the European Union that supports the use of ICTs in order to realize various network-based learning practices among schools in Europe (Bozdağ, 2017).

eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools.

According to Gülbay (2018), eTwinning is a network platform that is a good example of innovative ICT integration for schools, providing a variety of online learning environments funded by the European Commission for schools in Europe. eTwinning also offers opportunities for free and continuing online Professional Development for educators. Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport, since 2014.

eTwinning provides a collaborative and friendly learning environment for teachers and students from different countries and shares results. Each school can also continue to work from home, and the curricular themes of different schools can also be addressed in classrooms. Starting from the project planning and development phase, students and teachers can discuss, discuss and search for common issues. Participants use online tools throughout the project, assign tasks, and find solutions. The teacher's role is to help students facilitate learning while learning at their own pace in a common learning environment (Gila, 2018).

According to Minarro Lopez (2018), the eTwinning action aims at pre-school, primary and secondary education centers, whether public or private, and its main objective is to promote and promote joint work between European teachers and schools through the Internet. The eTwinning network is available at eTwinning.net. This network, which consists mainly of three platforms, is the portal part of the web site. This section provides information about eTwinning, professional development and eTwinning schools, institutions and teachers all over the world.

eTwinning Portal

The eTwinning portal is the entry point to the eTwinning world. Available in 28 languages, eTwinning.net offers news from the eTwinning countries, professional development opportunities, information about recognition as well as examples of successful projects.

Projects – In this section, teachers find tools called "Kits" that help and support them to build their own projects. There is also a gallery of best-practice examples to inspire them when they design and run their own eTwinning project.

Recognition – In this section, teachers find out everything they need to know about the recognition that eTwinning offers: European Quality Labels, National Quality Labels, eTwinning Awards and eTwinning Schools.

Professional Development – From self-assessment tools (MeTP) to self-help materials (Self Teaching Materials) and from online seminars, to learning events and peer learning through the eTwinning featured events, teachers can find an abundance of tools to help improve their teaching methods.

Highlights – News from the eTwinning community including pedagogical methods and best eTwinning practices. The eTwinning Portal includes a map of the number of teachers, schools and projects registered to eTwinning. From this map, calls can be made at country, city, school and projects level, numerical data can be accessed and coordinators can be reached.

eTwinning Live

In the eTwinning Live section, teachers collaborate with two or more teachers and students on a variety of subjects to collaborate on various projects, events, etc. is an area where they can perform (eTwinning Live, 2018).

Where teachers experience eTwinning community to its full potential. Teachers can search for other registered eTwinners and schools, connect with them and follow their activities. Teachers can access all the online and on-site events created by eTwinners, and can also create their own.

They can find partners for future projects, participate in training and professional development activities, create opportunities for creating events with communication and messaging tools, participate in video conferences, participate in live connections and events, and again, above all, access to projects that are being developed or being run (Minarro Lopez, 2018) .

The second platform is the eTwinning Live area, which is the area where the teachers make the registration. While eTwinners are a profile in this field, eTwinners can create projects, participate in different projects, and add and follow contacts as contacts. In this platform, partners can find partners, even Erasmus + projects, and professional development is provided. On the eTwinning Live platform, you can create online or on-the-spot events in the other section of the events section to promote on a specific date and time, make live connections with partners or celebrate specific days and weeks. These events remain open for at least 30 minutes and maximum 90 minutes at the date and time created. In order to enter the events that are arranged according to Brussels time, it is necessary to not exceed the number of participants and to attend the meeting on time. Live link events connect with the Adobe Connect program, and partners or participants can perform conversations. Participants and partners from all countries can be found in the events.

Through eTwinning Live teachers can create their own projects in which they can set off activities on different topics and key competences by collaborating with two or more teachers and their students.

Teachers can find online professional development opportunities that eTwinning offers at European level. Learning Events are short, intense and enjoyable courses that introduce teachers to a topic, stimulate ideas, and help them develop their skills. Learning Events typically involve a commitment of 4-6 hours. Online Seminars are live online video sessions of one hour where teachers have the chance to learn, talk and discuss a variety of themes. Teachers can also join eTwinning Groups - virtual places where eTwinners meet and discuss specific subjects, topics or other areas of interest. There are 14 Featured Groups coordinated by the CSS and moderated by experienced eTwinners. These are: Coding at schools; English as a Second Language, Entrepreneurship in education, Bringing eSafety into eTwinning projects, French as a Second Language, STEM, Sustainable Schools Network, Game-based classroom, Inclusive Education, Creative Classroom, Virgilio - Your eTwinning Guide, Gender Know How to Stop Stereotypes, Integrating Migrant Students at School and School Leadership (eTwinning, 2018).

TwinSpace

Twinspace is the area in which a project is launched, products that deliver a safe environment for the development of the project, and a large number of tools that facilitate the collaboration, communication and interaction of participants (Minarro Lopez, 2018 p. 4).

The place where eTwinning magic really happens is the TwinSpace; a safe platform visible only to the teachers participating in a project. Students can also be invited in the TwinSpace to meet and collaborate with peers from their partner schools. Twinspace section is classified as active and closed projects. From here, you can enter active projects and create project related events, products and pages.

TwinSpace; It is the area where the project founder determines the main objectives but all partners recommend the solutions, ideas, tools and opinions, all the activities of the project and the cooperation of schools (Naranda, 2018) Twinspace is the home page of the Twinspace page where the teacher newsletter and the learning blog are available. There are pages, materials, online meetings, forums, and members tabs outside the home page (https://twinspace.etwinning.net/69743/home access 01 March 19).

My Groups

Groups are virtual spaces where eTwinners meet and discuss specific topics, topics, or other areas of interest. In the My Groups section, there are similar fields, such as group log, pages, materials, members, online meetings, forums, messages and group settings, just like in the twinspace section. It is a platform where various network-based learning practices have been realized for the schools in Europe which are realized by European Schoolnet formed by the European Ministries of Education in Europe.

eTwinning was launched in 2005 as the main movement of the e-learning program at the European Commission and has been tightly integrated into the Lifelong Learning Program since 2007 (eTwinning, 2018). Since 2014, eTwinning has been part of the European Union's education, training, youth and sports program, Erasmus +.

The eTwinning network, implemented by European Schoolnet, which consists of the cooperation of the European Ministry of Education, is supported and managed by the Central Support Service in Brussels. eTwinning is also supported by 38 National Support Services at national level (http://etwinning.meb.gov.tr).

The eTwinning network, implemented by European Schoolnet, which consists of the cooperation of the European Ministry of Education, is supported and managed by the Central Support Service (CSS) in Brussels. eTwinning is also supported by 38 National Support Services (NSS) at national level (http://etwinning.meb.gov.tr).

Turkey participated in eTwinning in 2009 and since then carries out its operations successfully. According to May 2018 statistics; from more than 52,000 schools in Turkey, more than 129,000 users are registered on the portal and until now has been the participation of more than 23,000 projects (http://etwinningtest.eba.gov.tr).

According to eTwinning.meb.gov.tr site; eTwinning Portal in 2017 the number of teachers entering Turkey in the first, second and third in Italy and Spain.

Turkey took the first place by performing 20.542's held 217,000 of eTwinning projects in Europe. The numbers of eTwinning projects that have a significant importance for Turkey and supports the research done in this regard. eTwinning is a window that opens up collaborative learning, sharing and cultural exchange, connecting people and opening to Europe (Zamanillo-Mateo, Sanz de la Cal, & Ramos-Rodríguez, 2018).

First of all, the eTwinning Project was born and developed to create a bridge between a meeting place, a communication arena, cultures, ideas, and ways to go to school from South to Europe. (Boffo, Mancini, & Bellandi, 2018). eTwinning is free and secure. It is a platform for teachers in Europe and neighboring countries. Developed in 28 languages of the European Union to develop new projects or to participate in existing projects (Sanchez-Ruiz & Campillo, 2018).

Naranda (2018) explains the results of eTwinning projects as a result of her work at eTwinning: The project had a positive impact on students, teachers and schools. In this area, students have the opportunity to communicate well and to collaborate with colleagues and students from other countries. Creativity, digital skills, analytical, critical thinking and problem-solving have provided and facilitated the idea. To facilitate this, many Web 2.0 tools have allowed them to develop security awareness on the Internet and digital citizenship without spatial and time constraints

In a study conducted in Turkey: eTwinning is the positive impact for students, increase the motivation of teachers and students compared to 65% of the results obtained, compared to 54% that encourage collaboration among students, compared to 51% in among the students in the development of interpersonal relationships obtained results that are effective (Kearney ve GrasVelázquez 2015).

On the other hand, 30% of the teachers were found to be neutral in this regard, as eTwinning had less impact. In short, the ultimate goal is to encourage student learning through collaborative studies using a virtual environment and improve language learning (Kearney & GrasVelázquez 2015).

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SELF-ACTUALIZED TEACHERS ENHANCE STUDENTS' LEARNING RESPONSIBILITIES BY CREATING STUDENT-CENTERED CLASSROOM ENVIRONMENT (GEORGIAN CASE)

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Abstract

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

Key words: Self-actualization; Student-centered education; Learning Responsibilities; Humanistic Education

Introduction

The 21-st century world is more demanding for changes and restructuring. These demands require from educational institutions to create and implement effective approaches and ways for meeting the needs of students' meaningful learning and teachers' productive work (Bush & Bell, 2002, p. 30).

Taking the student-centered approach in education is considered to be the way for meeting the productive and positive outcomes of the learners' learning and teachers' teaching. Teachers in this sense are considered to be effective managers of the classroom, who are generally engaged in the process of implicit theorizing and deciding how to create and formulate effective student-centered classroom policy to respond to the learners' needs and the major aspects of their learning: personal abilities and potential development. Teacher as a manager should address to apply two necessary factors while managing classroom (Bush & Bell, 2002, p. 30):

1. Diagnosis: the process of assessing the situation and highlighting the main issues
2. Evaluation: determining the most appropriate solution to the problem

In the process of policy-making teacher acts like a manager and encourages students to be active in participating in the policy-making process. They should pass several stages of effective planning and designing (Bush & Bell, 2002, p. 45):

- Creating contributive conditions of the effective learning and learner-oriented teaching
- Ensuring the clear and explicit, well-planned links, either direct or indirect between the classroom activities related to the actual problems and supporting learning and teaching.
- Making strong association between knowledge and skills of the classroom members and learners.
- Providing conditions to make well defined and acceptable links between students' capacities and their self-management abilities and learning outcomes.

Teacher within the frames of student-centered classroom management is a transformational leader, motivating learners to do more than they originally are expected to do in any on the following ways (Bush & Bell, 2002, pp.53-54):

- Raising learners' level of awareness and conscious about the importance of the needed and effective outcomes and leading them to seek the ways of reaching those outcomes.
- Getting them to be self-actualized and self-confident, to transcend their own self-interest for the sake of their individual and team demands. Motivate them to become synergic to achieve planned goals and to fulfill created vision.
- Altering their needs and managing their gratification on the principles of Maslow's (1943 as cited in Bush & Bell, 2002) Hierarchy, expanding their scope of self-actualization and needs to meet their lower needs to the highest level. Teacher managing to create the necessary opportunities for that purpose, motivates learners to enrich their working and learning experience and pursues more challenging and meaningful tasks and goals.
- Satisfying demands of being educational leader and effective manager in the student-centered classroom, by providing directions and exerting advice on the development of the learners' learning, teachers' teaching, making curriculum and syllabus relevance to educational management purposes, diagnosing educational problems within the classroom and encouraging the students' life-long learning capacities.

Student-centered classroom management requires from teachers to be effective leaders and ensuring the conditions for active learning. Student-centered teacher organizes classroom members' continuous reflection on their actions, their learning and makes the activities as a daily practice, facilitates the improvement of learners' work and participation in the process. Student-centered classroom management requires from teachers to take the new set of leadership beliefs and competences that can transform the old and traditional teacher-centered approach and all its attached constraints into the new student-centered approach, facilitate educational changes, develop an appropriate classroom environment for students and for teachers to work and to learn and to develop effectively (Bush & Bell, 2002, pp. 53-54).

Creating the student-centered environment is one of the most important means optimizing the students learning. Educators need to apply new and existed methods, practices and principles which develop skills, knowledge and attitudes that will increase the learners' learning achievements and teacher's productivity. On the basis of human nature of the learners, they are confident only when they know why the teachers want them to be active, collaborative, responsible and why they make students understand benefits those skills can give. By creating meaningful learning, sharing control, keeping balance of power, realizing their roles, taking their personal and learning responsibility, being collaborative and cooperative, teachers will manage to optimize the students learning and lead them to reach the state of being lifelong learners.

Problem Statement

In the country like Georgia, people face many life challenges connected to economical, psychological and physiological aspects of their life. Country's geopolitical, ethnical and cultural factors make its citizens to handle many problematic issues. Country regained its democracy 25 years ago, it is characterized with multi-ethnicity and is multi-cultural, multi-religious. This reality makes Georgia choose one of the most democratic way towards its citizens and to be tolerant to all its citizens; multi-ethnicity, culture and religious. Education is the sphere where the focus is on the human and his/her personal and professional growth to meet all the needs what the life would place towards them (students) in future. Well-designed educational process and well-trained, motivated teachers can enable their students to learn and to make realization of their knowledge, to open their scope of mindfulness and become independent member of the society. To get success and make effective educational process teachers need to help their students to be interested in their learning, to be motivated participating in activities and to be actualized for their future self-realization. To reach those aspects students need to be well prepared and well-aware of their learning, to find meaning in their learning. But still there are problems of having not prepared, not motivated students in classes, as Weimer (2002, pp.95-118) states there are several reasons for why today's students come to school less prepared than they did in the past:

- They lack solid basic skills
- They lack confidence in themselves
- They do not feel responsibility as learners for their learning
- They lack motivation and courage
- They seek easy options
- They have emotional distress and serous personal problems etc.

Humanistic Concept in Education

Student-centered approach comprises all the methods and strategies in education which are oriented on the person, individual growth and the actualization of the humans to prove their being in the life, in the society. One of the approaches in education is humanistic conceptions in education which makes its theory to be based on the person and its growing potential to be fully functioning human (Rogers, 1969; Maslow, 1970).

Humanistic education (also called **person-centered education**) is an approach to education based on the work of humanistic psychologists A. H. Maslow and Carl Rogers.

The basic concern of the humanistic theory is the human potential oriented for growth. Freedom of personal choice and motivation. The humanistic approach places a great deal of emphasis on students' choice and control over the course of their education. Student-centered education contains broad psychological aspects. These aspects do a great favor to the implementation of the effective activities and management not only for the educational psychology but also for day-to-day school and classroom life. This is effective in all ages of the school education but especially productive for the teen-age students.

Student-centered learning can, thus, be seen as a form of self-actualization, it contributes to psychological health of the students and creates psychologically safe climate in the classroom. Yet while self-actualization may be seen as the primary goal, other goals linked to the main purpose of students' self-actualization are also around. These include a sense of accomplishment and the controlling of impulses.

One of the most persuasive exploration of a humanistic orientation to learning came from Carl Rogers and Abraham H. Maslow. Their theories are devoted toward applying the results of their psychological researches on the person-centered teaching where empathy, caring about students and genuineness on the part of the learning facilitator were found to be the key traits of the most effective teachers. Carl Rogers (1969) suggests the following elements for being involved in significant and meaningful process of learning:

- Personal involvement, the whole person in both feeling and cognitive aspects being in the learning event.
- Self-initiation, even when the impetus or stimulus comes from the outside, the sense of comprehending it comes from within.
- Evaluation by the learner, when the learners know what they really want to know and when they feel that the teaching delivered by the teacher meets their needs and is meaningful.
- Essence in meaning, when such learning takes place, the element of meaning to the learner is built into the whole experience.

Humanistic educators believe that both feelings and knowledge are important to the learning process. It is believed that the overall mood and feeling of the students can either hinder or foster the process of learning. Unlike traditional educators, humanistic teachers do not separate the cognitive (thinking) and affective (emotional) domains. These domains form students' skills of critical thinking, problem solving, practical abilities, value creation, communication, motivation and perceptions.

Effective, self-actualized teachers can significantly enhance student learning. Humanistic approach places teacher as a facilitator who enables students to be active and elicits their knowledge and inner potential to the right direction for their self-actualization.

Good student-centered teachers while facilitating their students' learning should provide several factors (Rogers, 1969):

1. Response to student feeling
2. Use of student ideas in ongoing instructional interactions
3. Discussion with students (dialogue)
4. Praise of students
5. Congruent teacher talk (more relevant and much less ritualistic)

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6. Tailoring of contents to the individual student's frame of reference (explanations created to fit the immediate needs of the learners)
7. Smiling with students

Humanistic teachers believe it is important for students to be motivated and engaged in the material they are learning, and this happens when the topic is what students need and want to know. In the mid-1950s, humanistic psychologist Abraham Maslow created a theory of basic, psychological and self-fulfillment needs that motivate individuals to move consciously or subconsciously through levels or tiers based on our inner and outer satisfaction of those met or unmet needs.

Discussion

Adopting the student-centered approach gives the new possibilities and obligations to the learners. As Doyle (2008) states students in the first sight neglect student-centered teaching, being afraid of:

- taking responsibilities for their learning
- being actively engaged in the process of teaching and learning
- identifying their role in the educational process and classroom activities for all those reasons as Doyle states, students need to see benefit of student-centered approach , being interested and motivated to take their part in the whole educational process, being active learners. If not making learners being encouraged and motivated, instead of excitement and joy they would feel fear, stress and anxiety.. On this basis teachers' major role and challenge is to make them feel comfort, ease their stress, encourage them to assume their responsibility and their role as being active receiver of the knowledge and not the mere passive listener (Doyle, 2008). Students don't like taking learning risks, as learning is the live process. it means also new challenges and some risks of being either successful or failed, either win or lose. Students with more or less self-awareness and self-confident always experience the feeling of fear of failure. More skillful, more actualized and empowered learners they become, less would be their fear of novelty and of new expectations. Students do not want to make extra effort that means that students unless they see the real need and benefit of the approach, never are motivated to make extra effort. If they feel that what they make is enough and are not made or required to make more they will never make more effort. Making them understand the concept of the student-centered teaching, making them participate and let them feel their active and important role in the learner-centered classroom management, will do a great favor in engaging them in the process and making more work taking more responsibility. When students feel confidence and are well aware of their learning abilities, when they see their work assessed and appreciated constructively without criticism, they become encouraged to make more and take more.

The reason why the learners become minimalistic, Zull (2002. p. 53 as cited in Doyle, 2008, p. 31) suggests:

- Learning the process how the human brain works and how the learners' (as humans') brain works, which deals to the psychological and physiological aspects of education.

- Maintaining the organized plan of motivating learners, activating the aspects of intrinsic motivation
- Focusing on creating and suggesting the right system of reinforcement to the learners for maintaining effective and meaningful learning

According to Zull (2002, p. 53 as cited I Doyle, 2008 p.31) only intrinsic motivation is not enough for constructing the effective and meaningful lessons but this aspect is still very important as intrinsic motivation deals with the emotional side of the learners' nature and their drive to be motivated.

It is the instructor who motivates students with encouraging their active participation in the classroom management to create conductive learning outcomes. When the learning is result-oriented and when the result is planned beforehand to maintain the learner oriented teaching, conducting the meaningful learning process, this is what really works, pushes and drives learners to learn, through their understanding that learning is inevitable for being realized, actualized and self-directed lifelong learner.

Recommendations

For improving these challenges there are some actions to be taken, there should be held some institutional and local, classroom change and polices to be made. Getting students to take part in creating the classroom rules and inner regulations motivates them to be active in the classroom life, be initiative in proposing their views. The collaboratively created rule-based approach in the student-centered teaching increases the intrinsic motivation of the learners to learn. Students feel confident and highly motivated realizing their responsibility in the classroom processes when they are part of the whole process and creators of classroom rules, environment and climate. These factors promote learners having learning responsibility and realizing this responsibility. Taking the learner-centered approach means to change the classroom climate that serves two objectives:

- First, creating the climate for meaningful learning, positively affecting the learners learning ability
- Second, creating the climate and environment without or with very few rules, learners are free to do what they need to do, for their effective learning, personal development, self-actualization, preparing themselves being future and further learners, promoting life-long, self-directed learning, which give the positive learning outcome and motivates learners to take active responsibility for their learning.

Teachers taking the student-centered approach, aim to prepare their learners for being self –regulated learners. They should create such conditions that focus to encourage, motivate, actualize and satisfy students to accept and sustain their responsibility for the various components of their own learning. Weimer (2002) suggest the principle of Responsibilities for Teaching and Learning Process, Student-centered teachers follow this principle to make it possible to create comfortable, positive and fully acceptable climate for the learners and for the teachers within the student-centered classroom management (Weimer, 2002). This principle refers to dealing the students immaturity and irresponsibility for learning and the possible and needed actions to be made for dealing the problem. Teachers should work hard, accumulating their knowledge, experience, conduct the literature review to commit actions setting the parameter and conditions for real, meaningful learning, perceiving the reality so as the teachers are also very responsible for their learners' learning. But the decisions to learn should be made by the students. Teachers in this sense

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can motivate, encourage and influence on the learners, though the responsibility on making decisions are to be taken only by the learners. Teachers can lead students to learning, but never force them. Teachers try to show the real picture of the learning process, but students should perceive it and take the charge of it. Instructor guides the students by using some regulations, rules, requirements, guidelines, makes the learners to turn from the passive absorber of information more active receivers of knowledge, convincing the students that they need more. But beyond all those activities, methods and approaches teachers use, they still cannot apply the full control. Where the teachers' responsibility ends up, the students' responsibility starts.

How can we guess where ends the teachers' responsibility and where starts the students' one, whether it is enough, when it is already fulfilled? These questions are answered by the students' behavioral response. If they refuse taking responsibility it will be their own choice. Teacher may be careful and attentive observers of their learners' actions. There is not a clear and fixed measurement where to draw the line between teacher's and student's responsibilities. Teachers should clarify and explicitly describe what they mean under the students' responsibility and be always ready for the students' intriguing questions. Once the students interest is active and caught, then the teachers become like fish in the ocean and fully free to lead them to all those needed learning recourses learners require.

Learners are those who are really responsible for their learning, teachers do a great service to create the relevant teaching and learning, learner-centered conditions and maintain policies accordingly, practicing their work and enabling students fully perceive and understand their learning responsibilities, to receive and sustain those responsibilities.

According to Weimer's (2002) concept of student-centered teaching and responsibilities for learning, the above mentioned principle helps teachers to prepare the strong ground directed to the development of the students to become mature, responsible learners. Instructor creates and consistently transfers the responsibility from the teacher to the learners. Teachers should never be obliged to give more burden of responsibility to students than they can handle. Learners need to realize and understand their role in the learning process and assume their responsibility in it. Students should admit their major role in creating and keeping performing and maintaining such climate in the student-centered classroom, which will be conductive to them and to their mates learning. Students should be led to understand that there exists the casual relationship between their committed actions and consequences of their learning. This motivates students to be decision-makers to perceive their role in decision-making process and they will resist any kind of prevention from that direction.

Conclusion

In student-centered teaching the active focus goes on learning. Learning as Goldberg (2002 as cited in Doyle, 2008, p. 5) defines, by giving it more technical explanation, is the process going in the human organism, exploring new pattern and exposed to it and to the outside signals which comes form that new patters, turns into the process of formation of the synaptic contact of biochemical and electric properties gradually changing in complex and distributed constellations. Bjork (1994, p.187, as cited in Doyle, 2008, p. 5) defines learning as the condition or state to perceive and process the new information to use it for solving task in a different context from that which was originally learned. These definitions make it clear that learning without the object, without the learner, without their perception and understanding, cannot be formed as a learning process. Learning is not only receiving or absorbing information passively, but it is process of active and effective application of the knowledge. For promoting the student-centered approach there should be connection between the practice and the reality already discovered and experienced. The bridge between the reality, research based data, practice and theory is hardly needed to be built. The question is who should do and match this connection. This is the responsibility for everyone and for no one definitely, as all those personalies being in the educational process are equally responsible to do the task.

One thing is clear, teaching needs to be refined, to be restarted and refreshed, and to be changed in very fundamental ways. People often discover this process disturbing, as they would face the challenge of long-held assumptions and old habited, even traditional ways of thinking about managerial, instructional and experiential issues in the field of education. But this so called difficulties and even assumed disagreement may work beneficially and even spark the motivation, courage to increase the will, make research, perform the concrete steps of activity, get acquainted to the theory deeper, reflect upon the practice, develop the self-reflection and growth, which would lead to building the better, profound and strong bridges between research, theory, practice. "Much more of what we do in the classroom needs to be based on what we know". (Doyle, 2008, p. xiv). The research has the most significant tool of getting the authentic outcome and answer to the research question, this is asking questions. According to Weimer (2002), putting the learning questions defines the paradigm of teaching and learning better. If all the educators say yes to the question, where they are interested in the learning outcome and the learning quality of their students, then all what is known and would be known about teaching easily and clearly bridges these two super important components of education: learning and teaching. Adopting the student-centered orientation circles attention definitely on learning, what , how and under which conditions do the students are learning, how students are absorbing, retaining and applying their learning , how the current process of education encourages, prepares the student for future, life-long learning (Weimer, 2002, p. Xvi). Learning itself denotes the concept of abstraction as content of information, notion, concept, view and ideas, theory and practice; assumptions where the direct objects are students applying it. What is needed it is to make clear and steady link, real and authentic connection between teaching and learning on the conceptual plane where all the needed instructional policies and practices together with the theoretical part makes the direct impact on how much and how well our students learn. The Student-centered approach orients towards learning the students' needs, their interest demands, compatibility their learning to their demands and future careers, comprising creating the sound and competitive market place of educational product quality on the bases of relevant educational management fostering the subtle and sophisticated , student-centered climate, producing the best product and promoting the desired outcome.

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INDEPENDENT LEARNING THROUGH PLAY AND QUESTIONOLOGY (ILTPQ)

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Abstract

The most important basis for leading students to independent learning is creating a passion for learning and providing happy and enjoyable circumstances. At all educational levels today, games are applied and they are not limited to any age group. Deploying the serious games in different fields of sciences represents the importance of the game-based on learning environment. Questioning has a key role in most educational approaches such as the cognitive approach (including Montessori's method, Waldorf, etc.), the developmental approach (such as Jean Piaget's ideas, the High Scope) and the Humanistic approach (including Maslow's view, the pattern of Reggio Emilia approach, the active family pattern, etc.). The development and progress of all sciences has begun and continued with powerful questions. Young children ask about 400 questions a day to their parents, educators and caregivers. But in many cases, this questioning is getting weak and in some cases stops. Our role as educators as well as parents is really important in reinforcement or extinction of questioning. This article considers the role of two variables, playing games and questionology in independent learning. Questionology in all sciences can be used as a powerful tool. In learning, this tool can help students develop their critical thinking skills. This skill is considered as one of the 21st century skills required by UNESCO. Through questioning, students can get help to look at a phenomenon from different angles. These tools develop divergent thinking. Strengthening divergent thinking will develop the creative problem-solving skills, communication skills, and many skills that require systems thinking. According to our experience with elementary students, questioning skill was a very effective tool and had amazing results. Our exercises were very enjoyable with the question's storming because we held these activities in the form of a game and this exercise led them to independent learning. Children have learned that in order to acquire knowledge and skills, the first step should be the question, and the better questions they get, the better ways they find to get the answer. Reza Momtaz in the books "The magic of question" and "Questionology" introduced a unique method of questioning in Iran and helped plan a question-based curriculum. The authors' 30 years of experience in Learning Through Play (LTP) helped to create a new method named Independent Learning through Play and Questionology (ILTPQ).

Key words: independent learning, games

The concept of 'independent learning' is associated with, or part of, a number of other educational concepts and wider policy agenda of contemporary relevance such as 'personalized learning', 'student - centered learning' and 'ownership' of learning. It has been seen as one of the essential elements of 'personalized learning' and as vital to the continuing development of a system of school education that promotes high quality and lifelong learning and social equity and cohesion. (Meyer, 2010).

There are some definitions:

- "The ability to take charge of one's learning" (Holec, 1981, p. 3).
- Independent study is a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation (Candy, 1991*)*.

There are some questions related to independent learning that are asked by researchers:

- What are the key elements of independent learning?
- Are there different models of independent learning, and, if so, what are they?
- What skills are required for effective independent learning?
- How can teachers' best support the development of independent learning skills?
- What kinds of processes need to take place to encourage the learner to become an independent learner?
- What other conditions need to be in place?
- What is the role of assessment, particularly peer- and self-assessment, in independent learning?
- What is the role of ICT in independent learning?
- What is the effect of independent learning on pupil outcomes?
- Do pupils become more confident in their learning when using self-help strategies?
- What are the stages in progression in independent learning?
- What are the challenges of independent learning and how can they be managed?
- What are the pedagogical issues surrounding independent learning skills?

What are the key elements of independent learning?

There are some important elements vital for the success of learning independently such as motivation and feeling confidence. These two elements are considered as the objectives of a lot of games and activities that we need to set in our lesson plans. Cooperative games that follow win-win strategy help children increase confidence and decrease aggressive behaviors. Games can provide a variety of sensory experiences for students and grab students' attention and actively engage them. There are also lots of games and activities that increase motivation in the learning process. A lot of research and studies prove that using games facilitates learning process. Deploying the serious Games in different fields of sciences represents the importance of the game-based on learning environment.

Serious games are games whose primary objective is not fun or entertainment, rather learning or practicing a skill. Its use has grown, particularly in such sectors as education, defense, aeronautics, science or health. Its purpose can be one of many: from training firefighter crews in emergency situations to training a sales team, teaching mathematics or practicing a language.

The role of playing

Playing is a natural part of growing up. Unfortunately, playtime might be on the wane for kids today. Nationwide surveys have found that in the U.S., recess times—even for kindergarteners—are shrinking, and in some cases, the midday break to run around and scramble up the monkey bars has disappeared altogether in favor of more time in the classroom. But playtime is vital for kids' health and happiness—and for the well-being of adults as well. Here are 11 scientific reasons why playing is more than just fun and games, whether you're young or young at heart (Mental Floss, n.d.):

1. It Changes the Brain

Playing helps young brains develop, scientists say. The experience affects the connections between neurons in the brain's prefrontal cortex (the part of the brain that controls thought analysis and decision-making), helping kids develop executive functions like the ability to regulate emotions and solve problems. Research also suggests that pretend play helps foster abstract thought and the ability to envision other perspectives.

2. It Develops Social Skills

Playing is how people make friends, whether it's 5-year-olds playing with blocks or 30-year-olds playing a pick-up basketball game at the park. Young kids learn to negotiate social boundaries through playtime, hashing out things like what constitutes a fair set of rules. One 2006 study calls play the "primary means" through which kids develop social skills and learn to interact with their peers.

3. It Keeps You Active

Less than half of American kids today get the recommended 60 minutes of intense physical activity per day. Those minutes spent running around a playground or the backyard add up. Riding bikes around the neighborhood, a friendly game of soccer, or just playing tag—they're all secretly exercise.

4. It Improves Academic Performance

In 2012, an international review of 14 studies found that when kids moved more, they performed better in school. Play seems especially beneficial to kids' performance in math and reading, which both require efficient executive function. A 2008 study of fourth through eighth graders found that when kids passed more of their fitness tests in P.E., they were more likely to pass state math and English tests.

5. It Improves Focus

Studies and surveys have found that kids are more focused on their schoolwork after recess (which is defined as unstructured playtime). A 2009 study that used U.S. government data on public school children found that kids who had at least a daily 15-minute recess break were rated as better behaved and less disruptive in the classroom by their teachers than kids who had little or no recess.

6. It Reduces Stress

As we know, playing is often a secret form of exercise. And what does exercise do? It reduces stress and tension. Even forms of play that aren't physically strenuous can be good for stress levels. A 2009 study found that playing casual video games (defined as fun, easy to play games, rather than first-person shooters) for twenty minutes could improve mood and reduce stress.

7. It Improves Sleep

Research shows that physical activity improves people's sleep. One study found that 150 minutes of playtime per week—about 20 minutes a day—improved adults' sleep performance by 65 percent. Plus, just playing outside could help improve snoozes. A 2013 study found that spending time outdoors, away from artificial light, shifts the cycle of sleep hormones. This helped participants go to bed and wake up earlier, and feel less groggy in the morning.

8. It Improves Adhd-Related Behavior

Research suggests that running around at recess is particularly important for kids with ADHD, who tend to have trouble sitting still and focusing in the classroom. One study asked kids to play tag before school and found that after eight weeks, they showed fewer signs of impulsivity and aggression.

9. It Reduces Aggression

One psychiatrist has argued that a lack of playfulness during childhood can lead to pathological aggression later in life. Spontaneous play, by encouraging socialization and providing happy moments, can help deter the high levels of aggression that lead to violence, he argues.

10. It Fosters Creativity

Playtime allows kids to think up their own rules, explore new ideas, make up stories, express their imaginations, and experiment. All of these things help kids exercise their creative muscles.

11. It Makes You Happy

Surprise! Playing is enjoyable. Furthermore, social and physical activity have both been shown to bolster mental health. Social activities have been shown to reduce depressive symptoms while regular exercise can stabilize mood and decrease anxiety. Basically, all the science is demanding that you go out and play right now.

Questionology

Questioning has a key role in most educational approaches such as the cognitive approach (including the Montessori's method, Waldorf ...), the developmental approach (such as the Jean Piaget's thought, the High Scope) and the Humanism approach (including Maslow's view, the pattern of Reggio Emilia approach, the active family pattern, etc.).

The development and progress of all sciences has begun and continued with powerful questions.

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Young children ask about 400 questions a day from their parents, educators and caregivers. But in many cases, this questioning is getting weak and in some cases gets silent. Our role as educators as well as parents is really important in reinforcement or extinction. Critical thinking is one of the objectives that students need to achieve as it is mentioned in UNESCO's proposal for 21th century.

Critical thinking might be described as the ability to engage in reflective and independent thinking.

In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information.

Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not.

Critical thinkers will identify, analyze and solve problems systematically rather than by intuition or instinct.

Definition of Questionology

"Questionology" is the science of asking others/ourselves the right questions in the right place and time in order to achieve a specific goal! (Momtaz, 2015; 2019).

Question week in the United States of America

March 14 is the birthdate of Albert Einstein—a lifelong champion of **questioning**. In honor of Question master Einstein, **Warren Berger (2014; 2018)**, author of the book "*A More Beautiful Question*" and "*The Book of Beautiful Questions,*" a great roster of other participating organizations are sponsoring **Question Week,** with the goal of increasing appreciation of the importance of questioning in education, business, and in our daily lives.

Brainstorming

Focus on questions, not answers, for breakthrough insights

Hal Gregerson (2018) speaks about his interesting experience of questions storms that he calls it now a "question burst" (you can find it on Harvard Business Review March-April 2018 page 64). He speaks about three steps of his approach:

1. Set the stage: selecting a challenge you care deeply about;
2. Brainstorm the questions;
3. Identify a quest – and commit to it.

Students need to practice "question burst" to find out that they can solve problems creatively by expanding perspectives. Focusing on questions, help them find the source of information they need.

It is useful to train our brain ask powerful questions. How can make it habit? There are so many question based games and activities that we can play in the class room to develop this important skill in students.

My Experience of Questionology

Step 1: I asked some questions that would lead students to choose their favorite topics and subjects such as:

- What would you change in the world if you had unlimited power?
- What is your dream?
- What are you good at, so that you can teach it to others?
- Is there anything that you deeply want to fix it?
- What can you do to make the world a better place to live?

Such questions put children in a position to think divergently. There is an old saying: give a child a cup and they'll give you 100 uses for it! Actually children are good at divergent thinking better than adults, because they don't filter their thought and feelings. But unfortunately they lose this skill as they grow up and we, as parents and educators are responsible for it!

We should let them ask as many questions as possible to make them ready for step 2.

When you passed step 2 successfully, it is time to refine the questions and pic the most relevant ones to the topic.

It is important to make sure the students have more questions than answers! Depending on our belief that teachers'/parents' authority will be threaten by questioning, then we are going to tend to stop questioning.

In the other words, "The way of learning is more important than what we learn!".

In this paper I want to explain what happened when I used "questionlogy" in my classroom.

My lesson in the school's time table has mentioned as "Independent learning". I work as a coach and help students do their projects. I work with first to fifth graders. Each semester, students have to do at least one individual project and one group project.

Every session, I start my lesson with an icebreaking game maximum 5 minutes. It makes children fresh to follow the lesson. As an independent learning teacher I knew the critical role questioning plays in enabling children to be creative, solve problems and move ahead in their study and lives.

Questions are at the core of how we listen, behave, think, and relate--as individuals and organizations. Virtually everything we think and do is generated by questions. Questions push us into new territories. The future begins with our thinking, represented by the questions we ask ourselves (Adams, 2009).

In the first day I explained the process and ask them to think about their topic. Even for choosing the topic, I ask them ask themselves as many questions as they can to find their most important concerns and write them down.

In the first trials, they didn't even ask one question! They were wondering how to ask questions. I wanted to teach them see everything from different points and consider different aspects of the things around them. I put my glasses case on my desk and told them: ask as many questions as you can about my glasses case! And Nothing!

I assured them that it doesn't matter if we know the answers or not! I told them just ask questions even if no one knows the answers. Again the question was not asked! I myself started asking questions about my glasses case:

- *What does it make from?*
- *Is it large enough for my glasses?*
- *How long can I use it?*
- *Can I use it for my sunglasses?*
- *Can I use it as a pencil case?*

It was interesting and they started asking their own questions about my glasses case. Some of them asked funny and crazy questions! But I didn't stop them asking:

- *What happens if my dog eats it?*
- *Will it break if it would have fallen?*
- *How much does it worth?*
- *Can I use it?*

And many questions were asked one after another. Yes! They started asking questions and look at my glasses case form different points!

After that funny practice, I helped them ask questions about their ideas about the projects they wanted to do.

To lead them to a specific subject that was my concerning one, I used Socratic Method. This approach involves a conversation in which students are asked to question their assumptions. It is a situation which both student and teacher can use probing questions to develop a deeper understanding of the topic.

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Saving environment[33] *is one of the main goals in my lesson plan and in this case, I wanted to lead my students to this subject. Socratic method fits it and children started to ask questions about the subject.*

The students started asking questions, I didn't stop them when they asked crazy questions! I just asked them ask as many questions as they could ask!

The next step was refining the questions and picking good ones that were relevant to their subjects.

When the brain gets used to asking questions, the students will become sensitive about the information around them and will find a way to get the answers! Their imagination will work well and they will move toward being independent learners!

I can remember one of my students, Sofia, asked a wonderful question that surprised me! We were working on saving environment and 3Rs (Recycling, Reducing, and Reusing). She asked me: "Teacher is Organ Transplant a kind of Reusing?"

Wow! My 11 years old student though about organ transplant as a kind of reusing process! I had never noticed that before! It was the magic effect of question!

There is another experience that surprising: I invited an environmental NGO to make a seminar in our school. One week prior to the seminar, I asked them to write their questions about saving environment. Each one of them wrote at least 30 questions and some of them asked more than 50! They were supposed to ask their important questions at the seminar.

The expert asked them some questions after the presentation was finished and surprisingly they knew the answers! I didn't teach them before, but they had information and knowledge! The only thing that I gave them was the skill of questioning and they found the way of getting answers through resources around them such as books in the library, their science teacher, and internet search and ….

We acted reversibly[34] *in this method. In common traditional methods, the first step is teachers giving information and knowledge and then she/he asks questions and students should answer. But in this case, children asked questions and then they found the answers independently!*

Now days we are surrounded by information and knowledge and teaching the students "How to learn" is more important than "What they learn". The way of learning seems to be more important. We should accept the fact that knowing the answers of the questions won't help people overcome the challenges.

[33] Saving environment is one of the important subjects mentioned in UNESCO's 2030 agenda:
Goal 6. Ensure availability and sustainable management of water and sanitation for all
11.6 By 2030, reduce adverse per capita environment impact of cities, including by paying special attention to air quality and municipal and other waste management.
12.4 By 2030, achieve the environmentally sound management of chemicals and all waste throughout their life cycle, in accordance with agree international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and environment.
12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Goal14. Conserve and sustainably use the ocean, seas and marine resources for sustainable development

[34] Reversing is one of the SCAMPER elements. SCAMPER is an acronym formed from the abbreviation of: Substitute, Combine, Adapt, Modify (Also magnify and minify), Put to another use , Eliminate, and Reverse. SCAMPER is a lateral thinking technique which challenges the status quo and helps you explore new possibilities

Giving student the Passion of learning should be our mission as educators!

How to help children feel free to ask questions?

There are so many question based games and activities to help children find divergent thinking. I explain a few of them which I played in my classroom. Children always enjoy games if it meets their needs and interests such as happiness and fun!

We can keep students motivated and confident by playing win-win games, keep them conscious by playing sensory games and help them become critical thinking people by playing question based games.

Guess what?

One of the students think about something and others will ask her/him some questions to find out what the answer is. You can play this game by using flash cards.

Blindfold Questions

How to play: ask children to sit in a circle, with one student, blindfolded standing in the middle. Turn the student around a few times. Tell the student to point at the person in front of him/her and ask a question (for example "How old are you?", "What's your favorite food?, etc.). After replying, the blindfolded student must guess the name of the student s/he is talking to.

Playing crossword puzzles

Question Ball. Have the students sit in a circle. Throw/Roll a ball to one student and ask a question. The next step has 2 variations:
Variation 1: S1 throws the ball back to the teacher and the teacher throws to another student asking a different question.
Variation 2: S1 throws the ball to a different student and asks that student the same question.

Question Chain. Have the students sit in a circle. Teacher asks the student next to him/her a question (e.g. "What's your name?" "Do you like chocolate cake?" etc.) and the student has to answer the question and then ask the student next to him/her the same question. Continue around the circle and then start a new question. It helps to use a ball to pass around as the questions are being asked and answered. After one round is finished ask them remember and repeat at list 3 – 5 questions (it depends on the age of students that how many questions should be repeated)

Alternative: you can ask students: who asked question ….. . It helps them keep concentrated to memorize the other's questions.

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INFLUENCE OF DIGITAL MEDIA AND INTERNET ON EFL EDUCATION

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Abstract

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

Key Words: digital media, internet, EFL education, computer skills

Introduction

Living in the digital world provokes things to get faster, smarter and connected. Learning process has become simplified, interesting and literature available due to the new technologies and internet access. The technology epoch made a positive effect not only on social life but on education as well. As technology becomes progressively typical within educational settings, there is a corresponding expectation for education to utilize digital tools to support classroom teaching and learning (Kingsley, 2007). In the last few years, technological gadgets and devices such as projectors, smartboards/phones, laptops, tablets, and more are used frequently and gained functionality in language teaching classrooms and are popular in teenagers and adults.

Digital Media and Internet

As it is known, language is our primary source of communication. It is a basic method to share our ideas and thoughts with others. Nowadays, English language has become leading secondary studied and spoken one in the world. Moreover, the English Language is the world's second language and is spoken by large numbers of people and has rapidly become lingua franca which is abbreviated ELF – English as a Lingua Franca. Online Oxford Dictionary defines Lingua Franca as "a language that is adopted as a common language between speakers whose native languages are different".

Modern EFL teaching is based on the learner autonomy (Little, 1991) and old-fashioned grammar-translation instruction has been substituted by student-centered language learning and a lot of teachers are very creative, enthusiastic and innovative in order to grow students' expectations while learning language. According to the powerful definition, autonomy is a "capacity – for detachment, critical reflection, decision-making, and independent action" (Little, 1991, p.4). The learning process could be "more focused and more purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p.5). According to

Benson, "the key idea that autonomy in language learning has borrowed from constructivism is the idea that effective learning is active learning" (Benson, 2001, p.40).

The existence of digital technologies brought with them high frequency Internet which is a powerful tool to develop learners' linguistic competence and develop learners' autonomy where students can boost learning strategies. Internet offers students with dozens of authentic materials helping them to analyze the language in the scope of its everyday use.

Internet plays an essential role in the language learning process since the following teaching methods can be adopted and developed: Task-Based Learning (TBL), Total Physical Response (TPR) or Communicative Language Teaching (CLT), in this way, students can learn a language in accordance with their personal preferences and peculiarities (Butler-Pascoe & Wiburg, 2003).

The modern technology development provides language learners lots of opportunities. Digital technologies and internet offer the learners wide range of activities and opportunities to improve learners' linguistic skills and blend them in social sphere. Learning with digital media and internet is a modern way of learning that is one of the preferred learning studies by the teenagers and adults.

Nowadays, modern technologies offer teachers new doorways to the classrooms where Web tools are one of the most useful innovations. There are different eLearning types in the sphere of EFL. Web Based Learning is a new tendency and great opportunity in digital century. A great deal of English web based classes propose trainings for a following language skills: Listening, speaking, reading and writing that are made interactive in a variety of ways. Students can use emails for their home tasks and get back corrected while teachers can also provide reviews, feedback, recommendations for the progression of each task and return them back to the learners.

At the present time social media tools are widely used among teachers such as: Padlet, Blog, Forum, Dropbox, Google Drive, Socrative, and Wiki.

- The Dropbox and Google Drive are great ways for sharing data and information with students.
- Sorative is a cloud based system developed to create simple quizzes that students can take quickly on laptops, tablets or own smartphones.
- Padlet, it is an application to create an online board to display information for any subject or topic, here could be added images, videos, links etc.
- e-Learn Blogs, Forums and Wikis are the tools for sharing information and data, discussions and collaborative work such as group writing.

These tools simplify the teaching learning process. Moreover, it is environmentally friendly and supports green campaign, since teachers do not print out dozens of materials and handouts to hand in classes.

Besides above enumerated learning tools "Social media is an Internet based technology that is used to create and share online information, which helps facilitate media and information sharing, collaboration, and participation" (Evans, 2014, p. 903). Social media platforms as: Facebook, Twitter, LinkedIn, and YouTube enables two or more people to interact and communicate with each other. These platforms "hold a great potential of being an online channel to facilitate student learning by providing a vast opportunity for learners to access and gather information to build, modify, and share their knowledge, p.5" (Gaytan, 2013). Moreover, "with the rapid growth of technologies and the presence of social media, the potential to support learning and motivate students is abundant" (Gikas & Grant, 2013, p.20). For instance, during last two years, I widely use Social media platform Facebook for EFL education since all of my students have accounts and are active users. Both, Academy (subject: Maritime English) and University (subjects: Written Communication in English; Business English) students create closed groups where I upload some new materials, or audio/video files, or students upload home tasks, I check and send them back and etc. Also, it has a great tool option showing 'seen' pattern which enables me to monitor who has "seen" the uploaded information and etc.

Using digital media in EFL classrooms has many pros for developing language skills in EFL learners. Digitized speech and video can advance **listening comprehension skills.** Social networking sites like Skype, Viber, Whatsup and Facebook etc. can develop speaking, writing and reading skills.

Conclusion

Influence of digital media and internet on EFL education gradually gains power and becomes more and more advantageous and beneficial among teens and adults. In modern society, learners have great opportunities to explore learning process with the implementation of new technologies in the classrooms and to acquire up-to-date sources and information. Also, students are involved, motivated and engaged while accomplishing EFL activities. Benefits of digital media and internet on EFL education are the following:

- Learners develop and advance language learning skills;
- Learners are actively and enthusiastically enrolled in learning process;
- The learning process is student centered and independent problem solving;
- Teaching and learning process becomes exciting and stress-free;
- Modern teaching/learning EFL atmosphere is created.

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ENGAGING ENGLISH STUDENTS THROUGH MULTIMODAL LEARNING ENVIRONMENT

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Abstract

With the rapid movement to more computer-based teaching, traditional printed materials have been converted into more multimodal, interactive, technology mediated e-learning. Information is now shared through diverse media, such as online social and work-related networks, and in diverse social settings that "extend well beyond the traditional classroom" (Flewitt, 2011, p. 1). The advent of digital technology has not only changed the ways people communicate, but it led linguistics to an appraisal of other modes of making meaning, including face-to-face interaction and printed texts. Educationalists have started to incorporate images on the pages more than they used to appear. Images and other meaning making modes, such as sound, graphics, gestures etc. have begun to play an important role. If writing used to be seen as the primary information carrier and images as secondary, now, visuals and other modes described above are increasingly prominent as carriers of meaning. The study of multimodality offers a fundamentally different perspective on communication in that it does not assume that language is the starting point, but it takes into account many different communicative modes that people use to interact and considers how these modes work together to create meanings. These modes have found their way into learning resources with a significant impact on classroom habitus as students increasingly engage in multimodal design. The aim of the project therefore is to explore the relationship of the designs of students' class assignments and their potentials for learning. In particular, the project concerns to explore how the different modes such as images, writing, typefaces, layout, and other semiotic resources of the power point slides created as part of the students' class assignment, can make meaning and thus create potentials for learning. It will also assess whether selecting certain semiotic modes have been successful in creating and communicating meaning, what the students can gain while working on multimodal text creation and what might be lost. The study will further question whether working on multimodal text creation can enhance their collaboration and their capacity to gather knowledge and share with others. The participants in this project are year 1 and year 2 university students who made Power Point slides as part of their assignment in the classroom. My interest as a lecturer is to explore pedagogies that work with students' diverse representational resources and how the classroom can become a space founded on multiple modes of representation.

Key words: Multimodality, Social Semiotics, Computer Assisted Language Learning, (CALL), Systemic Functional Linguistics (SFL), Teaching-Learning Process, Collaborative Learning Practice.

Introduction

In the 1990s, researchers in social semiotics started to focus on the study of multimodality. People started to use language, pictures, scripts, images, colours and other semiotic resources as ways of communicating to show what meaning they want to transfer (Bezemer & Kress, 2008, pp. 171-172). Multimodality itself refers to a diverse way in which a number of distinct semiotic resources are co-deployed and co-conceptualised (Van Leeuwen 2005, p. 281). In other words, all modes are independent, but they are held in balance and are created in what is called "multimodal ensemble" (Jewitt 2008, p. 241). This led to an understanding that a language is not the only mode of communication. Multimodality stepped away from the notion that language always plays a central role in interaction, without denying that it often does (Bezemer & Kress, 2008, p. 166). It is now no longer possible to understand language and its uses without understanding the effects of all modes of communication that are coherent in any text

(Ajayi, 2008, p. 210). This change in perspective can offer radically new insights into understandings of communicative and learning processes. The study of multimodality offers a new opportunity to go beyond recognition of language as a channel of expression in the classroom and extend beyond it into images, gestures and other semiotic modes.

Theoretical framework

The project draws on the theoretical framework on social semiotics from the perspective of multimodality, which deals with "all the means we have for making meanings – the modes of representation - and considers their specific way of configuring the world" (Kress 2004, p. 24). This is a recent field that has derived from Michael Halliday's (1973) theory of social semiotics and it drew attention to the interdependent relationship between language and social context; how communicative events are shaped by both social and linguistic processes (Flewitt, 2011, p. 6). According to Halliday (1973), when analysing the texts, it is essential to determine why did the speaker/writer choose this particular grammatical structure in that particular social context (Flewitt, 2011). This theory of choices in text making is central to multimodality which focuses on what motivates sign-makers to choose that particular mode to communicate and make meanings in given contexts (Kress & Van Leeuwen 2006, pp. 7-8). In other words, meaning making in social semiotics approach to multimodality is not heavily relied on language, rather on a variety of multimodal resources in a way that language interfaces with visual, audio, spatial etc. (Ajayi, 2008, p. 201). This new theory was developed by Kress and Van Leeuwen (1996; 2001) and shares the basic theoretical tenets of Systemic Functional Linguistics (SFL) (Flewitt, 2011). This combined framework provides tools for investigating discourse "which can account for the way in which language combines with other semiotic resources" (Coffin, 2009, p. 514).

Kress & Van Leeuwen (2006) argue that a social semiotic approach to multimodality regards the modes as relatively independent, unless they are brought together by sign-making in a newly made sign (Kress & Van Leeuwen, 2006, p. 8). In other words, the modes of image and the modes of words are independent, but they are both needed to understand the whole. (Ajayi, 2008, p. 210, p. 5). Meanings created are made of different modes and each mode contributes differently to the "multimodal ensemble" (Jewitt, 2008, p. 247). In the digital age, design has to be applied in creative and productive ways to the multimodal texts (Wyatt-Smith & Kimber 2009, p. 71). Kress (2000) believes that design shapes the future through deliberate deployment of representational resources in the designer's interest (Kress, 2000, p. 160). For Kress and Van Leeuwen (2001) design is something that stands midway between content and expression "to realize discourses in the context of a given communication situation" (Kress & Van Leeuwen 2001 cited Walsh 2007, p, 3). When students are engaged in design practices, they are "sign-making" by acting a specific way in a particular context using a set of modes to express meaning (Kress, 2003).

Jewitt (2008) also supports the usefulness of design in analysing how materials are chosen and combined to "distribute meanings across the boundaries of modes and multimodal connections" (Jewitt, 2008, p. 252). She considers design as "a dynamic character of meaning making" (Jewitt, 2008, p. 259). Systemic Functional Linguistics (SFL) provides a set of analytical tools for describing how language works to make meaning in relation to context. It mainly focuses on three overarching aspects of the text: *the ideational meaning* - structured through verbal and visual modes, *Interpersonal meaning* – in which verbal and visual resources construct the relationship between viewers and what is being viewed, and *textual meaning* – referring to how information is distributed via images, printed words, colour and layout (Unsworth, 2006, p. 58). The reason for selecting this analytical framework is that visuals as well as written language serve several communicational requirements in order to function as a full system of communication (Kress & Van Leeuwen, 2006, pp. 41-42). The adoption of Halliday's (1973) three metafuntions along with multimodal text analysis enables to engage in a more than a mere description of the students' multimodal texts.

Description of the setting

The participants of this project are year 1 Business English students. Their ages vary from 18 to 23. English is taught as eight-credit module. Literacy practices used within the class include speak; listen and respond; read and comprehend; write to communicate. The course aims to develop students' ability to communicate in various situation. It also gives the students the opportunity to use technology to learn English. This has become available by the advent of technology that has made English teaching more diverse and encouraging. Computer-mediated teaching is daily incorporated in teaching because it gives more opportunity to focus on people's practices with and around the computer. The students are given opportunities to intermingle text, audio, images and videos to make meaning. Consequently, English language learning and literacy account for different contexts of language use, multiplicity of discourses and different ways of making meaning. In the classroom, the students have abilities to make sense of the text, not only of their linguistic parts alone, but other features that contribute to the meaning of a text.

As part of the project, the students were assigned in groups of three and given a topic to opt for in order to engage themselves in multimodal text creation. Although the students were familiar with seeing different modes of the text in the classroom, they have rarely worked in groups to create a multimodal text and integrate different modes of representation such as visual, audio, gestural, spatial and multimodal representation. Prior to this, the students were explained how to incorporate images and other semiotic modes into their work. There was an opportunity to select a free topic and discuss this with the lecturer. The students then were asked to make the plan and gather materials on the topic with no restriction paid to mode (print, media, audio, and video) or language. They were encouraged to look for information booklets, promotional materials, internet pages, videos, blogs, adverts and many others. Due to time limitation their research drew on their own experience and the resources that were available at university, local library and the Internet. The students were allowed to utilize the last hour of the lecture for their multimodal text creation that lasted for two weeks.

Once the learners made a quick plan, they started information search. It was done by producing mind maps collaboratively around things they already knew about the topic and discussing and making notes. The majority of them used the Internet as the main resource to find stuff. Within the group of three, the learners divided the topics into sub-topics and searched for them individually, made notes and then shared with others. The students compared their findings and opted for the best option to organise them on slides. This task included doing a reading in a non-linear way that itself can be much valued by many of the students. The role of the lecturer here was to monitor the group work and assist them with any words that might have hindered their understanding of the overall meaning of the text.

Once they finished information search and made some bullet points on the slides, they then looked for images, changed the font sizes, applied animations and layout. They were completely independent in selecting and changing the modes of colour, typeface, layout and transition. Within the group, the students had a discussion on what background colour to use and other design elements. All groups made an effort to incorporate pictures and other visual elements into the presentations. The students then had a chance to rehearse before presenting. The participants of the group presentation took turn to present information; they all used signposting, gestures and eye-contact to draw the attention of their audience. In the end, the groups invited the listeners for question and each topic was further elaborated in the whole class. Three out of five groups' multimodal texts were selected for multimodal text analysis.

Data evaluation

As has already been outlined above, the project has taken social semiotic approach to multimodal text to evaluate how English learners use multimodal resources to convey multimodal meaning and how the design of modes offer potential multiple entry into a text. The project had also looked at how the students used the modes to represent *the Ideational, the Interpersonal and the Textual* meanings. For the evaluation of the redesign, the students' multimodal texts were collected and the multimodal texts' analysis is as follows:

Group 1:

This group decided to research about blockchains. As it can been from the slides above, the students used various modes to make meaning such as images, colours, printed words, speech bubbles, charts, different typefaces and dates. Except the introductory slide, one layout and format are maintained thought the whole presentation which signify the unity of the presentation. The introductory slide serves as a good example of full multimodal text containing a title, a mind-map and an image. The students' cover slide also serves to illustrate all the presentation content of blockchain. Slide 5 combines text with images and meaning passed and represented though the arrows. The students show evidence on heavy reliance of semiotic signs rather than language. On Slide 3, the meaning is created through various semiotic modes too - here students present a brief history of bitcoins chronologically substituting texts with images or vice-verse, using questions to invite and generate a discussion or spark curiosity. Similarly slide 5 presents how blockchains work step by step guide chart and images that serve to illustrate as well as create a new meaning. The bubbles on slide 4 serve as illustrations and elaboration of the given text on the same slide. The dominant colour

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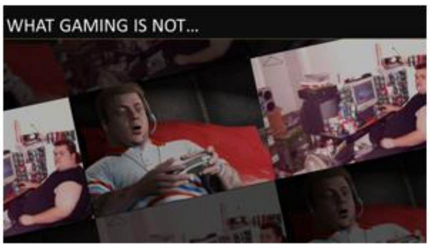
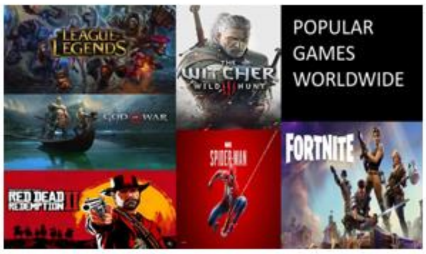
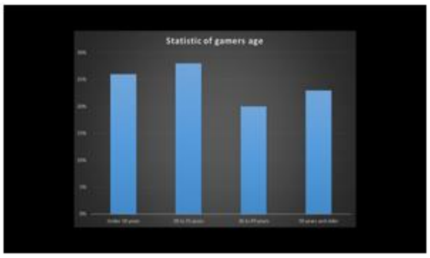
seems to be orange on a white background. The title of the presentation is in white on a darker background though to make it stand out from the consecutive slides. The rest of the texts are in black typeface on a white background or white on a dark background (slide 6). Application of the colours to the slides form unity apart from the cover slide that students decided to be more eye-catching and striking.

SFL analysis reveals that with the modes used, the message the students try to convey is to present how blockchains work. The students' intended audience are both males and females as neutral colours are applied. The text type seems to be the same throughout - depicting uniformity in idea. This is mainly conveyed via images. As regards *the Interpersonal meaning*, there is no actual distance between the speakers and the listeners of the slides as the speakers apply speech bubbles and smiling illustrations that seem to minimise the distance between the speakers and the audience. Also, the speaker personalises the pictures with familiar names (slide 4) and using unusual question form (?? 1 million bitcoin ??) on slide 3 that again serves to shorten the distance between the speaker and the listener of the slides that in fact makes the presentation more engaging. Cohesion is achieved throughout the slides as the selection of vocabulary is relevant to the topic; there is no use of exophoric reference. The absence of conjunctions and ellipsis are justified as this is not supposed to be an essay, but a multimodal text which is supported by an oral presentation.

Group 2:







This group decided to create the multimodal text around the topic of video games and E-sport. Like group 1 presentation slides, the students in group 2 use various semiotic modes to make meaning. Layout is structured, one format is maintained during the whole presentation which signifies organisation and unity of the presentation. What is the most striking feature in this presentation is black as the dominant colour as background and white script with yellow embedded words applied to the last slide. Dark colours, blue and black are applied and the students decided to utilize black as their background colour throughout the presentation. One of the reasons for selecting this colour might be that the students may have selected black to make white typescript more visible. Secondly, they might have chosen background black and white on it to show the unity of their presentation as in black-white

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tandem. The images the students represent in this presentation serve to replace the text completely. The title of the slide 2 "what gaming is not" and negative images of games (obese young boys) serve to present gaming in the positive way followed by the very first video game on slide 3. The presenter's point here is purely visual- the image serves as the title illustration and is not supported with any more written language. The next slide (slide 4) is also crammed with images followed by textless statistics chart- the presenters here again decide to limit the written language. The presenters switch from very visual to very textual semiotic mode and devote the whole slide to a quote in capital letters with yellow embedded words to catch and direct reader's attention.

SFL analysis reveal that with the semiotic modes used in the presentation, the presenters try to present gaming in the positive way. Through using dark colours (blue, black, yellow) and images of young boys playing, the intended audience are males. Text types vary and it somehow impairs uniformity of the main idea which is presented via images. As regards *the Interpersonal meaning*, there seems to a distance between the presenter and the listener as the presenter prefers the images to text and only text the presenter presents is though titles and quotes. Limited written text does not allow the listener to get personalised with the presenter. As regards *the Textual meaning*, the author's structuring of the ideas (all in visuals) are logical, that is not implying a degree of spontaneity – going with the flow. The visuals selected and the dark colours reflect seriousness of the topic. Therefore, visuals and other modes go consistent with the images.

Group 3:

Unlike two other multimodal texts above, this presentation on Chinese Business Culture uses language as the main message carrier along with the pictures. This can be seen from the very first slide- the students opted for the enlarged presentation title in a frame- the text only. The size of the text places the empathy on the importance of the presentation. On the following slides the students gave the most of the space to written words. Here images serve to be illustrations only. Information is presented by means of bullet points. This is prompting genre which helps the presenters to organise their thoughts and present them in a logical way. Slide 4 is a deviation from the presentation flow and presents the *Made in China*- written image. The students may have done so to emphasize the importance of product making in Chinse culture. The last two slides again present two main semiotic modes-image and text.

As regards *the Ideational meaning*, the main message is to represent Chinese Business culture in a positive light, to stress how polite they are and emphasize its importance in the whole business world. This message is conveyed though images but mainly through the medium of printed words. *The interpersonal* meaning is achieved through formal uses of the language, the questions listed on slide 2 either serve to lessen a distance between the listeners and the presenters and make the presentation engaging or serve as reminding points. Formality is achieved through exclusion of personal language and inclusion of appropriate formal lexis. For this reason, the presentation seems cohesive as images and words correspond each other, therefore textual meaning is achieved.

Discussion

As it can be seen from the evaluation of the date above, the English students preferred various semiotic modes in order to make meaning. All three groups seem to have drawn on several modes and their affordances to create their knowledge representation. Their multimodal texts have a strong focus on visuals whereas textual information is limited. Through this interactive multimodal learning environment, the students were engaged in verbal representation of the text and a corresponding visual representation of that content. Their presentations were focused on multimodal texts that enhanced their understanding of the content and enabled them to present meaning through their chosen modes. What is more, the team presentations were implemented to foster the development of students' abilities by bringing language skills together with a range of learning strategies. The emphasis of their class assignment was on successful conveyance of meaning, both verbal and non-verbal and the acknowledgement of varieties of English as well as different modes of making meaning. Besides, the students took part in collective activities that evolve over time and were language and material artefacts functioned as "collective structural resources" (Lund, 2008, p. 36). Collaborative practices were seen as going beyond everybody's knowledge and developing capacities to solve complex problems.

Except some limitations such as low internet coverage sometimes while searching for information or problems with pronunciation when delivering the presentations, the project on multimodal text creation in the classroom proved to be immensely rewarding as it helped the English students learn through collaboration and visuals, rather than drawing significantly on the textbooks. It has also given an opportunity to direct lecturer's attention towards more holistic enquiry into the practice, taking the issues such as lack of confidence and a lack of computer skills of some students into account. Monitoring the students working on multimodal texts illuminated and acted as a fillip to the further refinement of incorporating multimodality in teaching in the coming years.

Ethical issues

Each student was given sufficient information about the research in an understandable form. Firstly, the procedure for the activities and the aim of the project were explained verbally. Secondly, they were all asked to read the information sheet with the clear aim of the project and the data required to be collected for analysis. Then they were asked to sign the consent form if they were happy to participate in the project. They were also informed on the length of the project and time commitments expected from them. The participants were promised on confidentiality of their identities and compliance with Data Projection and freedom of Information Acts. It was stressed that the data from their assignment were confidential and would be destroyed after the use. The students had right to withdraw their consent during the course of the project with no adverse consequences.

Conclusion

To conclude, the project attempted to address that there are multitude ways to make meaning. Reading and creating multimodal texts proved to be distinct from a static printed page. Multimodality came to exist through drawing together several modes and their affordances in dynamic ways to create meaning. The students endeavoured to create multimodal text for specific purposes and the audiences, the semiotic resources have been interconnected and assembled in an innovative way. Furthermore, technology, in particular, the tool of power point facilitated the students' information sharing, multimodal text creating and collaborative actions.

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THE ROLE OF EDUCATION DURING DIFFERENT PERIODS OF WORLD HISTORY

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Abstract

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

Key words: role of education,

Education today is a very important issue. First of all, if we start and look to the developed countries we see that educated people they are creative, there are creating a lot of techniques and modern buildings also art and different things, so we can think that education and knowledge which we got in past is not useless and we can use it like base and then create our own new knowledge on that base. The question what roles play education in modern period first of all we should look on past. Past were started education and where is their ruts of course it is Mesopotamia and area of Niles and don't forget than Athens and fathers of creative of the education such as science and who expressed their knowledge and science improvement in the world. Than we can move to the renaissance period and we can say some words about middle ages and in conclusion it will be interesting to mansion modern era education such as one of the main role in peoples life's how its play the main role for development for first of all people and how people are using their knowledge to make more money so here we have very interesting issue more educated we are more good job we can find but there is not all the time like that in modern world exactly in modern Georgia where education played from Soviet Union period a big role and one of the fathers of education in Georgia was Ivane Javakhishvili, before that Ilia Chavchavadze, Vaja Pshavela, etc. we had many educated people in the country and also they left many treasure for future to develop this writing and create better to live in better world. So knowledge is lightness and uneducated people is living in darkness I have few examples in real life which I will talk about that and what about integration from middle of centuries aristocrats they were all the time well educated and that's why in meetings they had all the time to speak about something they had common knowledge and easily understand to each other I think even nowadays education plays big role to integrate in society and for better understanding other vise you will be like kicked out from the society and you will feel yourself alone.

Now it is the time to start from history tell the end of modern era and we can see what it changes in education and we can think also how we can develop education in future to be batter understand and listen. From the Babylonian period of time it was making time to time more difficult to give information to next generation that's why knowledge might be lost than they started to think that they needed something to write on it and give experience and knowledge for next generation for fast development. Of course if I know how to use iron and my grandfathers left me knowledge how to use this metal than of course I will start on their base much more easily than how to create sword for that metal and to protect myself. So education from ancient period it was not only to give education it was also to help next generation for development and to live in better world. From the beginning education can get people in temple and churches before its moved to the school of course and from ancient period around 3100 BC till modern era we have school education and is it old style of learning and we need much more developed and modern methods in modern world that is one of the main question of this paper. One of the important development in education had Jews there schools were talked "We take most pains of all with the instruction of the children and esteem the observance of the laws and the piety corresponding with them the most important affair of our whole life." The Jews established elementary schools where boys from about 6 to 13 years of age probably learned rudimentary mathematics and certainly learned reading and writing. Ancient Greece was excellent with its foreign and internal policy about its citizens and democracy, their development to express their knowledge whole world, the goal of education in Sparta, an authoritarian, military city-state, was to produce soldier-citizens. On the other hand, the goal of education in Athens, a democratic city-state, was to produce citizens trained in the arts of both peace and war. If we take example of Alexander the great how he not only captured the lands and people also gave Hellenistic education and culture almost whole world that's why countries started develop much more faster so conquests was not all the time bad it also was one of the method to give education from one geographic location to the another. Sparta was known their development of army and how people be strong not only physically but also spiritually. They were subjected to strict discipline and harsh physical punishment; indeed, they were taught to take pride in the amount of pain they could endure. Athens. In Athens the ideal citizen was a person educated in the arts of both peace and war, and this made both schools and exercise fields necessary. Other than requiring two years of military training that began at age 18, the state left parents to educate their sons as they saw fit. The schools were private, but the tuition was low enough so that even the poorest citizens could afford to send their children for at least a few years. So education also played big role for integrity in modern Athens as well without education you was like innocent in your own land. In Athens studding system was like same which we have nowadays it means that boys started getting education from 6-7 years old until 13-14 years old they were not only gave general knowledge also they were well trained in gymnastic and other sport activities. Than move to the Rome which used their knowledge for development army forces they conquered a lot of lands by their parents legacy and knowledge which they had for example take phalanges the weapon which was 8 matters tall for good attack for protections they had turtle style tactic and they created some machines which was for destroy big buildings like castles, in nowadays modern world we have same construction and we call it tanks so such kind of creations in ancient period nowadays in modern time is well developed much more easy for use and more powerful as well. That's why without education development and send generation to generation the world could be on same position like it was thousands of years ago that's why they needed places to give education and then educate whole the world as many people as they can. The essence of the Renaissance, which began in Italy in the 14th century and spread to northern European countries in the 15th and 16th centuries, was a revolt against the narrowness and otherworldliness of the Middle Ages. For inspiration the early Renaissance humanists turned to the ideals expressed in the literature of ancient Greece. Like the Greeks, they wanted education to develop man's intellectual, spiritual, and physical powers for the enrichment of life. The invading Germanic tribes that moved into the civilized world of the West and all but destroyed ancient culture provided virtually no formal education for their young. In the early Middle Ages the elaborate Roman school system had disappeared. Mankind in 5th-century Europe might well have reverted almost to the level of primitive education had it not been for the medieval church, which preserved what little Western learning had survived the collapse of the Roman Empire. In the drafty, inhospitable corridors of church schools, the lamp of learning continued to burn low, though it flickered badly. The actual content of the humanists' "liberal education" was not much different from that of medieval education. To the seven liberal arts, the humanists added history and physical games and exercises. Humanist education was primarily enlivened by the addition of Greek to the curriculum and an emphasis on the content of Greek and Roman literature. After nearly a thousand years grammar at last was studied not as an end in itself but because it gave access to the vital content of literature. In keeping with their renewed interest in and respect for nature, the humanists also gradually purged astronomy of many of the distortions of astrology. After of Rennesanse period than we had The degeneration in practice of the early humanists' educational goals and methods continued during the 16th-century Reformation and its aftermath. The religious conflict that dominated men's thoughts also dominated the "humanistic" curriculum of the Protestant secondary schools. The Protestants' need to defend their new religion resulted in the further sacrifice of "pagan" content and more emphasis on drill in the mechanics of the Greek and Latin languages. In actual practice, then, the humanistic ideal deteriorated into the narrowness and otherworldliness that the original humanists had opposed. 17-18 century it was modernization of schools and it was period where a lot of schools created and teacher as cruel education giver was along 200 years before future colonialist era was on time. So now we can move to the creation of United States and people who wanted freedom and more development they moved to the west and started to create their own land without dependency to each other. So Europe was much more in borders so geographically they had hard connection to each other if the crisis's started to the one country it will touches to the whole Europe so that's why united states was much more separate and not usually involved in the conflicts so they had more time for development and in four century they created huge development and nowadays we can call united states of America Is the country who makes world order with their development and also economic and military power. Also don't forget about colonialist tic regimes like it had France Germany also Spain Portugal and England as well. when they conquered the place like Africa and west America they take it their culture style of giving education knowledge and development so they we can call as modernizing this lands but not only all people who was under control of such kind of huge imperia was satisfied but they had not another way go to against empire meant death so they accepted their education and development without their wishes. In the 19th century the spirit of nationalism grew strong in Europe and, with it, the belief in the power of education to shape the future of nations as well as individuals. Other European countries followed Prussia's example and eventually established national school systems. France had one by the 1880s, and by the 1890s the primary schools in England were free and compulsory.

The attitude toward women and educaton, too, was slowly changing. By the last half of the 19th century both France and Germany had established secondary schools for women. Only the most liberal educators, however, entertained the notion of coeducation. For more development they were used such motto: "Work while you work, play while you play. One thing each time that is the way."

Now we have moved to the modern era where children are getting education from the beginning after 3 years old in kinder garden while they're playing with the same age pupils and studding cooperation and developing senses skills of creativity and etc. what about next they are going to the school for more development and deep education where they are studding history geography and etc. after that 12 years huge information which we got in past than we have universities where we are getting much more deep education of exact dimension which we want to be in future maybe whole life so education from the first beginning 3 years old until around 25-27 years it is 22-24 duration we are studding but I think it is not enough. There is never enough our knowledge time to time modern technologies are helping us to get information much easier in our hoses as well not to go to library or ask anybody else. But modern learning style is not different than it was in middle ages so we are sitting listening getting knowledge we are reading a lot of materials based on past experience but there is question do we really need all this information or we are like robots which are making in factory is it really that education system creates us as regular people and taking from us creativity to be different. Nowadays most of the graduated people they are same I meant most of them are searching the jobs some people find it for good salary some for low so if we have such kind of unbalanced situation than why we need to spend more than 22 years in educational system, I think because that without our own development and education our next generation will not be develop in future and we will walk like in cycle. In some countries even when children are goes to the schools they have much more modern style to develop their skills of communication with studying with playing also we have good examples of the United States of America where children are studding based on facts and based on the knowledge and foundation which they did it is more clear and understandable than verbal knowledge.

The modern era in educational development is not equal in whole world because of the economic development of courtiers some family have not even resources to enter their pupil in the schools because they need books pens and notebooks so that's why a lot of people from Africa and maybe say from Asia children cannot get education so no education not developed people and if you are undeveloped poor and every day trying somehow to survive than it is easy to control you so that's why in some autocratic countries they don't need well educated people which well goes against to autocratic system and form them it's good that they have undeveloped people because such kind of peoples are like sheep you can control and make them do whatever you want.in modern world we can get not only knowledge which is based on Georgians principals we have also opportunity to get education in abroad actually who had experience for study in abroad exactly in Europe it is not different than we have in Georgia but people are much more different and it gives us a lot of experience and freedom to get education and develop our self-independent. Also studding other peoples culture which gives us easy understanding to each other. Modern day education is aided with a variety of technology, computers, projectors, internet, and many more. Diverse knowledge is being spread among the people. Everything that can be simplified has been made simpler. Science has explored every aspect of life. There is much to learn and more to assimilate. Internet provides abysmal knowledge. There is no end to it. One can learn everything he wishes to. Every topic has developed into a subject.

New inventions and discoveries have revealed the unknown world to us more variedly. Once a new aspect is discovered, hundreds of heads start babbling over it, and you get a dogma from hearsay. Not only our planet but the whole universe has become accessible. I really liked one of the posts about modern education the author of which is Shweta Sharma: "Education makes students physically and mentally strong. Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. An educated person will be always respected in any part of world and his talent will awarded and rewarded. Education also makes the person to be positive. Sometimes people scarify their enjoyment and work hard day and night, because they realize that education is their passport for the further. Literacy rate depend on education. All the advancement in technology is due to education. Education is the ultimate factor that provides employment, so it plays a vital role in development of the country and also in raising the per ca pita income of the country. Education is the best weapon to eradicate poverty. Education promotes knowledge and understanding in rural communities. Education keeps the people away from superstitions beliefs. Educated person will be health conscious. Education is only pathway to maintain success in life. It increases the ethical values of the person. Education is not only learning about books but also learning about life. It rapidly increases your skill and awareness. Educated person will identify the difference between good and bad. Education provides food at all times. In life if education is there with us, there is everything in life. It is best source to raise the economy" (Quora, 2018). So based on this text she thinks that education in modern world is everything not only to give past knowledge also it is necessary for future development and to create more and more based on your education.

In conclusion I want to say that education is not easy but un educated people is much more difficult to understand that's why UN created document against discrimination of education and to go all equal power to get education in the world: "In 1960, UNESCO adopted the Convention against Discrimination in Education, which acknowledges the crucial role of education in ensuring equality of opportunity for members of all racial, national or ethnic groups. It was the very first time that a binding instrument in the United Nations system contained a detailed definition of the term DISCRIMINATION" (UNESCO, 2017). So in modern time we discovered space we discovered all corners of the world and now there is not much left for discovery but people could not stop their development they must use each person's resources to get more knowledge and create more for future development it is for security for integrity and better and comfort future not only from material view but also fell part of developed world, at last I would say about my experience un educated people it is very easy to get wrong information and he or she will trust this wrong and may call fake information which we have a lot of in social space so to avoid such kind of manipulation of people by the groups who wants to control as sheep's educated people can easily understand is it right or wrong information and based on it he can make decision but uneducated people they are easily controlled and that's why some undeveloped countries they are such kind od conditions because of educational system and they work hard to get one piece of bread in whole day that's why starvation in one of the huge problem in modern world and education is helps us to be well developed and insures our welfare in life.

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UTILIZING INTERACTIVE DIGITAL BOOKS FOR ACADEMIC VOCABULARY ENRICHMENT IN ENGLISH AS A FOREIGN LANGUAGE CLASSES

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Abstract

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

Key words: Technology, Deductive games, Gamification, Gamified fiction

Introduction

At present time, there are plenty of technological tools and resources that allow students escape traditional instructional environment at the same time providing language teachers with a little help. However, before the implementation, utilization within the class, a language specialist should know what advantages and disadvantages the technological tool implementation entails. It should be highlighted that memorization of vocabulary poses one of the greatest problems for Georgian students, as in most cases the process of word memorization is done in an old, learn by heart way. While more studies need to be carried out and more games need to be developed to demonstrate its lasting power in education, a game-based learning, posing learning by playing can offer many advantages when done properly. In the meantime, educators can benefit from the multiple learning scenarios they offer to involve their audiences, which is exactly presented in the given article.

Characteristics of Interactive Digital Books

In contemporary world we encounter a vast majority of books that can be read online; however, not all people are satisfied or intrigued by the author's book ending. That is exactly when readers interest vanishes and that is how the game developers come up with the idea of creating interactive digital books. Interactive Digital Book is a gamified fiction, a vernacular mobile game where a person is able to read the book choosing a desired ending. While enjoying the power over characters' lives, the reader is choosing the desired path encountering different choices leading to unique endings (Prasetya, Wibawa, & Hirashima, 2018).

In the given article researchers utilize two interactive digital books, namely "Choices" and "Chapters" both consisting of every day as well as an academic language. Both books represent applications that could be downloaded free of charge; however, not all of the functions are free within the game. Interactive digital books (IDB) include various genres, namely romance, fantasy, sci-fi, young adult, comedy, and drama. Chapters and Choices transform fiction stories into sustainable DG (Digital Games) for mobile phones. Due to the fact that above-mentioned games are exclusively in English, 50% of the initial 250 million downloads have been USA-based, while the other part is divided between Europe, Asia, India, Australia, Canada, and Brazil (Cox, 2017).

Above-mentioned games are available in Google Play (for Android) and iStore (for ios) (application download systems) and they are free of charge. Once open, the homepage offers the list of genre fiction with romance, horror, fantasy, and young adult selections principal among them. Each of the book is updated every week by adding new chapters. Above-mentioned games include authors of the books available in Kindle (electronic book) as well as the online book-telling community, namely Wattpad. The developers of the mentioned games expand the scope of their catalogue to include not only genre fiction but also literary fiction.

Each title begins with an author introduction, their gamified portrait-avatar, and customizations. Readers are able to employ their own name or and choose an appearance that is going to be used throughout the book. If readers close the games, their place in the book is held and can be easily returned to by again tapping on the digital book cover.

The reason why the book represents 'gamified experience' is the reader's ability to affect the course of the narrative. Both applications consist choice-driven unexpected turn of events within the book, where overall fidelity to the original book concept text is relatively high. Readers face adaptation of the book they may have read before; however, in converted form and with choices that would lead to a different ending. First-person narration is converted into greater dialogue-reliance, since character-avatars speak to each other in text bubbles moving the readers through the book in the way of comic books or manga. In the last period, game developers added the newest feature, namely Open Book Playground that motivates users to submit micro-fiction, novels, and screenplays for consideration. Once the selection is over, the best stories are presented to all of the readers for people's choice vote after which the winner has the book presented in a micro-fiction way (Cox, 2017).

Chapters' and Choices' innovative approach to reading and enhancing vocabulary is certain to engage younger users. It consists of the literature, which is fresh, accessible, as well as connected to real life events. The games can be downloaded and played free of charge, and are accessed via smartphones only by switching on a Wi-Fi connection or a cell signal (Gal, 2017).

Nowadays there is a huge growth of such games, not only on mobile phones but also on computers. Each person can take a place of Sherlock Holmes, make choices; however, making the wrong choice leads to the failure of particular missions. There are series of Sherlock Homes games, where the main objective is to solve the major mystery in the book; however, the games also include site investigations, which develop critical thinking, deduction and induction skills while promoting vocabulary (Katsaridou, forthcoming). A person is able to find vast of such games and enjoy playing a vernacular game, unintentionally learning new words and phrases (Duret & Pons, 2016).

Research Methodology and Procedures

As one of the research methods, researchers have chosen action research represented by Kemmis, McTaggart and Nixon (2014). Action research is a form of self-reflective, systematic inquiry undertaken by participants in educational situation in order to gather information about how they teach and how well their students learn and to improve the rationality and justice of an educational practice, their understanding of these practices as well as the situation in which practices are carried out.

Action research was preferred by the researchers, as

1. It is small-scale, contextual as well as localized. It identifies and investigates problems within a concrete situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.

The Model of Action Research

The model of classroom action research used in this study consists of four steps:

1. Planning: Create a plan of critically informed action in order to improve what is already happening. A researcher prepares lesson plans that will be used in the classrooms, the material compulsory for IDB (interactive digital books) implementation and evaluation material in order to measure whether the academic vocabulary improves or not.
2. Action: The researchers implemented digital tools. They also gave pre-test, exercises, post-test and delayed test to the students.
3. Observation: Researchers observed the effects of each IDB on students. Besides, they had to fill the observation sheet including the description of the IDB with its advantages and disadvantages.
4. Reflection: On final stage, the researchers reflected how the teaching and learning process ran. The function of reflection is to know the weaknesses and strengths of the action. The researchers evaluated the test results and the observation done by the researcher/observer during the teaching and learning process.

The research was held in Georgian National University SEU Ltd. by three English language Specialists: Nino Avaliani - invited specialist at SEU, at the same time being a PhD candidate at International Black Sea University (IBSU), Irma Mesiridze - Affiliated associate professor at International Black Sea University and Maia Chkotua – Affiliated associate professor at International Black Sea University. Researchers observed two groups. One of the groups was taught English with traditional teaching methods, and integrating digital books were introduced to the other group during the learning process.

Research Tools and Participants

The research involved interviewing and observing randomly chosen 30 sophomore university students, namely Georgian National University SEU ltd, aged between 16 and 25. All of them having written mid-term test analogy provided by the researchers in order to test their vocabulary knowledge (speakout proficiency test). The test material was taken from Speakout tests package.

The research was held in a quiet room at a comfortable temperature and with appropriate lighting. All of the students completed an informed consent form and were treated according to the ethical research standards published by the American Psychological Association (APA) each student taking approximately 60 minutes to complete all parts of the "experiment". Students were eager to participate considering only two terms: neither using video and interview recordings, nor revealing their real names into the research description.

Pre-, mid- and post-tests, group discussions around the interactive digital books as well as digital tool namely, Kahoot! was used to assess the learning outcome of the vocabulary lessons. The final stage was the students' feedback obtained from an anonymous paper- based questionnaire consisting of three questions:

1. What did you like about interactive digital books?
2. What did not you like about interactive digital books?
3. What would you advise to improve vocabulary teaching by using interactive digital books?

Pre-, mid- and post-tests consisted of four vocabulary tasks, consisting of two matching exercises with six possible answers and two gap filling and word formation exercises.

According to the pre-test results, students' actual language level was equal, the group of the students been observed was heterogeneous, B2-upper intermediate level, all of them having vocabulary problems. Students were obliged to write pre-test representing mid-term exam analogy taken from Speakout test booklet to check student's vocabulary (grammar knowledge as well), mid-term exam test - on the seventh week of the semester and post-test, representing the final exam test. Having the pre-test written, all of the participants had to take an online survey (www.surveymonkey.com) and submit answers for five open-ended questions created by researchers in order to check students' awareness of the field of gamified fiction, namely interactive digital books. The survey included the following questions:

1. Do you know what Interactive digital books are? If yes, define.
2. How do you study new vocabulary?
3. Do you like reading? What is your favorite genre?
4. Do you learn to play or play to learn?
5. Have you ever played such games? If yes which?

According to the survey, none of the students knew what Interactive digital book was. 27 students that were equal to 90% of students, studied words without context. 24 students that were equal to 80% of students did not like reading; the other part mostly liked reading romance. 21 students equal to 70% learnt to play, the other 9 equal to 30% read to play. Students have never played such games before, which was the reason why the researchers had to introduce above-mentioned Interactive digital books, give tips, instructions to the games, while explaining the reason and aim of the whole process. The researchers also had to hold a meeting once a week in order to discuss the problems and success that they encountered during the lectures where they used/did not use the digital interactive books. They had to compare qualitative as well as quantitative data, test, book discussion, group interview and observation results. They also had to share their own opinions, tips for using above-mentioned Interactive digital books effectively. The researchers observed students in their class for a period of 14 weeks equal to one term. By observing students for 14 weeks, the researchers were able to answer all of the questions of the research after collecting quantitative data through testing results, interview and final discussion (feedback from the students) as well as qualitative data on students' reactions on the use of interactive digital books. The observers went through the past classroom performance records as well as pre-test results, before implementing interactive digital books and compared them to the recent ones to determine the final result.

For the purposes of this study, learners had to work with two Interactive digital books, namely "Choices" and "Chapters" within a period of 14 weeks. In order to play named interactive digital books, students needed to have access to the Internet (WIFI), and necessary vocabulary, phrases and words with their definitions given beforehand by the researchers (without knowledge of certain vocabulary students were not able to proceed to the next step). Students could "play" named interactive digital books using smartphones, Ipads or tablets, whenever or wherever they wanted to. As far as research tools and procedures are concerned, lecturers worked with students who were preparing for their mid-term examination and then for final test exam in English. A research project was launched to investigate the effects of playing a game in order to study academic vocabulary.

Conferencing

Immediately after each lesson (week), researchers were reflecting on the lesson together in a debriefing session to discuss what went well and where the improvement was needed, either for the next lesson or for implementing the same lesson with another group. The analysis has shown that Interactive digital books utilization instruction with phrases and word has taken only 10 minutes. Students who were using digital tools reflected more interest and motivation while acquiring and utilizing the taught vocabulary, their progress was much visible and vivid than the progress of the group having no IDB used in.

Analytical Data

The digital tool used in this study generates analytical data. Kahoot, generates an exportable spreadsheet that shows which questions were answered correctly as well as incorrectly by each of the students. This data was used to gauge whether or not students were making progress towards the learning goal.

Validation Criteria

To increase the validity of the study, we utilized multiple data sources that included both: Lecturer and student data. The student formative and summative assessment data were critical in determining the success of the intervention; however, there has been no researches considering the usage of such games in terms of vocabulary enhancement. According to Ryder and Machajewski (2017), digital applications increase engagement and interest of students in the specific field of study. According to the findings of Saovapa Wichadee (2018), it should be noted that digital tools implementation not only increases students' motivation but also enhances their learning outcomes, they can transform any contents that are dull or difficult like aspects of grammar or vocabulary to be interesting and easier to acquire. The results the researchers revealed had statistically significant discrepancies with regard to learning performance and motivation at 0.05. According to their research, the experimental group where digital tools were implemented obtained higher scores than the control group, and the motivation of students in the experimental group was much higher than that of the control group.

Results of Pre-, Mid- and Post-testing

As mentioned above, students have taken pre- and post-tests in order to assess the effectiveness of the use of online formative assessment tools within the classroom. The pre-, mid- and post-tests assessed the general grammar and vocabulary knowledge assumed to be covered in half of the term in above-mentioned universities before having a mid-term test.

Table 1: Pre-, mid- and post-test results

	Pre-test Results	**Mid-test Results**	**Post-test Results**
The Average Score	30 points out of 100 (30%)	65 out of 100 (65%)	79 out of 100 (79%)
The Highest Score	55 points out of 100 (55%)	91 out of 100 (91%)	94 out of 100 (94%)
The Lowest Score	20 points out of 100 (20%)	48 out of 100 (48%)	55 out of 100 (55%)
Mean Score	35 points out of 100 (35%)	68 out of 100 (68%)	76 out of 100 (76%)

The average score on the pre-test was 30 points out of 100 including two multiple-choice exercises and two gap-filling exercises (30%). The highest score was 55 points out of 100 (55%) and the lowest 20 points out of 100 (20%). The average score (12 correct answers out of 40) on the mid-term as well as post-test greatly improved in comparison to the pre-test (see Table 1). The highest score on the mid-test was 65 out of 100 (65%), and the lowest 21 out of 40 (52, 5%). Mean score shows an enormous growth, which is almost equal to doubling of the score- increase by 33% on mid-term and by 41% on final exam. It can be concluded that usage of Interactive digital tools enhances student performance and complements class lectures.

Table 2: The results of the feedback (questionnaire)

Statements	**Answers**		
1. What do you like about interactive digital books?	**They are engaging and entertaining** 18 students equal to 60%	**It is easy to learn vocabulary** 27 students equal to 90%	**You read books as if you are part of a book** 24 students equal to 80%

2.	What you did not like about interactive digital books?	**If you had not known the vocabulary you could not play** 12 students equal to 40%	**Some of the choices were not free of charge** 18 students equal to 60%
3.	What would you advise to improve vocabulary teaching by interactive digital books?	**Better to tell students to download "apk mode" files of the game to have the opportunity to choose any option given.** 3 students equal to 10%	**No advice provided** 27 students equal to 90%

Table 2 shows the statistics and the results of the feedback-questionnaire carried out by the end of the research stages. The questionnaire consisted of three open-ended questions, which reflected the research questions. According to the questionnaire, IDB (interactive Digital Books) appeared to be engaging, entertaining, and educational. However, it is impossible to play the game if the reader does not know the necessary vocabulary to proceed to the next stages and complete missions. Students have discovered the way to cope with priced options by downloading "apk mode" version of the applications.

Group Interview

It appeared that most of the students 27 students (90% to be exact) enjoyed reading gamified fiction as it helped them remember certain words, phrases needed in mid-term exam. It also gave them the opportunity to practice grammar and spend time practicing English having fun.

Limitations of the research

In terms of having a lack of time, research was held during one term equal to 14 weeks. The present study focuses on the use of IDB in order to enhance academic vocabulary only. Lecturer/teacher should take into consideration internet issues.

Conclusion

Research findings have shown that Interactive digital books keep students involved in the learning process without making any effort. The use of IDB has a positive impact on the performance of students in English language vocabulary enrichment. Since all of the games entail entertainment, students have to be informed about the real purpose of applications usage. After playing, reading an interactive digital book, the lecturer should have a discussion concerning the choices students have made, make sure that the words and phrases given beforehand are used and learnt. A student easily remembers foreign words and their spelling, because of their recurrence within each chapter. The reader enjoys playing a game, it motivates, learning process is no longer boring, and it enriches student's vocabulary while practicing grammar as well. The main disadvantage is that students should watch themselves not to get too addicted playing the game. Students are eager to learn when it comes to technology. As the research has shown, the readers prefer gamified fiction as they represent the people who control the fate of the character. Students are motivated to study vocabulary beforehand, as they need them to choose the right path in interactive books they read.

The student feedback questionnaire clearly outlines that learners would like to use IDB in class in the future. Students may deepen their knowledge using audio or visual applications. The study results show that students understand vocabulary content better when IDB is involved in the teaching/learning process.

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THE ROLE OF CINEMATOGRAPHY IN PEDAGOGY-TEACHING THROUGH FILMS

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Abstract

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

Key words: teaching through films

Problem

Teachers do not have the methodological training for using films, as teaching resources during the lesson.

Recommendations

Formulate special worksheets, which will solve this problem, such worksheets can be used for teaching social sciences (History, Geography) at school but this presentation highlights using special worksheets for teaching foreign languages.

The fastest way of acquiring new languages is to watch more films in the modern world. Authentic environment, visual sides, listening and role-playing, all these skills are joined in one film and it also requires to use the upper levels of critical thinking, which makes you speak the language, discuss and master the real language, different dialects, which are used in everyday conversations. This is the feature that highlights the power of cinematography, the power of speak the real life language, not only the language items which are given in books and are sometimes completely separated from reality. This technique is also known by the name of "Celluloid Languages".

Films are irreplaceable sources for not only studying English, but also promoting intercultural teaching. Nowadays English is a global language, people from different cultures speak this language, and as the influence of cultures is too much on communication, it is very helpful for teachers to offer us activities and lessons, that reveal different dialects, customs, rules and taboos, and reflect their influence on one another.

The advantages of using films in the classroom:

- Films combine pleasure and learning
- by telling a story in a way that captures and holds the viewer's interest.
- Films simultaneously address different
- senses and cognitive channels. For example, spoken language is
- supported by visual elements that
- make it easier for students to understand
- the dialogues and the plot.
- Students are exposed to the way people actually speak.
- • Films involve the viewers, appeal to their feelings, and help them empathize with the protagonists.
- • DVDs usually come with subtitles
- in English, which facilitates understanding
- and improves reading skills.

Using films for intercultural training:

Culture, according to one definition, is the values, traditions, customs, art, and institutions shared by a group of people who are unified by nationality, ethnicity, religion, or language.

The language teaching profession's interest in cross-cultural communication has increased during the past few decades. Teachers can benefit from the treasure trove of films that deal with subjects like immigration, xenophobia, adjusting to a new culture, or the dilemmas faced when one belongs to two cultures. Although films cannot substitute for actual interaction with members of other cultures, they can provide useful preparation for those encounters by fostering understanding and developing sensitivity

Using films in the classroom:

Depending on the teaching aims and objectives, the class might watch a complete film or only parts of it, as one or two key scenes can be sufficient to illustrate a linguistic or cultural point. The pre-, while-, and post-viewing activities prepare students to discuss films or individual scenes in the classroom.

Recommendations for Teachers

We, as teachers, should provide our students with special activities that should be devoted to analyzing and discussing films. These activities can be categorized in the following stages:

- Pre-viewing activities
- While-viewing activities
- Post-viewing activities
- An intercultural project involving film
- Using the Internet for research purposes
- Presentation skills

General questions for assessing a film

- What is the film about? Summarize the film.
- What is the message of the film?
- Whose point of view is shown in the film?
- Who are the different characters portrayed in the film?
- Who are the actors? Do they play their parts convincingly?
- How was the film made? • In your opinion, is the film structured in a way so that the audience can follow the plot easily?
- Does it manage to uphold suspense?
- How would you describe the language used in the film and the actors' way of speaking?
- How did you feel watching the film?
- Were there any images or sounds you found particularly impressive?
- Which scene(s) do you find most memorable?
- What do you think of the ending of the film? If there were a sequel to the film, how would you like the story to continue?

Instructions for Using Worksheets

Before watching a film each student should be given the corresponding worksheet, which is formulated for a film analyses.

There are different techniques for using these worksheets, we can ask whole class comprehensive questions or divide the class in groups or do the pair-work. They can discuss the questions or write the end of the film, we can mute the sound and they can dub them (guessing the plot) and etc.

The questions that are given on worksheets can be general or detailed:

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Detailed questions check how students understood the details of the film. Such method requires from them memorizing facts and precise scenes. It develops important study skills.

As for general questions, they promote developing higher thinking skills. Such questions make students understand the ideas, basic structures and main elements which were revealed through the film.

Conclusion

Film is a rich resource for the language learning classroom, especially at the advanced level, when students can appreciate and benefit from the complex themes and resulting discussions. Instructors who use film in the classroom will find that the use of authentic language combined with thought-provoking drama broadens cultural competence and improves the learning of English.

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PROBLEMS AND STRATEGIES IN PROFESSIONAL ENGLISH-GEORGIAN TRANSLATIONS OF INFORMATIONAL TEXTS

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Abstract

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

Key words: *Translation strategy, grammatical transformations, intertextual level, discourse level*

Introduction

With Georgia's growing integration into international processes and the country's ever-increasing efforts to become part of the global community, it has become vitally important to keep abreast of all the developments in the cultural, educational and political processes worldwide. This can only be achieved through constant exchange of information, which fully depends on either a shared language or translation. This is why translation studies have become one of the priority directions in linguistic research in Georgia in recent decades.

Understanding of the concept of translation has evolved from the time when translation studies were regarded as 'ancillary discipline', a subdivision of contrastive linguistics to a present day when it is viewed as an independent branch of science, interdisciplinary in its nature. Throughout this time the studies have focused on various aspects of translation, e.g. translation as product vs. translation as process, translation expertise, problems in translation, translation strategies and procedures. The aim of the present study is to analyse Georgian translations of English articles with the purpose of identifying the most significant problems the professional translators have to deal with in media texts as well as strategies they apply to solving these problems.

Literature Review

Understanding of the concept of translation has undergone serious and rapid changes in the last four decades. In our previous article (Dogonadze & Nijaradze 2018), we looked at some earlier definitions (Retsker, Meetham and Hudson, Catford) that focus on similarity or surface linguistic structure or textual features of the Source Text (ST) and Target Text (TT) and contrasted them with definitions that conceptualize translation in terms of its communicative equivalence (Komissarov, Newmark) or cross-cultural exchange (Bassnett).

Long (2013) refers to these developments as paradigm change based on Kuhn's theory of paradigm shift and discusses three paradigms of translation studies: linguistic paradigm, cultural paradigm, and social and psychological paradigm. Under linguistic paradigm the author includes definitions that consider translation as the exchange of a message between languages. (Long, 2013:108). Catford's definition that "translation is an operation performed on languages: a process of substituting a text in one language for a text in another" (Catford, 1965:1) is the clearest example of this. In regard to the cultural paradigm, we find Bassnett's definition most informative as it makes a direct reference to translation being communication intra-culture and inter-culture. This paradigm according to Long is also represented by Lefevere with his understanding of translation as "rewriting of an original text" (Long, 2013:110) and focus on ideology, poetics, universe of discourse and language.

The last paradigm in translation studies – a social and psychological paradigm is discussed by Long on the basis of several definitions, but we consider Simon's definition as the most exhaustive. As translation contributes greatly to communication and cultural exchange between the nations, Simon emphasizes its crucial social role. She gives "an expanded definition" of translation saying that it is "writing that is inspired by the encounter with other tongues, including the effects of creative interference" (as cited by Long, 2013:113).

Although dividing lines between these three paradigms occasionally seem to be blurred, this view of the development of translation theory is quite informative, especially as we have to deal with a whole plethora of approaches and theories in translation studies. Arduini and Nergaard (2011) speak about a two-fold situation when impressive success of this field on the one hand is overshadowed by an 'epistemological crisis' with "a repetition of theories and a plethora of stagnant approaches" (2011:8). Thus, they advocate moving beyond the boundaries of discipline and even interdiscipline to the area where it is no longer important to provide a clear definition of translation, as it is re-conceptualized to include a lot of what usually remained outside its borders. The conclusion is that "Within contemporary translation studies the traditional concept of translation is unable to determine what translation actually is or identify all the different situations in which it occurs" (Arduini & Nergaard, 2011:13) This echoes Gentzler 's (2012) discussion of intersemiotic translations that alongside with traditional texts encompass images, movies, music, etc. He claims that "A more up-to-date model might focus less on Language 1 and Language 2, but instead on Culture A (in which multiple languages, discourses, and sign systems exist) and Culture B (which also contains multiple sign systems, many of which overlap those of Culture A)" (Gentzler, 2012).

Throughout these transformations of paradigms and approaches, the focus and goals of translation research shifted. As mentioned above, translation involves both a process and a product. According to Lörscher "translation as a product, i.e. a written text in a target language (TL) as the result of a translation process has traditionally been described and analysed by a comparison with the respective source-language (SL) text" (Lörscher, 1991:145). On the other hand, many researchers have looked at translation in terms of what exactly occurs in the process of translation. For example, Proshina (2008:45-50) reviews four models that have emerged in the attempts to conceptualize this process: situational (denotative) model of translation, transformational model of translation, semantic model of translation and psycholinguistic model of translation. Another key area of translation research has to do with translation competence, a concept that is closely linked with translator training and assessment. One of the more general definitions of this concept was suggested by PACTE group who claim that it is "... the underlying system of knowledge, abilities and attitudes required to be able to translate" (PACTE, 2002: 43). Translation competence involves not only deep and profound knowledge of both SL and TL, but a considerable insight into the culture, traditions, psychology and history of those countries, where the languages are spoken. Different authors refer to this concept using different terms. While a generally accepted term is translation competence, some scholars refer to it as translational knowledge or translational skill. Simkova (2018) summarizes relevant research and states: "Nowadays the professional translators' competence is considered as a number of knowledge, skills, abilities and individual features of interpreter or translator in bilingual, translation, extralinguistic and personal subcompetence and strategic supercomeptence" (p. 3).

A lot of research in translation theory has been focused on translation strategies as they intersect with all the areas we have discussed above. Mastery of translation strategies is a component of translation competence, thus it contributes to the quality of both translation product and process.

In our article (Dogonadze & Nijaradze, 2018) we reviewed several definitions of translation strategies which all state that the main function of strategies is to deal with translation problems. These definitions differ in terms of their breadth from global to local (Bell, 1991), from text selection to the method of its translation (Venuti 2000), from competencies to steps or processes (Jaaskelainen, 1999). In our opinion, Lorcsher's definition (1991) provides clear boundaries for this concept referring to TS as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it" (1991:8)." A lot of controversy also exists around classification of translations strategies with different researchers suggesting taxonomies that vary greatly in focus, selected criteria and number of listed strategies. As we have reviewed some of these taxonomies previously (Dogonadze & Nijaradze, 2018), here we will simply suggest a taxonomy that we developed based mainly on three sources (Barkhudarov, 1975; Chesterman, 1997; Proshina, 2008).

1. Transcription/transliteration – replicating/reproducing either the sound or spelling of a SL word
2. Literal translation/Calque – translating literally parts of a word, a lexical item, an phrase or a structure
3. Specification - substituting TL words with a more general meaning with SL words that have a narrower meaning;
4. Generalization **-** substituting TL words with a specific meaning with SL words of a more general meaning;
5. Lexical addition – adding a word/words in the TT that did not appear in the ST;
6. Sense development - using a TL item whose meaning has a logical connection with the SL item e.g. through cause-result links, etc.
7. Reduction – giving up redundant and communicatively irrelevant words in the TT;
8. Antonymy – presenting the situation from the contrary angle in the TT as compared to ST;

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9. Synonymy – selecting not the "obvious" equivalent but a synonym or near synonym;
10. Paraphrase – explaining a TL word or a phrase with a descriptive phrase or clause;
11. Compensation – implying a deliberate introduction of some additional element in the target text to make up for the loss of a similar element in the source text. This strategy applies to lexical, grammatical and textual levels;
12. Metaphoric transformation – including both metaphor substitution, when a TL metaphor is replaced by a SL one, and trope change i.e. ST metaphor is replaced with a non-metaphorical equivalent or vice versa;
13. Word order change – due to difference between free word order in Georgian and fixed word order in English;
14. Sentence structure change:
    a. Sentence partitioning - the replacement of a simple sentence in the source text with a complex sentence;
    b. Sentence integration - a contrary transformation, when we make one sentence out of two or more, or convert a complex sentence into a simple one;
15. Cohesion change – changing connectors, ellipsis, pronominalization, repetition that affect the overall cohesion of the text;
16. Grammar substitution:
    a. Unit shift - occurring when a ST unit (morpheme, word, phrase,) is translated as a different unit in the TT
    b. Transposition - any change of wordclass, e.g. from noun to verb, adjective to adverb
    c. Phrase structure change - comprises changes at the level of noun phrase or verb phrase (including number, definiteness, person, tense and mood).
    d. Clause structure change - comprises changes in the structure of the clause (including active vs. passive voice, finite vs. non-finite structure, transitive vs. intransitive)

The Study

Five articles translated by different Georgian translators published in two different sources (civil.ge and National Geographic) were selected for analysis of translation strategies. According to Roberts' (1995) typology of translations, all the selected articles belong to the category of pragmatic informative specialized socio-eco-political type. This means that their overall function is non-literary; their specific dominant function is to inform, although some elements of vocative (i.e. persuasive) function can be found in all of them; content and vocabulary of the STs is characteristic of socio-political discourse.

We had little information about the translators. However, the fact that their work is published by reputable sources is an indication of their professionalism, which implies that they have high competence in both source and target languages as well as sufficient experience of translation.

Application of the above-mentioned taxonomy of translation strategies to our data showed that all of these strategies can be found in the texts, but their frequency varies. Word order change and grammar substitution are particularly frequent, which is not

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unexpected considering the differences between Georgian and English grammatical systems, in particular information structure in sentences and complexity of Georgian morphology (verbal inflections) in comparison with syntactic languages such as English. As an example, we can look at the following passage:

As NATO marks the 70th anniversary of its founding and the 20th anniversary of its expansion into formerly communist countries, it must do more than reflect on the past. To continue fulfilling its mission into the future, the Alliance must no longer allow the Kremlin to wield an effective veto over aspiring members' accession.

დღეს, როდესაც ნატო მისი დაარსებიდან სამოცდამეათე, ხოლო ყოფილ კომუნისტურ ქვეყნებში გაფართოებიდან მეოცე წელს აღნიშნავს, ჩვენ მხოლოდ წარსულზე ფიქრი როდი გვმართებს. ჩვენი მისიის შესრულება მომავალშიც რომ შევძლოთ, კრემლს აღარ უნდა მივცეთ საშუალება, ფაქტიური ვეტო დაადოს გაწევრიანების მსურველი ქვეყნების შემოერთებას. (Rasmussen, 2019).

In this short passage we have found the following translation strategies:

- Word order – verb '*marks*' moved to the end of the sentence in Georgian.
- Lexical addition – *As - დღეს, როდესაც (today as)*
- Reduction – *anniversary* omitted
- Generalization – *anniversary - წელი (year)*
- Antonymy - *must do more than … - მხოლოდ … როდი გვმართებს (must not only …)*
- Synonymy – *allow - საშუალება მივცეთ (give a chance)*
- Grammar substitution (unit shift) - *the Alliance must … allow - მი**ვ**ცეთ (noun substituted by verb inflection)*
- Transposition - *aspiring members - გაწევრიანების მსურველი (membership wishers)*

In addition, there is an example of what Proshina (2008) calls complex transformations that combine a number of strategies. Thus, even with limited empirical data we identified an impressive number and variety of translation strategies. However, counting their number and frequency did not allow us to appreciate fully the transformation the original texts had undergone and evaluate the quality of translation. For this purpose, it became necessary to look at the level of transformations that Chesterman (1997) includes under 'pragmatic strategies', what Harvey and Higgins (1992) refer to as levels of textual variables. They suggest a hierarchy of six levels of textual variables:

1. **Intertextual level** - external relations of a text. E.g. genre characteristics, certain matters of style, allusion, quotation, etc.
2. **Discourse level -** cohesive and coherent textual flow, including relations between sentences, paragraphs, stanzas, chapters, volumes and so on.
3. **Sentential level -** features outside syntax proper; their 'meaning', consists in marking sentences for particular communicative purposes. E.g. intonation,

sequential focus, illocutionary particles, punctuation and typography.

4. **Grammatical level**

   a) grammatical arrangement of meaningful linguistic units into structured constructions

   b) actual meaningful linguistic units that figure in constructions (in particular, words)

5. **Prosodic level –** utterances as 'metrically' structured stretches. E.g. accent, stress and emphasis, pitch modulation, rhythm, length and tempo.

6. **Phonic/graphic level -** a sequence of sound-segments (or phonemes) or a sequence of letters (or graphemes). E.g. transcription of names

Having applied this taxonomy to our data, it became obvious that our analysis of translation strategies ignored the top two levels of variables focusing mainly on the grammatical one. Aiming to fill this gap, below we look at intertextual and discourse levels of variables.

There are elements of **intertextuality** in all the STs that we analysed. Mostly these are direct quotations or paraphrases from other sources or authors. On some occasions they are referred to with a single word (e.g. reportedly) i.e. allusion is less explicit or even fully implicit. All of these cases present a challenge for translators which they deal with using a variety of strategies. Generally, direct quotations are offered in Georgian versions with less translation loss, but even there several questions arise. E.g. a quote from charter of the Congress for the New Urbanism *"the spread of placeless sprawl"* translated as *„უწესრიგო გაფართოება"* (disorganized expansion) (Kunzig, 2019). We consider this to be a strategy of metaphoric transformation (trope change). This translation, though acceptable, leaves the question of whether TT could still be considered as a quotation.

With less detailed intertextual references even more problems occur. Frequently, the reference disappears completely i.e. we encounter the strategy of reduction. However, unlike other cases of reduction when the overall meaning does not suffer, here omission of a single word removes the whole layer of intertextuality of TT.

Interestingly, we have found examples of a change influencing the intertextual level that goes in the opposite direction. Allusion that was not evident in the source text appears in the target text (Snyder, 2018). *e.g. First we see the face - ჯერ იყო სახე. (first was the face).*

In this sentence strategies of grammar substitution (phrase structure change) and sense development (*see* replaced by past tense of 'be') were used. In combination they create a clear allusion to the Bible for Georgian readers. Biblical allusions are reinforced in several other places in the text: *e.g. 1. face - სახება (archaic word for face, image), 2. a whole raft of other untruths - არასიმართლის მთელ ლეგიონებს* ('legions' used to express multitude which is very uncommon for modern Georgian).

Changes at the **discourse level** are also frequent in all the analysed texts. It is evident that, in the case of headings and subheadings especially, the key criterion for the translator is providing a good summary of the following section rather than giving the direct translation of the source text. E.g. *stepping up attacks on the rule of law - კანონის უზენაესობის წინააღმდეგ* (against rule of law). *Details – რა ხდება* (What is happening) (Kurlatzick, 2019). Thus, considerations of cohesion i.e. discourse level overshadow considerations of the grammatical level.

Numerous examples of discourse level changes are found in the use of the cohesion change strategy. E.g. *But in a cult of personality, truth is replaced by belief, and we believe what the leader wishes us to believe. The face replaces the mind.* Both linkers, '*but*' and '*and*' are omitted in the TT, while a new linker ამგვარად *(thus)* starts the second sentence (Snyder, 2018). Overall, we have found that although in terms of cohesion devices ST does not follow the TT as closely as it could, omission of a linker from the ST is very soon compensated by addition of a linker in the TT.

Another finding that can also be attributed to the discourse level is the use of theme-reinforcing words as defined by Harvey and Higgins (1992). This includes key-words or extended metaphors which act as important textual devices and can pose a challenge to a translator. E. g. *Cults of personality make us feel rather than think.* This opposition of 'feel' vs. 'think' runs through the text and it is evident that the translator tries to maintain the recurrent pattern throughout the TT using various forms of their Georgian equivalents even less common ones.

CONCLUSION

The taxonomy developed during the study proved to be quite useful in analyzing informative articles, though it requires further examination and elaboration. At this stage, in spite of the limited scope of the study several conclusions can be made:

- Analysing the number and frequency of translation strategies does not allow us to appreciate fully the transformation of the ST into TT and evaluate the quality of translation;
- Intertextual level is one the of the most challenging levels for translators, especially when intertextuality in the ST is achieved without making a direct reference to the source;
- Problems with translating quotations include greater degree of 'precision' that is required of the translator in order to avoid loss of intertextual reference;
- Minor changes introduced by a translator could add a new dimension to the TT if any variables at the intertextual level are altered;
- Considerations of cohesion i.e. discourse level outweigh considerations of the grammatical level when it comes to headings and subheadings;
- Even when in terms of cohesion devices ST does not follow the TT closely, the omission of a linker from the ST is very soon compensated by addition of a linker in the TT. Thus, overall cohesion of the text is successfully maintained;
- Theme-reinforcing words can play a key role at the discourse level in both ST and TT and therefore, it may become a challenge for a translator to maintain the recurrent pattern throughout the text.

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DEVELOPING CRITICAL THINKING SKILLS

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Abstract

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

Keywords: a*nalytical thinking, logical thinking, creative thinking, information perception, cognitive activity*

Regarding the concept of "critical thinking", there is a wide variety of opinions and assessments: on the one hand, it is associated with something negative, as it involves a dispute, a conflict; on the other hand, it unites the concepts of "analytical thinking", "logical thinking", "creative thinking", etc.

One of the main tasks of a teacher is to develop the ability of students to think, reason and defend their point of view, collect and research information about the phenomena of the surrounding reality, and not just pass on the knowledge embedded in the course curriculum. Students should learn to ask questions and resolve doubts, they should not take things for granted. It is important to teach them not to trust everything they read, see or hear from the media, from friends, family members and other sources of information, it is necessary to go into details and meditate upon all the above-mentioned (Cerdan, 2018).

In various scientific studies, the following definitions of the term 'critical thinking' can be found: J. A. Braus and D. Wood (1993) define it as rational reflexive thinking, focused on deciding what to believe and what to do. Critics are trying to understand and realize their own selves, they are trying to be objective, logical and to understand other points of view. Critical thinking, in their opinion, is the search for common sense and the ability to abandon their own prejudices. Critical thinkers are able to put forward new ideas and see new opportunities, which is very important for solving problems.

Halpern (2012) defines critical thinking as directed thinking, it is characterized by prudence, consistency and purposefulness, it is distinguished by the use of the cognitive skills and strategies that increase the possibility of obtaining the desired result.

Scheffer and Rubenfeld (2000) discuss critical thinking habits and critical thinking skills. For each of the critical thinking skills shown below, they give a number of activity statements:

1. Analyzing	• Separating or breaking a whole into parts to discover their nature, function and relationships.
2. Applying Standards	• Judging according to established personal, professional, or social rules or criteria.
3. Information Seeking	• Searching for evidence, facts or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources.
5. Logical Reasoning	• Drawing inferences or conclusions that are supported or justified by evidence.
6. Predicting	• Envisioning a plan and its consequences.
7. Transforming Knowledge	• Changing or converting the condition, nature, form or function of concepts among contexts (Scheffer & Rubenfeld, 2000, 2001).

The variety of definitions reflect the evaluative and reflexive properties of critical thinking. Critical thinking is the starting point for the development of creative thinking, they develop in a synthesis and are interdependent.

In order to use his/her critical thinking, it is important for a student to develop a number of qualities, among which Halpern (2012) highlights:

- *Readiness for planning*. Thoughts often arise chaotically. It is important to organize them, build a sequence of presentation. Orderliness of thought is a sign of confidence.
- *Flexibility*. If a student is not ready to accept the ideas of others, he can never generate his own ideas and thoughts. Flexibility allows to wait with the judgment, until the student accumulates sufficient information.
- *Perseverance*. When faced with a difficult task, we often postpone its decision. Developing perseverance concerning the focus of attention, helps students to achieve much better results.
- *Willingness to correct mistakes*. A critical person will not justify his wrong decisions, but will make conclusions and take advantage of errors to reach better results in further studies.
- *Awareness*. It is a very important quality, which implies the ability to observe oneself in the process of mental activity, to track the course of reasoning.
- *Search for compromise solutions*. It is important for the decisions to be perceived by other people, otherwise they will remain as statements.

J. Barrell (1995) highlights the following characteristics. Critical thinkers:

- solve problems;

- demonstrate a certain persistence in solving problems;
- control themselves, their impulsiveness;
- are open to others' ideas;
- solve problems by collaborating with other people;
- listen to the interlocutor;
- are empathic;
- are tolerant to uncertainty;
- consider problems from different points of view;
- establish multiple connections between phenomena;
- are tolerant to different points of view;
- consider several options to solve the problem;
- often ask questions: "What if ...?";
- are able to make various conclusions;
- think about their thoughts and feelings and evaluate them;
- build forecasts, justify them and set deliberate goals;
- apply their skills and knowledge in various situations;
- are inquisitive and often ask "good questions";
- actively perceive information.

Critical thinking technology makes students:

- improve the efficiency of information perception;
- increase interest to the material under study and the learning process itself;
- develop the ability to think critically;
- develop the ability to treat their own education with the sense of responsibility;
- develop the ability to work in cooperation with others;
- improve the quality of student education;
- develop the desire and ability to become a person who learns continuously.

Critical thinking technology makes teachers:

- develop the ability to create an atmosphere of openness and cooperation in the classroom with the sense of responsibility;
- develop the ability to use the learning model and the system of effective techniques that contribute to the development of critical thinking and independence in the learning process;
- become practitioners who are able to competently analyze their activities;
- become a source of valuable professional information for other teachers.

The technology of critical thinking involves equal partnerships, both in terms of communication, and in terms of constructing knowledge in the learning process. While working in the mode of critical thinking technology, teachers cease to be the main source of information and turn learning into a joint and interesting search.

Using the "Critical Thinking" technology at the lessons of foreign languages, teachers develop their students' personality primarily through direct teaching of a foreign language, which results in the formation of communicative competence that provides comfortable conditions for cognitive activity and self-improvement. Teachers stimulate the interests of their students, develop their desire to use foreign languages practically, to learn well and thus to succeed in mastering the subject.

Teachers, working within the framework of critical thinking technology, should be well aware that their activity will be productive if the following is selected correctly:

- informative material promoting the development of critical thinking;
- method of teaching.

Critical thinking is a natural way to interact with ideas and information. We are facing the problem of choosing information. It requires skills to critically evaluate, comprehend and apply. Students should learn to consider new information from different points of view, make conclusions regarding its value and accuracy. At the lessons of foreign languages students should be aware that learning a foreign language is more related to their personality and interests than to the methods and means of instruction set by the teacher.

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IDEOLOGY IN LITERATURE: THE INFLUENCE BEHIND NGŨGĨ WA THIONG'O'S FICTION

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Abstract

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

Key words: Ideology, postcolonial literature, Franz Fanon, Marxism, *Ngũgĩ wa Thiong'o*

Ngũgĩ wa Thiong'o is not only a crucial representative of Kenyan literature (or African literature for that matter) and a significant critic of African writing but he is also regarded as one of the most powerful voices of postcolonial (literary) studies. His prolific writing career, which covers novels, plays, children literature and numerous essay collections, is a great manifestation of an engaged artist. In Ngũgĩ wa Thiong'o, the figure of the writer is combined with that of a critic and social/political activist. These roles are naturally interwoven both in his life and work, whether in fiction or his prolific essays, creating interesting intersections worth a detailed inspection.

Ngũgĩ's approach to the use and function of art in general, especially in the context of postcolonial societies, is part of an interesting, yet vital debate among African intellectuals. It highlights the particular character of postcolonial writing, deeply rooted in historical and political realities which spurred the literary response of these writers in the first place. History and politics are deeply embedded into postcolonial literature, especially in its early phases linked to the struggles for independence and decolonization efforts. The writers' intentions to employ their novels in the fight for social transformation and the raise of national consciousness, a crucial part in this process, have thus informed the content and the character of these novels. Ngũgĩ's work is therefore emblematic of the whole generation of postcolonial writers who responded to the pressing events of their time and engaged their art in pragmatic activities.

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Any scholar invested in the enormous body of writing produced by Ngũgĩ wa Thiong'o soon becomes conscious of the ideological background of his works, either through their own investigation of his novels or via critical response to his work. Though this paper focuses on a critical examination of Ngũgĩ's novels, it is equally important to mention his prolific critical and essayistic writing which illuminates his positions on various topics, such as the legacy of colonialism, the character and function of African literature, the political development in former colonies, the controversial question of language usage in postcolonial literature, globalization, neo-colonial influence or education, to mention just a few. It is precisely the vast amount of critical texts, which creates the very backbone of postcolonial studies (in fact, Ngũgĩ's opinions articulated in his non-fiction books and critical essays rank among the most quoted in postcolonial theory and are part of compulsory reading in most academic courses on postcolonial literature/studies), that facilitates scholars' understanding of his positions. These are inevitably reflected in his fictional works so it is necessary to introduce the basic influences that have shaped his vision of the world.

In that respect, however, it is also crucial to acquaint oneself, at least briefly, with the circumstances of his life and education since Ngũgĩ is certainly one of those authors "whose lives - even if they are not directly transcribed or transmuted into fiction - are so intimately linked to the circumstances of the production and sometimes even the very form, of their texts, that any attempts to ignore the facts of biography would be foolish" (Williams, 1999, p.1). Moreover, to echo the words of Patrick Williams (the author of an informative monograph on the writer), we can also "read Ngũgĩ's life as emblematic of what Kenya has gone through since 1950s" (ibid.). Consequently, his novels mirror, in a very systematic manner, the development in the country and verbalize the author's evolving insight into its current state. Ngũgĩ himself has uncovered many intersections between these realms in his relatively recent memoirs - *Dreams in a Time of War* (2010), *In the House of the Interpreter* (2012) and *Birth of a Dream Weaver* (2016).

Ngũgĩ wa Thiong'o was born in 1938 in Kenya, a British settler colony at that time. Raised in a large peasant family, Ngũgĩ received primary education at a mission school, later moving to an independent Gikuyu institution and Alliance High School. In the 1930s, "education was definitely a political weapon. It was seen as such by the colonial government. It was seen as such by the African peoples. Because with an education you could conform with or deny your cultural roots" (Thiong'o quoted in Sander and Lindfors, 2006, p. 48). Completing his university studies at Makere University College in Kampala, Uganda (where he also started his writing career), he then went to the University of Leeds, Great Britain for postgraduate study in 1964. In terms of education, he has thus experienced both the African and Western system - in case of the latter, firstly the one imported to Kenya by British colonizers and then by becoming part of Western academia himself. The theme of education features prominently in Ngũgĩ's early writing (especially in *The River Between*, as will be demonstrated later), though his views on the significance and impact of education are integrated into the majority of his novels as well as his essays.

After his return from England, Ngũgĩ took up a post as a lecturer in English literature at University College in Nairobi where he taught until 1977, with short breaks serving as a Fellow in Creative writing at Makerere (1969-1970), and as Visiting Associate Professor of English and African Studies at Northwestern University in the United States (1970-1971). The year 1977 marks a defining turning point both in his life and literary career. After the publication of his seminal novel *Petals of Blood* in July, a highly critical portrait of postcolonial Kenya, the writer was arrested in December and spent almost a year in detention (without charges or trial) in the Kamiti Maximum Security Prison, the result of his involvement in the writing and production of a play *Ngaahika Ndeenda (I Will Marry When I Want)* which the Kenyan government found offensive and threatening.

It was in the prison - his experience in detention is depicted in manifold essays and memoirs (see *Wrestling with the Devil* or *Detained: A Writer's Prison Diary*, for example) - that Ngũgĩ's consciousness of resistance has been solidified, with his political actions being integrated into his literary activities even more purposefully. Moreover, the author decided, from ideological reasons, to abandon the English language as the primary linguistic medium of his novels and started to write in his mother tongue - Gikuyu - instead (subsequently resorting to translating his novels into English himself). While detained, Ngũgĩ famously wrote *Caitani Mutharabaini*, later translated into English as *Devil on the Cross*, on a toilet paper roll. After his release from prison, Ngũgĩ's activities continued to challenge the regime of Daniel arap Moi, so finding employment in academic setting became increasingly difficult. After repeated threats and attempts at his elimination, the writer was forced into exile, first in Great Britain and later in the United States where he resides up to this date.

Even such a short overview of Ngũgĩ wa Thiong'o's life clearly demonstrates the interconnectedness of his active involvement in public discourse and his literary endeavours. The circumstances of his upbringing and education, the legacy of European colonialism as well as the political upheavals in his native Kenya, which have marked his life to a great extent, have certainly contributed to the conjunction of his commitment and activism and his writing career. Given his parents' farming background, Ngũgĩ "was immediately caught up in the continuing process of the expropriation of Kenyan land by the British, the disintegration of rural communities which this involved, and the consequent pressures on the traditional family unit" (Williams, 1999, pp. 1-2), later thematized in his novel *Weep Not, Child*. Moreover, he has witnessed tumultuous changes in his homeland in his formative years, such as the controversial and violent Mau Mau War of Independence (1952-1962), also referred to as Mau Mau uprising), which was one of the crucial events that contributed significantly to Kenyan independence and its legacy of resistance later inspired much of the writer's early fiction. The disappointing post-independence period, marked by ostentatious abuse of power and collaboration with the West, as well as the continuing economic dependence on foreign capital, have all shaped his political ideas which have found their reflection in his fiction, especially in his unrelenting satires.

In terms of his ideological background, Ngũgĩ draws heavily on the work of the Martiniquan psychiatrist and philosopher Frantz Fanon, an active supporter of African independence movement, whose books *Black Skin, White Masks* (1952) and *The Wretched of the Earth* (1961) came to represent the pillars of his own formulations of resistance. Simply speaking, the work of Frantz Fanon "provides an ideological frame of reference for explaining the oppressive conditions of blacks and other non-white peoples in a white-dominated world" (Hansen, 1977, p. 4). Fanon's texts offered an, often angry, insight into the mechanism of colonial enterprise and disclosed the trauma and its sordid consequences - psychological, political, and economic. Fanon's relentless critique of colonialism had resulted in a passionate call for rebellion against oppression, for active participation in one's fight for liberation, which found an enormous response among African intellectuals as well as radicals, and for a radical restructuring of the newly emerged independent states. In fact, *The Wretched of the Earth* and "its analysis of the colonial situation and the nature of the fight for independence have not only proved invaluable for others seeking to theorise the types of conflict it explores, but also operated as something like a handbook for the emerging generation of postcolonial leaders in Africa" (Gunning, 2013, pp. 130-131).

In *Black Skin, White Masks*, Fanon relates a detailed psychological examination of the process of identity (re)construction in the context of the colonialist-colonized dichotomy. Fanon views the black man's alienation and his inferiority complex as a result of colonialist subjugation which invites the colonized subjects to distance themselves from their original culture and embrace the cultural standards of the mother country. The subject thus "adopts a critical attitude toward his compatriots" (Fanon, 1967, p. 24) and attempts to extricate himself/herself from the stereotypical views, the fixed concept the Europeans have of them, via mimicry and identification. Such an attitude, however, only exacerbates the rift in one's self-concept since the fact of one's race cannot be escaped. "In the man of color there is a constant effort to run away from his own individuality, to annihilate his own presence. Whenever a man of color protests, there is alienation. Whenever a man of color rebukes, there is an alienation" (ibid., p. 60). In other words, the colonized becomes fixated on becoming the Other, on taking on a white mask. Thus, the Other becomes "the ultimate objective of his action" and "corroborates him in his search for self-validation" (ibid., p. 213).

Fanon's other book, *The Wretched of the Earth*, has been immensely influential in the postcolonial world since it covered a range of topics pertaining to the experience and struggles of the colonized peoples. Fanon addressed several crucial problems here, all of which resonated within the oppressed communities. In Ngũgĩ's words, the book was "a very important eye-opener" for him in many respects (Thiong'o quoted in Sander and Lindfors, 2006, p. 105) and provided him with the necessary critical apparatus with which to re-examine the question of colonial domination and form his own positions on a number of issues. There are several domains in which the influence of Fanon's perspectives is made apparent. In short, "Fanon's criticism of the national bourgeoisie and his prediction of their neocolonial mentality find echoes in the postcolonial novels of Ngũgĩ, as does Fanon's embracing of violence as a cardinal imperative in the decolonization process. Fanon's notion of the 'native poet' as the custodian of national culture and as educator is frequently echoed in Ngũgĩ's essays" (Ogude, 1999, p. 10).

In terms of decolonization, Ngũgĩ's opinions have been obviously shaped by Fanon's views, condoning the use of violence in the anticolonial struggle. It was the "continued existence of poverty and inequality in the postcolonial Kenyan society" that impelled the writer "to look back into history for a radical tradition" (Ogude, 1999, p. 12). According to Fanon, decolonization, which "implies the urgent need to thoroughly challenge the colonial situation [...] is always a violent event" (2004, pp. 1, 2). What he calls the native sector is, in his opinion, in contradiction with the European sector and therefore no conciliation is possible, "one of them is superfluous" (ibid., p. 4). Fanon's chapter on the use of violence in the process of decolonization is steeped in radical language. To quote just a few examples, Fanon claims that "decolonization reeks of red-hot cannonballs and bloody knives" (2004, p. 3), people need to be determined to "smash every obstacle encountered" (ibid.), "to blow the colonial world to smithereens", "burying it deep within the earth or banishing it from the territory" (ibid., p. 6). Since violence was an inherent part of the colonial situation, Fanon argues that the determination to end colonialism with an armed struggle is an "ironic twist of fate" in which the colonized employs the language of force that the colonialist understands so well.

Fanon's ideas definitely inspired Ngũgĩ to revisit his conception of the Kenyan experience with resistance as embodied by the Mau Mau movement, of which his own brother was an active participant. With time, the Mau Mau movement "assumed a more radical character with greater emphasis being placed on issues like class alliances, the trans-ethnic quality of the movement, the active role of women in the war front, the primacy of local over foreign factors as immediate causes of the revolutionary upsurge, and the collective nature of its leadership" (Mazrui and Mphande, 1995, p. 164). Readers familiar with Ngũgĩ's novels immediately recognize patterns and plotlines from his early works, culminating in his own portrayal of the movement and the aftermath of its struggle in *A Grain of Wheat* or *Petals of Blood*. References to the movement and its fight are scattered throughout his whole work, as the subsequent analyses will show, and document the writer's development on the road to political radicalization.

Fanon also investigates the question of national consciousness in the fight against colonialism. In the chapter entitled 'On National Culture', Fanon talks specifically about the role of intellectuals in the process of decolonization, a topic that has preoccupied Ngũgĩ wa Thiong'o up to the present day. Fanon writes:

In the underdeveloped countries preceding generations have simultaneously resisted the insidious agenda of colonialism and paved the way for the emergence of the current struggles. Now that we are in the heat of combat, we must shed the habit of decrying the efforts of our forefathers or feigning incomprehension at their silence or passiveness (2004, p. 145).

Fanon urges the intellectuals to contribute to the process of raising national consciousness, an essential element in the quest for independence and national culture, that is systematically reiterated by Ngũgĩ wa Thiong'o (as was demonstrated in the previous chapter). Since the present history of the oppressed nation does not provide much inspiration, the indigenous intellectual looks back to the past in order to retract those elements and aspects that embody "dignity, glory, and sobriety" (ibid., p. 148). Rehabilitating the past thus turns into an activating medium since the past is not supposed to be glorified but actively transformed and modified to serve the present-day purposes of the nation. "If the native intellectual wishes to stay in step with the people, he or she must participate in the *reinterpretation* of traditional culture in the present with the aim of opening up the possibility of a new future" (McLeod, 2000, p. 87). The liberation of national consciousness is thus also placed into the hands of public intellectuals who become radical players "in the people's struggle for independence, charged with the responsibility of both drawing inspiration from the people and compacting a sense of the people's national unity through their work" (ibid.).

Though the influence of Fanon in Ngũgi's work is fairly extensive and one could discuss the multiple intersections in an exhaustive way, I will limit myself to one more aspect of Fanon's ideas which relates to Ngũgi's recent publications. Fanon also examines the power relations and power distribution in the colonial enterprise and offers a sharp critique of new elites that govern the young, post-independence states, an obvious inspiration for Ngũgĩ's latter novels which voice an identical sentiment. In *Moving the Centre*, the writer expresses a collective disillusionment with the outcome of the independence struggle:

To the majority of African people in the new states, independence did not bring about fundamental changes. It was independence with the ruler holding a begging bowl and the ruled holding a shrinking belly. It was independence with a question mark. The age of independence had produced a new class and a new leadership that often was not very different from the old one. Black skins, white masks? White skins, black masks? Black skins concealing colonial settlers' hearts? (Thiong'o, 1993, p. 83)

In Fanon's view, it is the unpreparedness of the new bourgeoisie, "the lack of practical ties between them and the mass, their apathy, and, yes, their cowardice at the crucial moment in the struggle" as well as their mediocrity and deeply cosmopolitan mentality that are the cause of "tragic trials and tribulations" (2004, pp. 97-98). Fanon unmasks the unavailing attempts at both national and economic rejuvenations and bluntly accuses the new leadership of incompetence, corrupt intentions and mimicry of its Western counterparts. His insights clearly encapsulate the reasons for Ngũgĩ's frustration with the new African government which is put under an intense scrutiny in his latter novels, such as *Wizard of the Crow* or *The Devil on the Cross*.

Instead, Fanon places the revolutionary potential into the hands of the peasantry which "has nothing to lose and everything to gain" (ibid., p. 23). Though his arguments are often contradictory and he rarely distinguishes between the peasant, the masses or the people (Perinbam, 1973, p. 427), Fanon's ideas are not rooted in romantic visions but rather substantiated by empirical data from the Third World countries (though he has been criticized for many of his views regarding this matter). Drawing distinction between Western peasants and their Third World counterparts, Fanon suggests that in underdeveloped countries their readiness to revolt is derived from their predispositions, such as pride, confidence, instincts, spontaneity, etc., their traditional way of life, economic deprivation as well as their determination to maintain their social structures. Here, Fanon clearly inverts Marx's notion of the peasants regarded by him as "conservative" (Marx, 1990, p. 125) and incapable "of enforcing their class interest in their own name" (ibid., p. 124).

While studying at Leeds University, Ngũgĩ became acquainted with Marxist literature and socialist ideas which had a profound influence on him and his writing. "This ideology encapsulates the glaring injustice between the producers of labour, the class of worker and the capitalists and the bourgeois and seeks to address these imbalances" (Asika, 2014, p. 34). The most influential texts that shaped his understanding of the social struggle and revolution included Engels's *Socialism: Utopian and Scientific*, Marx's Preface to Engels's *A Contribution to the Critique of Political Economy*, the first volume of Marx's *Capital* as well as his studies on class struggles - *The Class Struggles in France* and *The Eighteenth Brumaire of Louis Bonaparte* (Sander and Lindfors, 2006, p. 105). Moreover, Ngũgĩ labelled Lenin's text *Imperialism, the Highest Stage of Capitalism* as an eye-opener "on the nature of imperialism in its colonial and neo-colonial stages" and claimed that "this work ought to be compulsory reading for all students of African and Third World literatures" (ibid.).

> The political literature of Karl Marx and Friedrich Engels was important and soon overshadowed Fanon. Or rather, Marx and Engels began to reveal the serious weaknesses and limitations of Fanon, especially his own petit bourgeois idealism that led him into a mechanical overemphasis on psychology and violence, and his inability to see the significance of the rising and growing African proletariat (Thiong'o quoted in Sander and Lindfors, 2006, p. 105)

"His readings of Marx would obviously provide Ngũgĩ with a clearer sense of the workings of the class system - analysis of which is so often absent from discussions of colonialism and neo-colonialism - as well as the ability to be able to assess how class might operate differently outside the European context" (Williams, 1999, p. 7). Although Ngũgĩ became a committed Marxist, there are some departures from the Marxist line of thought in his novels. The most obvious reside in Ngũgĩ's views on the role of peasantry. "Marx and Engels, in spite of their condemnation of the bourgeoisie for its insatiable lust for power and money and its ruthlessness in pursuing these ends, still regarded it as a revolutionary force[35]" (Sharma, 1988, p. 24). In other words, "Marx himself attached little revolutionary significance to the peasantry as class" (Perinbam, 1973, p. 428) and placed the revolutionary potential into the proletariat, while Ngũgĩ keeps following Fanon's line of thought adamantly in this respect. His latter works, such as *Devil on the Cross* and *Wizard of the Crow*, condemn the bourgeoisie in a sharp, unrelenting tone; here, Ngũgĩ does not hide his frustration

[35] See Marx's *Manifesto*: "The bourgeoisie, historically, has played a most revolutionary part. The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his "natural superiors", and has left remaining no other nexus between man and man than naked self-interest, than callous "cash payment" (1848, p. 15).

and bitter criticism. The role of the peasantry, on the other hand, is glorified in almost all of his narratives as it is seen as the potential transformative agent of the nation.

The intersections with Marxist ideology lie in the focus on the class struggle, the oppressive conditions of the masses and the revolutionary agency which is echoed across the whole spectrum of Ngũgĩ's writing. Marx argues that "[t]he history of all hitherto existing society is the history of class struggles" in which the oppressor and the oppressed "stood in constant opposition to one another" (1848, p. 14). The gradual development of the market and the economy, the "[c]onstant revolutionising of production, uninterrupted disturbance of all social conditions, everlasting uncertainty and agitation" (ibid., p. 16), all contribute to the worsening conditions of the workers who themselves become a commodity, slowly losing its value. Marx's and Engels's analysis of production and exploitation of the lower class inevitably leads to their encouragement of the workers to unite and rise against their exploiters in order to end the vicious circle.

Obviously, such an argument can be analogously transposed into colonial context and many African writers considered its attractiveness and usefulness in their respective countries. Ngũgĩ's novels, evidently influenced by his readings of Marxist literature, are concerned with social grievances, unequal distribution of wealth and later with neo-colonial exploitation and collaboration with foreign capital which only perpetuates the cycle of oppression. Ngũgĩ's stance on this matter remains unwavering as he constantly urges people to take anti-capitalist and anti-imperialist positions:

> Capitalism and imperialism are the root causes of evil. Our economy is dependent on international capitalism. And capitalism can never bring about equality of peoples. The exploitation of one group by another is the very essence of capitalism [...] Workers and peasants and women form the most important element in this country. They are the true producers of wealth [...] Yet they do not get even the barest minimum of that which they produced. The middle class that feeds on the workers and peasants is a superfluous, parasitic class (Thiong'o quoted in Sander and Lindfors, 2006, p. 73).

Moreover, Ngũgĩ's critique of imperialism is heavily influenced by Lenin's views expressed in his book *Imperialism: The Highest Stage of Capitalism* that is echoed in many of his essays. Lenin regards imperialism as "the development and direct continuation of the fundamental characteristics of capitalism" (1999, p. 91); his analysis pertains particularly to the situation on the African continent. Lenin points out that the struggle for territory among European superpowers in the 19th century gave birth to what he calls a "parasitic or decaying capitalism" (ibid., p. 120), which contributed to an uneven division of the world and condoned the exploitative policies of European economies.

> Imperialism is capitalism in that stage of development at which the dominance of monopolies and finance capital is established; in which the export of capital has acquired pronounced importance; in which the division of the world among the international trusts has begun; in which the division of all territories of the globe among the biggest capitalist powers has been completed (Lenin, 1999. p. 92).

In Ngũgĩ's understanding, the concentration of wealth in the hands of the bourgeoisie and then the post-independence elite only contributes to the aggravation of social conditions of the Kenyan masses. For that matter, Ngũgĩ uses literature as a medium of reflection of the current situation and questions the existing status quo. His depiction of the class struggle, congruent with the views of Marxist socialism, encourages the implementation of "some revolutionary measures among the oppressed people, a struggle in whatever form to balance the scale of social stratification and inequalities" (Asika, 2014, p. 33)

In conclusion, Ngũgĩ's inclination towards Marxist ideology is reflected in his critical examination of social reality and the power dynamics in postcolonial states, his rejection of capitalism as well as in his siding with the peasant masses in their struggle against imperialism and neo-colonial exploitation. The writer has declared several times, uncompromisingly, that he believes in the socialist vision. In his opinion, "[t]he fundamental opposition in Africa today is between imperialism and capitalism on the one hand, and national liberation and socialism on the other: between a small class of native 'haves' which is tied to international monopoly capital and the masses of the people" (Thiong'o, 1981, pp. 78-79). Ngũgĩ urges people, including the writers, to join the struggle against all classes that exploit them and fight on the side of the poor peasants. "The socialist system is the only system which stresses interdependence and the only system which encourages cooperation. The more I think about it, the more I believe this is the only salvation for Africa" (Thiong'o quoted in Sander and Lindfors, 2006, p. 55). Since "literature is a reflection of society" and "its social significance is of paramount importance" (Dorsinville, 1983, p. 299), the role of the writer is, as it was already demonstrated, clear. His "real job is more compelling in a socialist context in the sense that in order to build a socialist society you need a high degree of consciousness so that people know where they are coming from and where they are going" (Thiong'o quoted in Sander and Lindfors, 2006, p. 37).

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THE ROLE OF OCCASIONALISMS IN MASS MEDIA

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Abstract

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

Key Words: Occasional words, Mass Media, language development.

Among the communication systems language is the strongest and the most sophisticated phenomenon. Language changes and develops historically due to its internal impulses. The changes, occurring in speaking habits, are connected with the necessity to make an idea or opinion more comprehensible and easier to understand. The lexical units of a language represent the most easily volatile components. Intercultural relationships always leave a trace in a language and overcome the time frames. There is nothing to prevent the process of entering-establishing lexical units from foreign languages.

An occasionalism represents a circle among newly-formed linguistic items in the following chain: „Potential word - Occasionalism – Neologism".

Potential words could be considered to be those ones which can be built up by the existing models, on the one hand, or have already been created but haven't inculcated in the language yet, on the other hand. G.O.Vinokur interprets the potential words as "the ones that can arise in case of need" (Vinokur, 2009:43).

The linguistic term "ocssionalism" (from Lat. "*occasio*" - "*occasion*") was first used by a German Philologist G.Paul in 1880, however, all the newly-formed words were considered to be neologisms until the term "occasionalism" reappeared in the article "Occasional words and Lexicography" by N.I.Feldman. He wrote: "In my opinion, an occasional word is derived according to the slightly productive or unproductive models of language and serves the function of a certain situation or is used for literary point of view. Like a potential word, occasional one is a fact of speech and not language" (Feldman, 1957:65). The term itself perfectly displays its content, these are the words created by chance, based on occasion, their appearance have been determined by different factors.

Term "occasionalism" is used as a working term in the research. However, in scientific literature the following terms are used as well: ***„words coined by authors", „literary neologisms", „creative neologisms", „stylistic neologisms", „individual neologisms", „self-built words", „word meteors", „one-day words", „egologisms", „individual authorial words", „ephemeral innovations"***. The multiplicity of terms can be explained by the fact that different scientists try to focus on various features of occasionalisms. As for the word "occasionalism" itself, it is the shortest, contently determined and the most spread term of the relevant direction in scientific literature.

In English language "occasionalisms" can also be defined as: ***occasional words, nonce words, coinage, authorial words (authorisms), literary neologisms*** and even just ***neologisms.***

According to the viewpoint of many scientists, an occasional unit is a "capability" to deny "the use of already existing schemes in order to express an opinion; when a language "plays" with its morphological or syntactic means and breaks the established restrictions of everyday language use; the more strongly determined the language harmony is, the more free the rules of derivation are; it is true that all of us perform his/her own linguistic role, but nobody is forced to play only one role and guide the own linguistic behaviour according to the rules set in the game" (Wilss, 2009:291).

I. Khanpira (Khanpira, 1972:245-317) analyzes occasionalisms on syntactic, phraseological, lexical and semantic levels and makes their classification. L.Terenteva (Terenteva, 1983:92) highlights those features of occasionalisms which separate them from ordinary words:

a. Nonexistence of occasionalisms in dictionaries;
b. Irreproducibility in the process of communication;
c. Significant, visible novelty of a word;
d. One-time use;
e. Feeling of expressiveness;
f. Indispensable expressiveness of the word meaning;
g. Dependence on the context;
h. Unpredictability in the context;;

However, some of these features are peculiar not only to occasionalisms.

Some features that are peculiar to occasionalisms and help distinguish them from usual words are:

- Creativity;
- Non-normativeness;
- Originality;
- Spontaneity;

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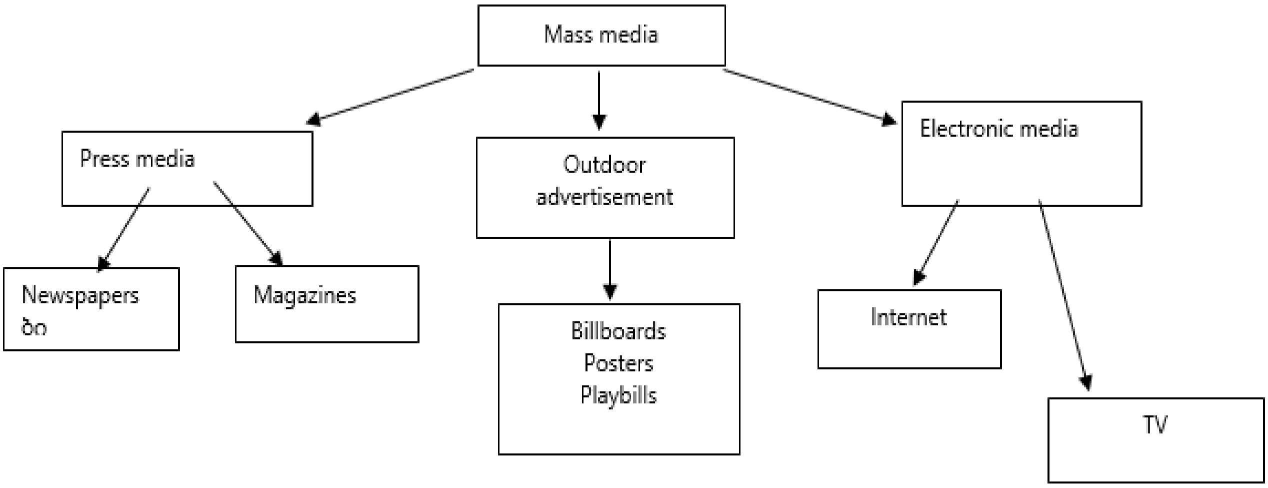
- Expressiveness;
- Individual possession;
- Synchronic-diachronic diffusivity.

The creativity of occasionalisms gives an opportunity to create a lexical unit corresponding to different situations. This is the feature that opposes occasionlisms to the norms of word building and gives them originality. The violation of rules means an infringement on the formal (phonological or morphological), as well as semantic and pragmatic levels. All the aesthetically important occasionalisms are characterized by unusual expressiveness, while the expressiveness of usual lexis is optional.

Mass media includes all the media technologies which are intended for a wide-ranging audience through mass communication.



Occasional units can be found in all the above mentioned areas of mass media. The increasing interest of publicists toward occasionalisms can be explained by the fact that such new derivations, which demolish stereotypes of perception, are semantically extraordinary.

However, in the process of derivation the addresser should take into consideration the social and cultural aspects of a recipient in order to achieve the intended result and affect his consciousness and values, because the perception of occasionalisms by the recipient requires linguocultural background knowledge. Each act of communication implies the fact that communicants are familiar with each other's thesauruses and background knowledge:

„Hatchimals, should be £59.99 but generally on sale for £120". See electronic source №1

The above given occasionalism - Hatchimals (hatch+animals) does not represent a linguocultural phenomenon, correspondingly, the advertiser's intention is simple as well, speech is about animals which are not mammals.

The opposite situation is represented in the following examples:

The word **"Obamaism"** never quite took off, but the president can settle for **"Obamacare"**. See electronic source №2

„Otsneba **Saakashistebis** mkhareze brundeba" – (The „Dream" (current Georgian political party) comes back on the side of ex-president Saakashvili. "**Saakashisti"** is the combination of Saakashvili and fascist(fashisti)). ("Asaval-Dasavali" №15, 2016)

In the given sentences occasionalisms are „obamaism", „obamacare", „saakashistebi". It is obvious that without recipient's background knowledge communication would be a failure. Appropriately, an addresser should take into consideration addressee's knowledge about the subject matter and his social, cultural background.

Occasionalisms represent one of the means of expressiveness achievement in Press. Their aim is to deeply affect a reader. Occasionalisms have different functions in mass media. At this stage the main function of derivation in mass media is the creation of comic effect and the expression of irony.

"**Pawtraits** of love: The owners who paid hundreds to immortalize their pets for ever". See electronic source №3

The occasionalism is created by the words "paw" and "portrait". The aim of the occasionalism is to create a comic effect.

"Mystery of the **cat-napper"** ("Mail Online", 2007). See electronic source №4

An occasionalism "cat-napper" consists of two words "a kidnapper" and "a cat"; it is semantically transparent and understandable even without the context, in other words, the speech is about a person who kidnaps animals.

"Beselkebi" – At the beginning of the year there appeared a show by Nika Melia where he joked about Eka Beselia's (Georgian deputy) boots which were called "Beselkebi". See electronic source №5

"Araperi shageshalot Bokeria ***Metrumpes*** ar akvet". Don't support Bokeria (Georgian politician) who is a follower of Trump (me-**Trump**-es)). See electronic source №6

„Saakashvils vidre Donal Trumpi ar sheutvlis – she "trupo" ras makhseneb, romeli sheni dzmakatsi mnakhe, ras ***gamitrumpe*** saqmeo, manmade ar gacherdeba". – (Saakashvili won't stop until Donald Trump threatens him that he is not his friend at all. "Gamitrumpe" is combination of trump and gamitrake(an indecent word), addresser avoids using obscene words directly) Ibid.

The occasionalism of the given example has one more peculiar feature which can be considered as one of its functions _ **to avoid use of offensive language,** to express an intention implicitly.

As a conclusion, it is possible that the number of occasionalisms will increase in mass media, because the use of occasionalisms in mass media has become much more trendy. According to the research we assume that with the help of occasionalisms a communicator has an opportunity to expose his creative potential, which can be expressed in intentional breaking of language norms, in order to attract listeners' attention. Linguistic potential, as well as individuals' imaginative skills, are unlimited and diverse. Therefore, occasionalisms prove that linguistic and personal creativity is boundless. As a rule, occasionalisms are eye-catching and stylistically marked. They are integrated in communicative and cognitive structures and, thus, reveal the textual mark of linguistic units.

One of the most important aspects of occasionalism usage is mass media. The examples of English and Georgian media space have shown that occasionalism are widely used to fulfill an intention. The use of occasionalisms in media gives an effective result. An occasional unit as a lexical-stylistic device represents a brilliant opportunity to attract a reader's (listener's) attention. An addresser frequently uses different devices in media message for different effects. Occasionalisms are broadly used in various directions of mass media where negative or disguised information should be presented by linguistic means. So, we tried to reveal peculiarities of occasionalisms in Georgian and English media texts. Their use in media discourse reflects intentional deviations, deliberate violation of norms and variation in order to influence on society.

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TRENDS, CHALLENGES AND TECHNOLOGIES IN HIGHER EDUCATION

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Abstract

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

Keywords : Education, trend, challenge, innovations

For modern societies the importance of education has increased so much that it has itself become one of the great topics of our time. Education is a complex phenomenon that can be observed from different angles and aspects. The evolution of education changed from insufficiently institutionaluzed forms of exclusion to large membership of marginal importance for social roles and statuses, and to its direct and decisive influence on the distribution of social roles, on acquiring social statuses and, in this context, on modernizing of the society. Society became widely demanding to new approaches. The old and unnecessary methods don't meet our society's needs. Educational programs and policies play a pivotal role in this social and individual progress. Social progress clearly indicates a general development in the community in terms of economic, social and cultural aspects. In a sense, education must lead to empowerment: through education, individuals should acquire the capacity to make decisions and act effectively in accordance with those decisions, and this in turn entails the ability to influence the rules of play through any of the available options. Thus, education focuses of developing not only personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allows action. This agency, however, at the same time restricts our interventions and makes it is necessary to decide our personal degree of action. (Goldberg, 2009). Essentially, it opens a dialogue between the personal and the collective, between common and individual interests, between rights and obligations.

Contemporary approach to teaching is also new challenge for educators. Technological innovations are part of education and especially in English language teaching. The innovation must meet the students' needs and develop their educational skills for better. Thinking about innovations and integrate technology during the learning process is the challenge for everyone, as lecturers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend.

Verity ways of new strategies of teaching are offered for teaching. They are different and contemporary both for lecturers and students. The first one is Team–based learning or Collaborative learning. It is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different universities working together over the Internet on sheared assignment are both examples of collaborative learning. Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning.

Next is **Embodied learning which** is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged.

Mobile learning - Mobile learning can create a new dynamic format for learners, as formal on-boarding programs can now be supplemented with on-the-job, instant-access learning chunks.

Mobile learning advantages:

- Learning can be accessed anywhere and at any time
- Mobile learning caters to the shift toward micro-learning
- Information is more readily accessible when needed for on-the-job training
- Learners can collaborate through online forums and chats
- Mobile can incorporate all learning styles
- Appeals to millennial learners

Learning and teaching management platforms-

Learning management platforms (LMSs) like Edmodo are increasingly popular. They give learners an online way to find handouts, continue auditory discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give lecturers and administrators a better overview of the curriculum, and help manage lesson plans and materials.

As educators, we faced up to selecting and using appropriate technologies from an ever-increasing range. We know that technologies have the capacity to transform our teaching and our students' learning. We know that different technologies can change the ways our students learn and mediate the learning attitudes differently. We seek to make our use, and our students' use, of technologies integral to the whole language learning process and not an add-on to teaching or a replacement for teaching. We know that when we do this, our educators engage students, enhance achievement, create new learning possibilities and extend interaction with local and global communities. The role of educators is to ensure that the use of technologies adds value to the intended learning. Besides technological implementation during the teaching process we have to highlight also different trends and innovations which are important and obvious for teaching languages, for example E -books

Traditional textbooks are still popular but beside traditional materials in our global educational environment at universities E-books have impact on them. Many would argue the pros of these interactive learning tools are as vast as their availability. Electronic books or e-Books, offer students, teachers and universities an additional medium or tool of instructions that can support enhance and evolve the learning process. All this while, the use of e-Books is limited to college students. Using e-Books as text books in the learning environment at Universities is a new paradigm especially in developing countries. As with all books, there are various types of e-Books available to suit students' knowledge, characteristics, abilities, and interests.

Students need more chances for collaboration, real world experiences, and the opportunity to test their theories after working with one another to collaborate on potential solutions. By giving their learning purpose, they will be better engaged in learning the information. Throughout the process students have variety of opportunities to collaborate in small and large settings to come to an agreement as a class as to the best way of teaching the material. The skills are modernized and offered in different style to students.

Reading skills

Interactive language exercises, hypertext, on-line magazines, concordancing programs, electronic libraries, testing, text corpora, vocabulary building activities etc.

Writing skills

e-mail groups, on-line publishing, asynchronous tutorials, spelling and grammar checkers, collaborative writing, text reconstruction etc.

Aural comprehension

Interactive and subtitled video, multimedia simulation, asynchronous instructions, streaming audio, satellite TV, interactive exercises, testing (e.g. the web-based version of Parts 1 & 2 of the PELA test currently being validated) etc.

Pronunciation

Speech recognition and visual display systems.

Fluency and interaction

Speech synthesis, synchronous tutorials and chat groups, videoconferencing, ATC simulators, etc. However the pedagogical and human implications of these new technologies should engage our attention and stimulate our critical sense, representing, as they do, both great potential and great challenges.

To sum up, the contemporary approaches of teaching languages and a wide range of using technology has played a major role in modern life. Students are required to maintain the target language so it was simulating a real world situation. The most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become better members of the society.

Technology is a versatile and valuable tool for teaching and learning and is a way of life. The most important thing is that educators need to be prepared to use these technologies effectively. All Universities can provide technology effectively and for the welfare of students, teachers and society. Technology allows students to see the whole world as a resource for themselves being in charge of their destiny. It also benefits students because they have choices and opportunities to explore and share information to a greater extent than available in a traditional classroom. Despite the criticism of many, and fears of others the internet has changed our life for the better.

SOME PERSPECTIVES OF INTERTEXTUALITY: NATHANIEL HAWTHORNE'S THE SCARLET LETTER AND JOHN FOWLES'S THE FRENCH LIEUTENANT WOMAN

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Abstract

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

Key Words: Interpretation, dialogue, pastiche, romance

Introduction

The nearly iconic postmodern novel *The French Lieutenant's Woman* is a fine example of the theory of intertextuality and Roland Barthes's idea that "a text does not consist of a line of words, releasing a single "theological" meaning (the "message" of the Author-God), but is a space of many dimensions, in which are wedded and contested various kinds of writing, no one of which is original: the text is a tissue of citations, resulting from the thousand sources of culture" (Barthes, 1968:4). The crucial core of the theory of intertextuality is a dialogue of discourses and texts. John Fowles' novel has a dialogue with a lot of literary, historical or political texts and includes plenty of allusive connections in its narrative structure. Even not very skillful reader sees the resemblances between the scenes of *The French Lieutenant's Woman* and Charlotte Bronte's *Jane Eyre*, George Eliot's *Middlemarch,* Thomas Hardy's *Tess D'Urbervilles*, Jane Austen *Persuasion.* The female character Sarah Woodruff has much in common with Tess Durbeyfield and Eustacia Vye from ***The Return of the Native.*** Minor characters of the novel Sam and Mary have their prototypes in Dicken's *The Pickwick Papers*. Speaking about his literary technique Fowles noted that when he was writing the novel Prokofieff's *Classical Symphony* ran through his mind. He also recollected some other great artists who skillfully used the forms and technique of the previous centuries to create their own remarkable works: "Stravinsky's eighteenth-century rehandlings, Picasso's and Francis Bacon's use of Velasquez. But in this context words are not nearly so tractable as musical notes or brush-strokes" (Huffaker, 1980:

98). It's hard not to agree with Huffaker who argues, that "Such artistic use of outmoded form is not purely parody or pastiche, terms implying some disrespect for the model; nor is such reworking simply imitation or emulation, words suggesting parasitic cribbing. *The French Lieutenant's Woman,* like the *Classical Symphony,* is an original modern expansion upon older traditional forms. Written both admiringly and ironically, both works pay tribute to past techniques while gently spoofing them" (Huffaker, 1980: 98).

The objective of this paper is to research the literary kinship between John Fowles's *The French Lieutenant's Woman* and Nathaniel Hawthorne's famous work *The Scarlet Letter*, and to show what the two authors living in different epochs, having two fundamentally different literary techniques and representation have in common; why a modern writer needs a book written in the nineteenth century as an intertext for his novel.

Discussion

Intertextuality as Practical Application in the Text Interpretation

Today all the world acknowledges N. Hawthorn's triumph. His most famous novel "The Scarlet letter" written in the nineteenth century and valued as a classic of American literature is still very important and enjoys wide continued popularity. Moreover, it has an important influence on fiction of contemporary writers. Like Hawthorne Fowles in *The French Lieutenant's Woman* reveals his interest in the past of his country and creates a female character who dreamed herself out of her familiar existence. Both writers conveying the habitual way of thought and psychological peculiarities of their compatriots of the past centuries help contemporary readers understand and solve current problems. Most literary critics truly consider *The Scarlet Letter* and *The French Lieutenant's Woman* romances and not historical novels. Although in *The Scarlet Letter* Ester's motif of "forbidden love" is historically determined, the treatment of historical events only through her love is not enough to consider it a historical novel. Depicting the life, customs and habits of the Puritan world of New England Hawthorne focuses on the problems of sin and its redemption and tries to find a resolution to these problems from the position of humanism. His novel has nothing to do with historical names and dates. Against the background of historical events in Boston develops a love story that challenges inhuman dogmatism, conventions and morality of the Puritan world and defends women's right to love.

The French Lieutenant's Woman by John Fowles is also a romance though there is a certain historical sense in it (Loverday, 1985:48). For example, in the first chapter the writer himself states that the action of the novel takes place in the period between March 1867 and the end of May 1869. He gives a reader a literary and historical analysis of some events of that time. However, like *The Scarlet Letter,* the novel can't be considered a historical novel because it has neither a full - scale description of the historical events nor historical figures and the main themes raised in it are the problems of self-knowledge, freedom and free will.

The main characters of the both novels are women and their fates are alike as both of them cannot fit into their time. Hester Prynn, the heroine of *The Scarlet Letter*, was set up to public shame and banned from her Puritan community, because of her adulterous affair and sin-born infant. Fowles's heroine Sarah Woodruff is condemned for almost the same reason by the Lyme Regis's inhabitants. In both novels the towns in which the women live are a sphere of rigidly enforced law. With the help of Hester and Sarah the authors reveal unhealthy, inhuman dogmatic atmosphere of the communities they belong to and place them high above their people. Characterizing his female protagonist Hawthorne writes that "the world's law was no law for her mind" (Hawthorne, 1986:158) and that "she assumed a freedom of speculation" (Hawthorne, 1986: 159). The same idea is conveyed in the words of Sarah Woodruff. Explaining her relation with the French lieutenant she says, that she has done it because she wanted freedom and wished to be unlike others: "I did it so that never be the same again ... What has kept me alive in my shame, my knowing that I am truly not like other women. I think I have a freedom they cannot understand" (Fowles, 1980:152).

Hawthorn's female character "lives in her lonesome cottage by the seashore" and as the author puts it "thoughts visited her, such as dared to enter, no other dwelling in New England" (Hawthorne, 1986: 159). Women's destinies, their aimless existence and sufferings take possession of Hester's thoughts and are the main reason for her melancholy. To have her way she is perfectly willing to disregard all that men have inherited from the past - religion, tradition, law, and society. She believes in the new beginning though clearly realizing her loneliness, isolation and the problems she is confronting with. At the same time Hester understands that only the reorganization of the society and bringing about the change in the attitudes towards women can solve these problems and help her. The author believes that if "our forefathers" knew her thoughts they "would have held to her a deadlier crime than that stigmatized by the "Scarlet Letter" (Hawthorne,1986: 159). No doubt that Hester is a spiritually mature woman, living ahead of her time, but the seventeenth century reality doesn't give her an opportunity to realize her desires and aspirations.

Like Hester Sarah also lives much ahead of her time and represents a new woman in the novel. Several times Fowles emphasizes that his strong female protagonist is more like a woman of the twentieth century, our contemporary than a woman of her time. That's why describing Sarah and drawing attention to her perspicacity, the author often uses comparisons that are more typical of contemporary life: "As it, jumping a century, she was born with a computer in her heart. Without being able to say how, any more than a computer can explain its own processes, she saw them (people) as they were and not as they tried to seem" (Fowles, 1980:50). Or for example, when Fowles notes that Sarah's look resembles the look of the twentieth century women: "She turned and looked at him then... We can sometimes recognize the looks of century ago on a modem face, but never those of a century to come" (Fowles, 1980:157).

Exploring the likeness between *The Scarlet Letter* and *The French Lieutenant's Woman*, we also feel that the both writers' attitude towards their central characters is very much alive. Hawthorne doesn't provide the reader with an opportunity to penetrate to the inner world of Hester, to understand the way of her thoughts. In this regard it is noteworthy that according to Henry James the main character of the novel is not Hester, but Dimmesdale. James believes that Hester becomes a minor personage from the second chapter of the novel. This opinion may have been caused by the fact that the author dedicates most chapters of the novel to the description of thoughts and feelings of the other characters, but not Hester. Neither Hester's community nor the reader can understand her because they have no access to her inner thoughts and emotions. Her difference from others in stressed by her inaccessibility and remoteness.

Fowles's protagonist from *The French Lieutenant's Woman* is described in the same way. Judging from the title of the novel she should be considered the main character of the novel, but throughout the entire book Sarah remains enigmatic for the reader. Charles and the reader are obsessed with Sarah's silent mystery till the end of the novel. Fowles writes much more about Charles than about Sarah, giving only desultory and inconsequent information about her, viewed entirely through the eyes of other characters or told by Sarah herself. In fact, this information often proves to be untrue. The all-knowing author seems to know everything about all his Victorian characters of the novel, except Sarah. In chapter 13, the narrator reminds the reader that it is all merely a novel, he is its author and Sarah is treated by him as a contemporary heroine by a contemporary writer: "Who is Sarah? Out of what shadows does she come?... I do not know. This story I am telling is all imagination. These characters I create never existed outside my own mind" (Fowles, 1980: 86).

Speaking about intertextuality and connections between *The French Lieutenant's Woman* and one of its pretexts *The Scarlet Letter* we also can't help noting one more detail. It is the role of landscape in these novels. In *The Scarlet Letter* landscape is no mere backdrop, it is inseparable from its setting, action and themes. The forest is the place where Hester and Arthur most freely acknowledge their bond. They defeat Puritan fear of nature and the forest becomes the place where they momentarily escape the strict Puritan code. The author turns the whole landscape into a metaphor, the nature is identified with true, genuine feelings and love. Landscape also plays a very significant role in Fowles's novel. All important events develop against the background of nature. The characters of the novel feel much better and free when they meet each other in the forest, which serves as a shelter for their love. Fowles believes that close contact with nature is one of the ways of saving mankind. In the novel this contact is a source of inspiration and strength for his characters. The literary kinship between the two novels is especially evident in the episodes set in the forest when Sarah meets Charles and intentionally pricks her finger with a hawthorn. No doubt that Fowles deliberately chooses a bush the name of which is homonymous to the surname of the writer of *The Scarlet Letter*. Moreover, this episode is a fine example of the pastiche as in the scene in the forest the modern writer also perfectly imitates Hawthorne's artistic style.

Conclusion

Hawthorne whose *The Scarlet Letter* has become the classic portrays of puritan America still remains a world - acknowledged classic. Reading Fowles's *The French Lieutenant's Woman* with reflection on Hawthorne's greatest novel opens new perspectives of understanding the meanings of the modern novel as well as new layers of the meaning of the pretext. The dialogue between the two novels concerning their historical contexts, themes and style clarifies some ideas and themes of the new text, gives its possible interpretation as well as creates original literary work, which makes Fowles one of the most outstanding writers of our time.

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IMPORTANCE OF EFFECTIVE PROFESSIONAL COMMUNICATION IN ENGLISH FOR SPECIFIC PURPOSES (at the example of Legal and Business English)

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Abstract

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

Key words: ESP, professional communication, legal English, Business English

Introduction

The benefits of effective professional communication in English are many and obvious as they enhance all aspects of our personal and professional lives. Ineffective or misunderstood communications may give rise to problems or embarrassment but in our professional lives the results of misunderstandings may have much more serious results. Therefore, communication is a key to your success in relationships, in the workplace, as a citizen of your country, and across your lifetime. Your ability to communicate comes from experience, and experience can be an effective teacher, but professional business communication in English nowadays serves as a precondition for career success at the local as well as International market.

Nowadays, in worldwide business marketplace, effective communication skills cannot be underestimated. The abilities to read, listen, speak, and write effectively, of course, are not inborn. When we speak about communication, it should be noted that it is more nurture than nature. Good communicators are not born; they are made (*Guffey,* 2008). Thriving in the dynamic and demanding new world of work will depend on a myriad of factors, some of which you cannot control. One factor that you do control, however, is how well you communicate.

For our purposes communication is the transmission of information and meaning from one individual or group to another. The main principles of business communication is clear, concise and brief interaction which stipulates and guarantees efficient and effective interaction among communicants and results in achieving specific goals and objectives set by the sender of the message and directed towards recipient's proper response to it consequently effective business communication is totally based on effective encoding and decoding of the messages and finally on mutual understanding between them.

It is a well-known fact that people speaking different languages in general cannot not converse at all and very often people speaking their own language have difficulty interpreting spoken messages. One can recall playing games where message passed through a series of people can be rather recognizable after being re-worded and abbreviated by the individuals passing a message

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from one to another. Therefore, the reason these messages become meaningless is related to the fact that we probably have too many ways of transmitting ideas one to another.

We all share a fundamental drive to communicate. "Communication can be defined as the process of understanding and sharing meaning. You share meaning in what you say and how you say it, both in oral and written forms. If you could not communicate, what would life be like? A series of never-ending frustrations? Not being able to ask for what you need or even to understand the needs of others?" (Pearson & Nelson, 2000, p.6).

Ability to communicate effectively can even be associated as losing your identity, as for you communicate your self-concept - your sense of yourself and awareness of who you are - in a number of ways. Are you good at writing? Or do you find it easier to make a phone call to a stranger or address the audience? You might be told that your fluency needs improvement or you should more focus on your accuracy. Does this make you less willing to communicate? Though, it one again depends on a person. For some people, similar tips might lead to a positive challenge, whereas other might be demotivated. On the whole, our ability to communicate serves as a key for revealing one's identity.

If someone pays attention to somebody else's look, her/his outfit, how is s/he dressed up? Does s/he wear any pair of shoes, skin art, and listens exotic sort of music, uses nonverbal gestures, uses thin or large fonts in written documents. All the above enumerated questions that come to one's mind, depicts self portrait of a communicator referring to his/her identity.

Contraposition to this, ability to communicate effectively in a professional environment contributes to understanding not only communicator's words, but also their tone of voice, body language and the style of written documents speak about one's identity, goals and aspirations, as well as their personal and professional interests and benefits.

For effective communication, when the encoder of a message converses with the current decoder, there has to be an interrelation between what the encoder thinks about and what the decoder thinks about. All the uttered words, messages, texts of a speaker should be used in a systematic way in order to easily grasp the main idea of the received information.

Strong communication skills – oral or written are essential for the representatives of any field. Therefore, we would like to present our views on how the representatives of different professional fields, in our case Business and Law, should communicate in English effectively and efficiently in order to avoid misunderstanding and successfully deliver the message to the intended recipients, which is a key for the future success.

As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

Legal English

In the Era of Globalization English has acquired the status of Lingua Franca, which as a global language is most frequently spoken all over the world during international business communication. For the law student to be able to effectively communicate in the above-mentioned environment, it is absolutely necessary to master Professional English apart from General English.

Teaching English for Specific Purposes, in our case Legal English primarily aims at providing the students – future legal professionals with practical skills to be used in a concrete situation, i.e. specific structures and vocabulary, ability of developing legal documents and other required oral communication competences in English.

As shown by the experience and thorough studies, legal professionals are in most need of listening ability, as they mostly work with clients and need to be able to establish relationship and build confidence. Besides this, when arguing a case in the court of international arbitration, while negotiating the disputes or clarifying complex information to the clients confidence is top priority issue, which cannot be guaranteed without goo command of English. Barristers need to use persuasive, clear and precise language, similar to business people who are mostly required to use the above-mentioned features during written communication. Therefore, debates in English should be boosted during EFL learning process as it definitely contributes to developing the abovementioned skill.

Meanwhile, ability for effective written communication is not less important while drafting the letters and legal documents, which definitely requires knowledge of language and terms and ability to convey the idea clearly and concisely, which should be referred to while taking minutes, drafting emails, writing newsletters, etc. which must be focusing to attention to details, as a single word out of place can change the meaning of a clause or the contract, while is pellet of ungrammatical errors in the documents of course will create bad impression in the clients' eye, because of which while communicating in English the lawyers should pay particular attention to details (Haigh, 2009).

In addition to the above-mentioned points, for effective communication in English among legal professionals a special focus must be put on developing research and analytical skills in English, as reading large amount of information in English, absorbing the facts and figures, analyzing materials and interpreting is characteristics for the individuals employed in legal field. Though, the key is being able to identify what is relevant of the mass information in foreign language and be able to explain clearly and concisely to the clients. Therefore, it is crucial to develop these skills by asking the students of Law to read large legal documents or the articles in Law and make five-point bullet lists of the most important themes.

To sum up, legal professionals need to develop research and analytical skills in English especially when doing the background work on a case, drafting legal documents and consulting the clients on complicated cases. From this viewpoint, research skills can be boosted by tasking the students to do some research on recent famous cases in English.

Business English

As for the business people, deciding whether English is important for business is not a question of giving the language greater importance in general. It is simply a question of survival and successful communication. Nowadays, Business English has become the strongest tool and powerful weapon for any International Business events, conferences, meetings, forums, fairs, exhibitions, negotiations and so on. In other words, English is the "Lingua Franca" (i.e. common language) not only for the International

Business but also for all kinds of communication worldwide. Therefore, it is beyond question that good command of Business English is useful for understanding and being able to share common experiences, best practices and expertise with your colleagues in the field of business. So naturally, ever-increasing popularity of the English, especially Business English means that you must know the language well in order to succeed at you career and climb the corporate ladder (Dolidze, 2016).

Business English itself aims at building or developing already existing Communication Skills in English to be used in the workplace, which primarily makes emphasis on developing Foreign Language Competence and mastering the skills needed for effective business communication, i.e. presentations, negotiations, small talks, public speech, socializing, correspondence, writing reports and other related systematic approach.

In Business, the decision to use a written rather than oral communication often rests with the manager - the communicator. In such cases, the communicator must weigh the advantages and disadvantages of each form of communication in order to make a reasonable choice between them.

The advantage of oral over written communications is that a complete interchange of thoughts and ideas can take place faster. The speaker is in direct contact with the listener (receiver) and is challenged to make himself understood. Too frequently the listener fails to ask the right questions, so he does not receive the message clearly. This, in turn, can result in wasted efforts and costly errors, whereas in business ‘Time is money’. Thus, written communications also have advantages. They are usually more carefully formulated than oral communications, so the message conveyed tends to be more clearly stated. Written messages also can be retained as references or legal records.

Reports, emails, plans, minutes, articles and presentations: business people have to write any of these in English, and write them well. Poor writing results in recipients irritation, losing of time and finally opportunities which is most valued in business whereas, well-organized writing saves one’s time and adds to the reputation of the company or institution. Therefore, business writing is always developmental, it must be practiced and developed constantly though following the following procedures: 1. Establish your objectives; 2. Define your audience; 3. Anticipate questions; 4. Create a draft; 5. Keep it simple and finally 6. Keep it short (*Guffey,* 2008*)*.

We also need to convince our students while teaching Business English that the basic purpose of any written communication is to convey a message to the reader. To serve this purpose well, the message must be easily understood and quickly read.

Besides this, a well-written document approaches the subject logically and shows the writer has a thorough knowledge of the subject. The message is simple, clear, and direct.

Conclusion

To conclude, the ability of Successful and Effective Communication in ESP community is equally important for the representatives of all the above-listed professional fields for their future success, owing to the following reasons:

- It reveals your readiness to go beyond basic business standards, i.e. as in the days of inevitable globalization English is not only a Plus but is it a MUST-KNOW language.

- It also helps you efficiently and effective express yourself in front of your colleagues as well within the international community.
- Nowadays, the representatives of all professions are requested to give presentations and talks before the international community in English.
- Good command and fluency of English, i.e. good pronunciation always leaves first positive impression on the people; as people do evaluate you by the way you speak to them, therefore, effective communication in English also considers both fluent speaking and writing in English and taking a decent position at a workplace.
- Besides this, effective communicators in English are given travel opportunities within the companies, as they can best represent their companies worldwide and contribute to its and personal success.
- And last but not least, Effective Communication in English enables you to better express and represent yourself in a language that everyone understands.

As mentioned before, good command of ESP is vitally important for effective and successful communication due to Globalization and Westernization. Therefore, being fluent in English for Specific Purposes serves as a survival tool in today's competitive world as it immediately improves your chances for career success among the representatives of different professional fields.

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''ANTI-FABLES'' AND THEIR LINGUO-CULTURAL CHARACTERISTICS

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Abstract

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

Keywords: Intercultural, fable, language, internet

A fable is one of the most popular genres on the Internet space along with legends. Fables contain morals and have a didactic nature. The communicative function of folklore is that on the example of fables people tell each other not only their own stories, but they convey morality of their era as well. A fable does not traditionally belong to a folklore genre, because it is an author's work. The fact is that the texts, which occur on the Internet, undergo certain changes and, consequently, lose their authors. The main idea of the original work is modified, it takes a modern form and a fable becomes a genre of the Internet folklore, because it can be created by an unlimited number of people (Nazarovskaia, 2014).

Internet folklore represents a transformation of traditional texts, there are sites where you can find the remade fables that narrate about familiar characters with modern look.

As an example of fable transformation on the Internet space, let's take a look at a fable "The Quack Frog" by Aesop.

In the original version of the fable, a little Frog came to other animals and declared himself a well-educated doctor who knows the medicinal properties of various medicines and can cure any illness. The fox asked: how can you pass yourself off as a doctor if you cannot cure your own limp and sick skin. The moral of this fable is the following: "Doctor, cure yourself!"

In the transformed text the Frog says that he is a renowned designer of the sites and knows all the secret of working on them. The Fox asks, how she can show herself as a successful designer when she has not posted any animated pictures (gifs) on her site yet.

It is obvious that this fable has undergone a thematic transformation: if the Frog from a classical fable is a doctor, then in his Internet transformation he is a web designer. The original text is impregnated with medical vocabulary, the terms (drugs, prescription) while the modern version of this fable contains the changes from the computer vocabulary:

physician → site designer

use of drugs → scripting

to heal all diseases → markup languages; able to create beautiful pages

lame gait and wrinkled skin → no animated gifs

As we can see, the traces of technologies are clearly felt in this fable. In both versions of the text the Frog becomes the object of ridicule, although, in the classical fable he is mocked because of his appearance, while in the modern version the focus is on his unsuccessful activity, which is the result of the latest trends where professional development is the most important goal.

Another example of similar changes is given in the fable "The Hare and the Tortoise".

In the original fable, the Hare mocks the Tortoise because she is slow and indicates his own superiority; however, the extra self-confidence ruins him in both versions of the fable. The morality preaches the same: "Slow but steady wins the race."

In a modern variant of the fable the Hare mocks at the Tortoise, because the popularity of her musical group in a social network MY SPACE is growing very slowly, and the Tortoise still suggests to compete. She works diligently and writes melodies for advertisements. The Hare is gradually losing his popularity. The Tortoise receives a high fee, recording various thematic melodies for TV programs, while the Hare remains empty-handed. It is obvious that in both cases the Tortoise is a slow but intelligent human prototype, while the Hare is an allegorical face of a fast and short-sighted person, who remains a loser because of his excessive self-confidence.

This fable contains some lexical transformations, which have a trace of widespread trends in the modern world.

Fan; wager; single-record contract; jingle; paparazzi; a multi-record deal; single; download; reality show;

As we can see, the high-academic and sophisticated writing style peculiar to a classic fable, is replaced by everyday, more "jargon" vocabulary.

Another interesting fact is that in the Internet we can also find Aesop's fables transformed by John Peck, which are entitled as "AESOP'S LESSER FABLES". The transformation of the given fable made by Peck is also important. First of all, the title of the fable deserves attention: "The Tortoise, the Hare, and the Ninth-Grade Goth Chick". If the title of a classical fable is "The Tortoise and

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the Hare", and they are the main characters, then in Peck's fable there appears "the ninth-grader-girl of modern trends". "Goth Chick" is a brand new term that describes a girl who dresses in a completely different style, wears a different hairstyle and behaves in different manner. This is a quite frequent type of a girl of XXI century. The author still emphasizes the confrontation between the Hare and the Tortoise, but the vocabulary used by the girl is not less important.

> ***"My mom sucks," said the Ninth-Grade Goth Chick to no one in particular, as she sat on the nearby bleachers and lit a cigarette. "She tries to be all, 'I totally get your music,' but all she knows is that one Siouxsie song from that movie."***

A word "suck" is defined as "very bad or unpleasant''. It is worthy to note that the fable, which main function is didactics, contains a similar term. It is also important to pay attention to the girl's manners - "she lit a cigarette". It is unusual to meet such a phrase in a fable. She also mocks at her mother emphasizing the fact how Mum tries to perceive the music she's listening to. Although, the girl believes that her mother does not understand music at all.

Obscene words are used in the dialogue as well. The morality of this fable greatly differs from the classic one: rock music should be preferable.

> ***''Try something a lot darker, like Skinny Puppy, Christian Death, Throbbing Gristle, or maybe In the Flat Field -era Bauhaus."*** There is a list of such musical groups as*: ''Skinny Puppy''; "Christian Death", etc.*

One of the most common themes is "The Dragonfly and the Ant". It can be found in works by Aesop, Lafonten and I. Krylov, but on the Internet there are only the transformations of Aesop's fables.

In the Aesopian fable the Ants dry grains for the winter, while in the modern version they load the HTML 4.01 standard code on the Internet, solve various problems and strategically correct different search systems based on the materials they collected during the summer. If the Aesopian dragonfly is dying of hunger and demands the food, in the second case the Dragonfly's site is spoiled by fewer consumers, so she asks the Ant to help her to attract the customers. If the Aesopian Dragonfly is asked why she has not supplied food for winter, then in the modern version she is questioned why she has not updated the site in summer. The following lexical changes occurrs in these fables:

drying grain → bringing their code up to the HTML 4.01 standard, fixing bugs on the site and implementing SEO strategies based on the analytics data they collected in the summertime

perishing with famine → site was perishing with a lack of users,

begged for a little food → begged for a little cross-promotion to drive traffic to his site.

you must dance supperless to bed in the winter → you must dance user-less to bed in the winter.

There is another fable by Peck regarding this topic. The first transformation is related to a title. The Dragonfly is replaced by the Merchant. The title of the fable is "The Ant and the Merchant" and at the first glance, one cannot realize that it is a transformation of Aesop's fable.

''At a large metropolitan airport one summer's day a Merchant ***was conducting business on his cell phone****. An Ant passed by, bearing a great ear of corn, which he was taking to the nest.''*

A nomination of the place is not given in the Aesopian fable, while in Peck's fable the action takes place at Metropolitan Airport. The Merchant is a modern character who talks on a mobile phone and settles his affairs. The Ant still rushes to his house with his finds, and when he meets the Merchant, he advises him to do the same and collect food for the winter, but the Merchant does not even want to listen to.

„"I am collecting food for the winter," said the Ant, "and recommend you do the same."

The Merchant, who was on his phone, ignored the Ant, saying: "If it was my work email, I didn't see it this morning, but I can probably check again here in a few minutes. No, I think it'll be fine. I do sort of wish we'd circled back to them on this, but we should be good for now. Hold on a minute, I'm going through security."

The Ant waited patiently.

"Okay, you there?" said the Merchant. "So, the last thing is, we'll just have to check in with Corporate to make sure they're set on the server upgrade, and we should be good to go."

The Ant grew tired of this and went on his way.''

It is interesting to observe the following development of the fable: when the winter comes, the Ant has an abundance of food, while the Merchant has food, two cars, a big house, etc., due to successful business.

''As a result of his successful business practices, the Merchant also had plenty of food, as well as a large house, two cars, and five vintage Stratocasters. He spent his winter evenings eating takeout and watching Law and Order, taking occasional breaks to dick around on his guitars and google girls he knew in high school.''

The author's pragmatic intention and semantic choice are also presented in an interesting way. First of all, we should mention that Peck's intention and didactics completely differ from Aesop's ones. If Aesop emphasizes the need to work hard and save for a rainy day, then in the modern version the Ant also works, while the Merchant, who replaced the Dragonfly, does not work at all, but is still getting richer. If the Ant had only enough food for winter, the Merchant had a lot of other things as well. In morality it is evident that the author has a satirical intention.

The satirical intention of the author is clearly felt in morality.

Moral: Always make sure Corporate knows about the server upgrade.

He speaks about the life injustice, but at the same time emphasizes the fact that the hard-working Ant has not stayed hungry and in the modern world some people earn money doing nothing while others work up to the collar.

The next fable, transformed by Peck, is "The Fox and the Stork Fable".

The plot is developing in the same way as in the Aesopian fable, however, the fable is full of various elements. For example, in the modern version when the Fox cannot eat the soup, she asks for a straw.

"Very funny," said the Fox. "Now can you get me a straw or something?"

In Aesop's variant, the angry Stork invites the Fox for dinner without showing anger, in a neutral manner:

''Pray do not apologise," said the Stork. "*I hope you will return this visit, and come and dine with me soon.*"

However, in the modern version the Stork expresses his anger and raises the problems of a modern man:*"You know what?" said the Stork. "I don't need this. Things are crazy at work, and I don't have time to babysit you and your fragile psyche."*

A disorder at work, a child supervision and shaky psyche are obviously the modern expressions derived from the daily vocabulary. The most interesting is the culmination of the fable. Aesop ends his fable by preaching that one bad deed follows another.

"*I will not apologise for the dinner,*" said the Stork: "One bad turn deserves another."

However, a completely different situation is described in Peck's variant:

''The Fox left angrily, and the Stork immediately went to her computer and blocked him on Facebook''.

The modern morality is completely different as well and does not correspond to the Aesopian one: *Moral:'' Remaining friends with your exes can be tricky.''*

J. Peck has many transformations, the main theme of which is a drug addiction. In this regard, let's analyze the fable "The Fox and the Goat" by Aesop. Here Aesop scoffs at the dementia of the goat and the cunning of the fox:

"*You foolish old fellow! If you had as many brains in your head as you have hairs in your beard, you would never have gone down before you had inspected the way up, nor have exposed yourself to dangers from which you had no means of escape.*"

The fable ends with a counsel typical to Aesop – "Look before you leap".

Peck mocks at the same features as well, however, it is interesting to focus on the Fox's vocabulary:

"Holy fucking shit,*" said the Hiker, who had stumbled upon this scene after ingesting a large number of hallucinogenic mushrooms.''*

The appeal ''Holy fucking *shit''* is so obscene and humiliating that due to it the fable completely loses its function. The Fox from this fable is a drug addict who has taken a large number of "Hallucinogenic mushrooms" (a mushroom type used as a kind of drug):

''When 'shrooms first start kicking in, you may really feel like going outside, but it might be better to stay home and listen to music for the first few hours.'

The morality "preaches," that after the first effect of this mushroom, it is better to stay at home and listen to music. It seems to be the reason of the Fox's falling into the well (the well is figuratively used for the police).

In this parable the Goat does not seem to be an imbecile creature at all and she does not get into the Fox's trap.

Unlike English, the Georgian language does not allow to transform fables, however, the modern Internet reality has shown itself here as well. In this series of fables there still appear new ones related to the Internet. Let's analyze the following fable without a title. This is a fable about a man who has tried to work in one of the largest companies of the modern world "MICROSOFT", although, further in the dialogue, we see paradoxically the deepest dependence of the modern world on technology and as this person does not have an e-mail and a computer, he is not hired.

„- თქვენ მიღებული ხართ. დაგვიტოვეთ თქვენი ელექტრონული ფოსტის მისამართი, რათა შეგატყობინოთ, თუ როდიდან შეძლებთ შეუდგეთ სამსახურს. – (You are hired. Please, leave your e-mail address so that we can contact you and inform when you can start your duties)

- ხო, მაგრამ მე არც კომპიუტერი მაქვს და არც ელექტრონული ფოსტა- უპასუხა დაღვრემილმა კაცმა.("OK, but I have neither computer nor email", – said a depressed man).

- სამწუხაროა, ამ შემთხვევაში ჩვენ ვერ აგიყვანთ სამსახურში, რადგან, თქვენ არ არსებობთ ვირტუალურად."(Sorry, but in this case we cannot hire you, because you do not exist virtually).

After a while this man will somehow make a fortune without the help of any technologies and when he tells to the agent, who comes to him, that he has neither computer not a mobile phone, his surprise is boundless.

„გაკვირვებულმა აგენტმა შეიცხადა: „თქვენ ამხელა ბიზნესის პატრონი ხართ და კომპიუტერი არ გაქვთ?! ხომ წარმოგიდგენიათ რამდენს მიაღწევდით და ვინ იქნებოდით, კომპიუტერი, რომ გქონოდათ! (The surprised agent said:" Are you the owner of such a business and you do not have a computer?! Can you imagine how much you would reach if you had had a computer!)

- კომპანია „მაიკროსოფტის" დამლაგებელი! - მიუგო კაცმა." (A cleaner at the company "MICROSOFT" - the man answered).

In this case the author obviously uses the satire to ridicule the blind dependence of the modernity on technology. The fable teaches us that without the technologies it is possible to achieve success, and often they even prevent people from developing.

We consider, that all the above analyzed fables can be called "anti-fables", similarly to the term "anti-proverbs", because of the changes that occurred in them. These "anti-fables" are the transformations adjusted to the modern standards. If a fable was associated with the didactics and morality from the ancient period up to XX century, then XXI century free space - the Internet - offers such a similarity and reflects the modern reality! And if we talked about parables and fables before, now we can speak about "anti-fables" as well. However, this form could not have been studied so far, because the "anti-fables" appeared more recently. The "anti-fables" require some kind of analysis and research, because similarly to Paremology in general, idioms and sayings, as it has been repeatedly noted, they show the spiritual state of different cultures and nations, their ethno-culture and psychology. If the fables are moralistic, the revaluation of values has created the opposite, totally different attitude towards everything. The values that endure for centuries represent a source for human progress, and we consider the traditional fables to be such a spiritual source. People should get more into the essence of fa bles' morality, they should have their readers for centuries.

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SIGNALS OF THE BEGINNING OF BRITISH AND GEORGIAN TALK SHOWS AND THEIR CONTRASTIVE ANALYSIS

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Abstract

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

Key words: contrastive analysis, talk shows, communicative acts

In each communicative act, there are special markers which show the beginning of communication. It is known that signals of the beginning play an important role in any genre of discourse. In different genres of discourse (television discourse, interview, dialogue, mail etc.) these markers differ from each other according to channels, environment and culture.

The beginning includes strong ritualized elements and has a simple structure. It serves social, emotional, organizational issues and creates the right context for conversation.

We have studied three British and three Georgian talk shows – three sub-genres: late-night entertainment talk show, daytime audience participation and early-morning news talk magazine show.

British talk shows: The Graham Norton Show, The Alan Titchmarsh Show, Loose Women;

Georgian talk shows: *The ვანო'ს Show, Nanuka's Show, Day Show.*

The analysis of empirical materials shows, that signals of the beginning are differently presented in British and Georgian talk shows. In British late-night entertainment talk show (The Graham Norton Show), the preliminary visual and verbal signals take place before the signal of the beginning; they are presented by the host. In British daytime audience participation and early-morning news talk magazine shows (The Alan Titchmarsh Show and Loose Women) the preliminary signals of the beginning are visual signals and special music.

The research shows that in British late-night entertainment talk show the most frequent preliminary signals of the beginning are: a) indirect identification of a guest, b) a comic element, c) special phrase and video. For instance:

Graham:

a. *Tonight on the show the star of the terminator films; I can not wait to meet him, I am such fan of his roles;*
b. *The guest: I need your clothes, your boots and your motorcycle, now! (The host is sitting on his bike. He is afraid because the guest asks him to remove glasses from his eyes);*
c. *Let's start the show. After this phrase the video of the talk show appears on the screen. (The Graham Norton Show, August 21, 2015).*

In the second British talk show -"The Alan Titchmarsh Show"- the preliminary visual signal of the beginning opens the talk show. This signal is the special video for the talk show. The visual signal is followed by the verbal signal, which is presented by the announcer. He identifies the host:

Please welcome your host, Alan Titchmarsh (The Alan Titchmarsh Show, February 3, 2014).

As for British talk show "Loose Women", the preliminary signals of the beginning are the beginning video of the talk show, music and special video for the topic of each programme.

According to the research, greeting and invitation of the audience to the show are common in all British talk shows, they are followed by guests' introduction. However, besides common characteristics, some differences may appear which are caused by the format, social aspects and environment of each talk show.

The following signals of the beginning in British late-night entertainment talk show are: a)thanksgiving and greeting, b) invitation to the show, c) a comic element, d) guests' verbal and visual identification.

Graham:

a. *Oh, oh, oh, thank you very much. Hello, hello, hello everybody. Good evening everybody;*
b. *Welcome one, welcome all;*
c. *Are the kids in bed? Good;*
d. *Because tonight I've got the star of the new Fifty Shades of Grey film Mr. Jamie Dornan (the photo), yeah; Star of the epic new TV drama Indian Summers Julie Walters is here(the photo), we love Julie Walters, from Episode Mr. Stephen Morgan is on the show (the photo). Plus, we've got music from Rita Ora* (The Graham Norton Show, May 20, 2015).

The host greets and thanks to the audience. According to this sub-genre, he uses comic verbal and visual elements. He often uses interjections: **oh, hey, yeah, oh dear** and repeats some words: **hello, hello**. His conversational style is characterized by formal as well as informal lexical units. Contracted forms are common for this show. The host uses inclusive **we** instead of **I** (we=host+audience). On the other hand, we may find some institutional elements: **I've got, Mr.Stephen Morgan.**

The following signals of the beginning may appear in the second British talk show "The Alan Titchmarsh Show": a) announcer's phrase, b) greeting and invitation to the show, c) guests' indirect introduction. For instance:

Announcer:

a. *Please welcome your host, Alan Titchmarsh*;
b. *Alan: Hello and welcome to Friday eighty show;*
c. *Anything can happen next one hour because I am joined by these very friends. Also, tonight we gonna bring artistic bands (The Alan Titchmarsh Show, March 19, 2013).*

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When the host greets the audience, he uses informal register: he uses simple sentences, first singular and plural pronouns, informal lexical units such as: gonna.

The third British talk show "Loose Women" includes the following signals of the beginning: a) time identification of the show by the announcer, b) the video about the topic, c) hosts' identification by the announcer, d) greeting and thanksgiving, e) invitation to the show, f) presenting news and guests' identification with full name. For instance:

The announcer:

a. *It's Monday the 12th of January and Loose Women Today;*
b. *The video;*
c. *The announcer: It all starts now with Jane Moore, Gloria Hunniford, Coleen Molan and Ruth Langford;*
d. *Ruth: Thank you, hello, and thank you very much, uh. Thank you very much;*
e. *Ruth: Welcome to your first Loose Women of the week. Hope you can enjoy it;*
f. *Ruth: It was Golden Globe Awards last night and all favourite Mr. Clooney was honoured with a lifetime achievement, as in his speech he paid contribution to his new wife* ...(Loose Women, January 12, 2015).

In this talk show, we find every day vocabulary: simple constructions and interjections (uh). Also the hosts use formal style to interview the guest (Mr.Clooney).

The analysis of empirical materials shows that these three British talk shows are characterized by the fixed beginning signals (with some differences). Each talk show has formal as well as informal conversational style. Because of it, the talk show reveals similarity to every day vocabulary style.

Unlike British talk shows, all Georgian talk shows are opened with the preliminary signal of the beginning which is the video for a talk show. After this signal a host enters the studio and starts the show.

There are the following signals of the beginning in Georgian late-night entertainment talk show "*The ვანო'ს Show*"*:* a) thanksgiving to the audience, b) greeting, c) presenting political news in a comic way; d) introduction of the musical band. *For instance:*

a. *გმადლობთ, დიდი მადლობა;*
b. *მოგესალმებათ ვანო ჯავახიშვილის შოუ;*
c. *დავიწყებ საინტერესო თემებზე საუბარს. სახელმწიფო აუდიტის სამსახურმა გამოაქვეყნა სამინისტროებში გაცემული პრემიების და დანამატების მონაცემები, სადაც ნათლად ჩანს, რომ მთავრობამ გაითვალისწინა ხალხის აღშფოთება და პრემიები 31 მილიონით შეიმცირა. ძალიან კარგი რაღაც გააკეთეს, მაგრამ ამის მერე გაითვალისწინა საკუთარი აღშფოთება და დანამატები გაიზარდა 45 მილიონით....;*
d. *ჩვენს შოუს მუსიკალურად აფორმებს ბენდი თამუნა ლეკვეიშვილის ხელმძღვანელობით. გმადლობთ* (The ვანო'ს Show, November 20, 2015).

The host uses polite forms (გმადლობთ!), he uses formal style to greet the audience, institutional element (მოგესალმებათ ვანო ჯავახიშვილის შოუ). Repetitions are common for his style.

As for the second subgenre of Georgian talk show „ნანუკა ჟორჟოლიანის შოუ", the following signals are used for the beginning: a) greeting, b) time identification of the show and thanksgiving, c) guest's indirect introduction, d) guest's direct introduction. For instance:

ნანუკა:

a. *საღამო მშვიდობისა;*
b. *დღეს არის ოთხშაბათი, საღამოს 10 საათი, რაც ნიშნავს იმას, რომ თქვენ უყურებთ ნანუკა ჟორჟოლიანის შოუს და დიდი მადლობა ამისათვის;*
c. *რამდენიმე კვირის წინ ყველა პოლიტიკური, სოციალური ნიუსი, ყველა სკანდალი ერთმა კეთილმა ამბავმა გადაფარა. ბორჯომში სოფელ ახალდაბასთან მანქანამ მართვა დაკარგა და მტკვარში გადავარდა, სამი ადამიანი იჯდა ამ მანქანაში, აქედან ერთ-ერთს გული წაუვიდა. მომხდარის დეტალებს დღეს ნანუკას შოუში სწორედ ის მოგიყვებათ;*
d. *ნინო დათაშვილი სტუდიაში ...* (ნანუკას შოუ, March 8, 2015).

The host uses formal style for greeting and thanksgiving. She also uses first and second pronouns which refer to informal style.

In Georgian daytime audience participation show„დღის შოუ" the following signals are characteristic for the beginning of the show: a) the video about the topic, b) greeting, c) time identification of the show, d) presenting news, e) the host's identification by herself, f) guests' direct introduction. For example:

a) *the video about the topic*;
b) *სოფო: მოგესალმებით, გამარჯობათ!;*
c) *დღეს ორშაბათია და მოგეხსენებათ ეთერშია დღის შოუს სალონი, არა სალონი კი არა დღის შოუში ვოისია;*
d) *ეს ცოტა იმპროვიზირებული გახლავთ, მაგრამ ეს არის გენერალური რეპეტიცია იმ გრანდიოზული პროექტისა, რომელიც ხვალ იმედის არხზე დაიწყება, e) მე მისი წამყვანი სოფიკო ნარჩემაშვილი გახლავართ;*
e) *მინდა, რომ წარმოგიდგინოთ ჩვენი მწვრთნელები, ყველასათვის ცნობილი და საყვარელი მომღერლები: ნოდიკო ტატიშვილი, მობრძანდით, ნუცა შაშიაშვილი და რაღა თქმა უნდა ანრი ჯოხაძე, მობრძანდით (ტაში); მობრძანდით ქალბატონო ნუცა....*(დღის შოუ, October 5, 2015).

In Georgian talk shows, universal signals of the beginning are: greeting and thanksgiving. Georgian hosts mostly use polite forms to greet the audience.

The study of empirical materials reveals universal ritualized signals of the beginning in late-night entertainment talk show: a) greeting the audience; b) thanksgiving; c) presenting news in a comic way. Both hosts often use interjections. But there are some specific elements for each talk show: The British host identifies a guest verbally and visually in the beginning and the guest enters the studio which is not common for Georgian talk show.

In daytime audience participation talk shows the elements are universal, they are: greeting and direct identification of a guest. The hosts use polite forms and formal vocabulary.

In the third sub-genre, universal elements are: a) the video about the topic, b) identification of the guests, c) greeting and d) presenting the guests. In Georgian talk shows the hosts speak about their private news which doesn't happen in British talk shows.

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It should be noted that Georgian hosts often use long monologues and grammatically irrelevant sentences.

The contrastive analysis of British and Georgian talk shows has shown, that beginning texts of these talk shows have much in common, it was not surprising because of ritual factors.

Ritualized signals of the beginning in both languages aim to inform the audience that the talk show begins.

Signals of the beginning include both formal and informal lexical and structural characteristics which are common in everyday conversation.

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THE PROBLEMS OF DEVELOPMENT OF AFRICAN LITERATURE

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Abstract

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

Key words: African literature

In this article we have given only the most general characteristics of some significant trends in the development of modern African literatures and trends of their coverage by literary scholars of foreign countries. The rapid development of African literature in the years of the anti-colonial struggle and especially during the announcement of independence (since the 60s of the 20th century) have made these literatures an important event in the modern world culture. Modern literary scholars deny the possibility of scientific study of the entire literature of the black race as a whole. They study developed literature of North African countries and of the countries in the south. Modern African literatures have some common typological features. These similarities in both "black" and "white" Africa are due to the similarity of the historical destinies of the peoples of the continent during the last century.

The ideological struggle which had place in African countries during the period when people stood face to face to the problem of choosing the road to public development had its influence on the fiction also. If the African critics of the 50s were discussing issues such as "Who is an African writer" and "What is the original African novel?", In the 70s, writers and critics argued about what the African writer's tasks were, and what civil position should the writer choose creating modern culture of people. Rejecting the idea of "Art for Art's sake" African the writers do not have the same opinion about the issue what is the role of a writer in ideological struggle – to take part in it or not. African critics and literary scholars today have a much more high interest to the works of African poets, dramatists and especially to novelists. One European African literary critic jokingly noted that in recent years such a large number of critical literatures are written and published that it exceeds the artistic literature itself. Of course this is not the case, but the exaggeration is very significant. Indeed, it is enough to turn to the bibliography of critical papers dedicated to the novel writing to make sure that the interest to African literature is great. Periodicals are widely published where literary life in African countries is discussed. Such an enhanced interest to African literature is primarily explained by its success of development especially the development of novel writing. The generation of young writers, which came out on the literary scene in the 50s, enriched African literature with new genres, methods, and broadened boundaries of traditional forms of writing .

The great majority of African novels are created in European languages, which in some ways serve for the consolidation of different countries. The writers and critics themselves recognize this important role of this new literature. It can be explained by the fact that in the 70s there was no question what languages the work should be created on, on African or on European. Quite recently the critics had debates about this issue. Some of them proposed that African literature should be created only in native languages because writing on European languages will cause problems for African writers (in the 60s, for example, a Nigerian critic O.Vali). But the literature created in English, French and Portuguese languages has completely dismantled this fear. It is noteworthy that while talking about accelerated development of literature and literary criticism, Western Europe's critics have stopped mentoring tone towards African writers and started to focus their attention on African writers' ideas, such as Ch. Achebe, V.Shoiinka, Ngugi. The Nigerian literary critic Michael Ocherroo notes that, "In the circle of professional African critics, you may have feel skepticism, and sometimes just hostile attitude towards foreign critics." The reason is that the West literary critics still consider themselves undisputed authoritarian experts in African literature.

The rapid development of literature brings many difficult and specific problems before literary critics. Africa is in the state of evolution, "wrote German critic Z. Niger, - this is the essence of the historical process. New concepts, slogans, symbols emerge. African literature and, first of all, the novel is filled with new content, significantly more difficult than in the period of anti-colonial struggle and first years of independence. The development of African literature, national specifics, and the world of literature, this is what has been brought about by African poets, dramatists and novelists. It may be noted that some African literary scholars have already begun to resolve these tasks. Among the works of the 70s is the literary critic E. Obiechina's (1975) book "Culture, Tradition and Society in the West African Novel". Obietchina's work has some polemic features, the author disagrees with the critics who ignore the specific situation in which the West African novel is shaped. It is expected that the writers of West Africa "will write as those who are in other cultural and social conditions ". One of the main features that helped the development of the African novel, Obethchina names the spread of literacy in West Africa. Speaking about the literature of Nigeria, of one of the most developed young literatures of Africa, Obiechina notes that one of the objective reasons for its success is the existence of "bazaar literature" found in some of the eastern cities of Nigeria in the 40s of the 20th century.

"Bazaar writers" have put forward the simplest forms of all the issues in which West African novelists started to be engaged. This literature helped to develop literary taste of the wide range of population. Obiechina, like other literary scholars, recognizes that the novel is a "foreign" genre for Africa. He distinguishes two main groups of the Western African novel "The Village" and "City" ones. Speaking about the "village" novel, Obiechina speaks about its most specific "ethnographic" features. He notes that overfilling the work with ethnographic materials, is one of the specific features of patriarchal society and a person itself, because what is characteristic for the whole traditional society is characteristic for each of its members.

In the "Village" novel the reader easily understands quite unique nature and art of their country. Africans specific attitude to their nature Obiechina attributed to its mythical and at the same time utilitarian perception. Also "art in the traditional society always carries a collective character and has practical significance. There is always union between a person and society in art.

A major role in African patriarchal society is dedicated to music. The writers always characterize their heroes according to their attitudes to rural musical atmosphere in patriarchal village. Obiechina deals with a number of other issues that enable the readers to feel the peculiarities of artistic nature of West African prose. When he completes his research, saying that there are all the grounds for successful development of African literature, in which there are more specific features and signs of hope. Obiechinas words came true and today Africa has many outstanding writers who won the Nobel prizes. Among them we can name Wole Soyinka (1986), Naguib Mahfouz (1988), Nadine Gordiner (1991), John Maxwell Coetzee (2003).

There are many other African scholars who introduce modern African literature to European readers. Among them is Professor R. Egudu the dean of English Language Faculty of Benini University (Nigeria). In one of his books "Modern African poetry and African predicament" he introduces the reader to three poets Chinua Achebe, Shooinka and Okinbo. The author tells about political changes happening in the country which had influence on African poets. " He notes that modern African literature is closely connected with the culture, social, economic and intellectual life of African peoples, which is full of problems and contradictions. All three poets as Egudu writes express common ideas about the war in Nigeria. Their poetry has one common idea that war brings ittrpearable loss. The three of them give readers a vivid picture of a war. Egudu writes "art is life given through temperament" (p.5).

Berit Lindforce is a specialist in African literature at Ostin University, Texas the author of a book " Research of African Literature" he also published "folklore and Nigerian literature". One of his outstanding works can be named the analyses of Chinua Acebes' works. Lindforce notes that the main aim of his research is to study how the understanding of Amos Tutuolas' writing has been changing over the past two decades. Tutuola was the first writer who attracted foreign critics' attention to young Nigerian literature. In 1952 Tutuola published his story "Palm wine lover" in London and "My life in the forest of souls" in 1954. They were very popular abroad but not so popular at home. Nigerian people did not like the style of his writing because of its exaggerated exotic tone which on the contrary was very much liked by foreign critics. Tutuolas' originality is that all events described in his stories are recreated as something real. At the end of his story "Palm wine lover" the main hero begins to understand the meaning of life and death. There is a paralel with the Japanese myth of Isanagi and Izanami about life and death. The main hero returns from the town of death with the egg of life which gives life. It is a cosmic egg. A baby born after travelling in the town of death has this egg. This idea causes doubt.

West Africa is a heterogeneous region. Throughout its long history peoples of West Africa developed very original system of social communication. This region experienced the influence of external forces. One of the signs of successful development of African literature is the increased interest of literature experts and critics to the works of African authors. In his book John A. Peters African literature expert, professor of Maryland University describes the works of three outstanding African writers L.S. Sengora, Ch. Achebe, V. Shooinka. Peters was born in West Africa, in Freetown (Siera Leone), he got his degree in Canada. Peters travelled much through Africa, Europe and USA. He has been teaching at Freetown University, New York. He wrote critical articles and reviews about the development of literature in African countries.

Studying the works of writers who represented different genres of literature – poetry, prose, and drama he notes common features of their works - the theme of African masks. Peters chooses the theme of masks for the reason that this is the typical example of myth poetical feature of African people and he tries to find the similar features in modern literature.

Leonid Sedar Sengor (1906) from Senegal is one of the greatest poets of Africa, Chinua Achebe (1931), from Nigeria the greatest novel writer and Vole Shooinka (1934) from Nigeria – a poet, novelist and script writer made the greatest influence on development of literature in West Africa.

At the end of the XIX century West Africa was colonized by Europeans. They spoke different languages and confessed different religions and made different political systems. They forced African peoples to follow their rules. The three abovementioned writers underwent this influence of European literature. Each of them writes on the language of colonizers: Sengor writes in French, Achebe and Shooinka in English. In their works they describe the ordinary lifestyle of African peoples, their thoughts and religious rituals, peculiar features of their life and traditions. At the end of his book Peters writes that it is undisputable that all these three poets hate war and despite the differences in aesthetic issues they represent the prevailing opinion about peoples and cultures of Africa.

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PROACTIVE LEARNING WITH DESIGN THINKING TO ENHANCE THE UNDERGRADUATE STUDENTS' BUSINESS PROJECT ASSIGNMENT

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Abstract

Design thinking is a method for developing innovative solutions by purposely incorporating the concerns, interests, and values of humans into the design process. This paper has analyzed the effectiveness of a proactive learning approach to Principles of Modern Management course through the use of design thinking method. The key factors analyzed were attitudes and learning achievement. The quantitative research method was used to collect data through a learning attitude test and an evaluation form. The experimental group comprised 102 third-year students of College of Social Communication Innovation purposively selected from one class during the second semester of the academic year 2018. A pretest-posttest experimental design was applied. Students were divided into 10 groups to conduct the assignment business projects. Mean, percentage, standard deviation, and tests were used for data analysis. After the experiment was completed, qualitative data collection was conducted with a focus group that consisted of 10 students who were the leaders of their respective groups. The research results revealed a positive impact on the use of design thinking on students' attitudes towards the general education courses that are proactive learning. Students were satisfied with the usefulness of design thinking while working as a group and implementing project processes. This research describes how to use design thinking for proactive learning in business project assignment.

Keywords: Design thinking, Proactive learning, Business project, Undergraduate student

Introduction

The 21st-century learning process offers a holistic and systematic view on how to reconceptualize and reinvigorate education. This includes bringing together all the elements that contribute to 21st-century academic success into a unified framework that comprises core subjects, contemporary themes, learning and innovation skills, information, media, and technology skills, life skill and career skill into a comprehensive 21st-century education support system. Learning and innovation skills consist of 'creativity and innovation', 'critical thinking and problem-solving' and 'communication and collaboration' (Partnership for 21st-century skills, 2009). To prepare students for the challenging 21st century, it is necessary that they learn how to work effectively through cooperative effort and how to constructively solve problems. Proactive learning is an atmosphere created by the teacher that encourages students to be enthusiastic in searching for knowledge at all times as a community of inquiry that induces the students' creative learning and leads to innovation. Proactive learning implies that the students discover the answers under the teacher's supervision. In addition, students can combine knowledge, skills, values, and attitudes to construct knowledge through a variety of learning techniques. Students actively create knowledge while the teacher serves as a facilitator to support their learning. Therefore, project assignment is a process that stimulates students to practice skills.

Design thinking is developed from cognitive models (traditional paper-based media) to computational and parametric models (Oxman, 2017). The initial concept of design thinking appeared as a problem-solving paradigm in "The Sciences of Artificial" (Simon, 1969). McKim (1972) presented the body of ideas focused on new visual aspects of design thinking in the book "Experiences in Visual Thinking". Lawson (1980) applied the concept to the discipline of architectural aspects in the book "How Designers Think". Design thinking was first introduced by Rowe in 1987 (Rowe, 1987). Visser (2006) defined design thinking as a process of creative strategies utilized by designers during the process of designing. Dorst (2012) later proposed that it is a process of exploration and creative strategies. Design thinking has been used in many industries (Dorst, 2011). Nowadays, it is identified as an exciting new paradigm for dealing with problems in information technology, business, education and medicine (Deitte & Omary, 2019; Hendricks, Conrad, Douglas, & Mutsvangwa, 2018; Martin, 2009). Design thinking is a design methodology that provides a solution-based approach to tackle complex problems that are unknown, by understanding the involved human needs, by re-framing the problem in human-centric ways, by brainstorming, and by adopting a hands-on approach in prototyping and testing (Dam & Siang, 2019).

There are many models of design thinking processes. Hasso-Plattner Institute of Design at Stanford (d.school), leading university teaching design thinking, has designed five stages of design thinking. All stages are not linear, but are allowed to occur in parallel and repeated. Five stages of design thinking are:

1. Empathize: this refers to understanding the problem, trying to solve it by interviewing and observing with deep insight.
2. Define: this refers to analyzing the observations and synthesizing the information in order to define the core problems as a problem statement in a human-centered manner.
3. Ideate: this refers to generating ideas to "think outside the box" to identify new solutions to the problem statement by using ideation techniques such as Brainstorm, Mind mapping, SCAMPER, Brainwriting, etc.
4. Prototype is an experimental phase to identify the best possible solution for each of the problems by producing an early sample product which is inexpensive and scaled-down.
5. Test is the last process which designers or evaluators rigorously test the complete product using the best solutions identified during the prototyping phase that meet the users and circumstances (Dam & Siang, 2019).

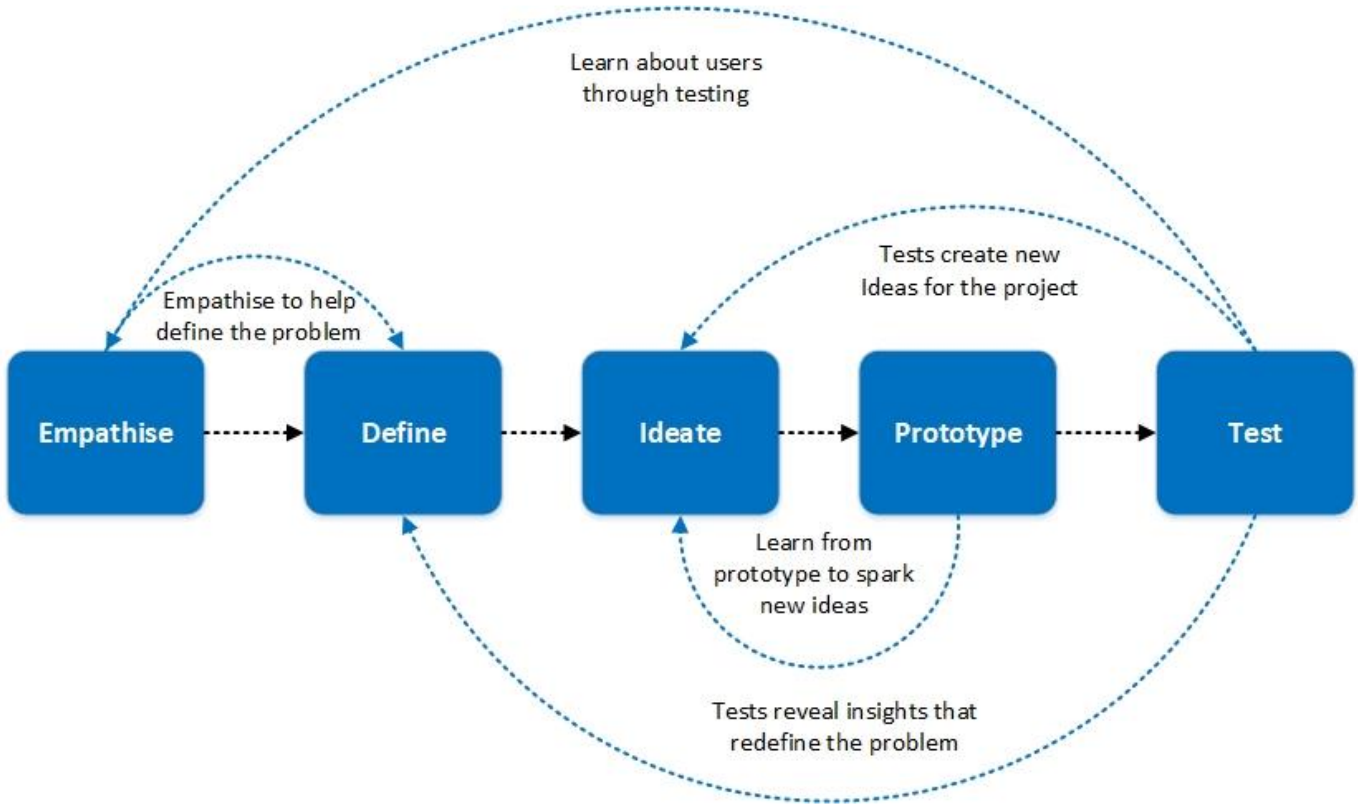

Figure 1. Five stages of Design Thinking

Note. Adapted from https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

Design Thinking Application in Higher Education

Despite proactive learning in classrooms, design thinking is pervasive in many subjects as an empowering technique to enhance the students' creativity in human-centered way. In 2007, Stanford University used design thinking method to create the Embrace Baby Warner Project to help low-birth-weight babies around the world maintaining their temperature for six hours after incubating the new-born babies. The Stanford students implemented the project to the communities in Nepal with the problems of fatal hypothermia in many households that lack electricity. Finally, they developed an innovation product to help families in need in the world (Soule, 2013). Northeastern University students identify innovative solutions to some difficult social problems in South Africa, through design thinking methodology (Chou, 2017). James Madison University implement the design thinking to the Interprofessional Innovations course for engineering nursing and biology students which they work together in a MakerSpace environment to create the innovations solved the community health problems (Nagel, Ludwig, & Lewis, 2017). Henriksen, Richardson, and Mehta (2017) used Stanford design thinking model to design Learning by Design course for online master's degree students of Educational Technology program. Nursing and Medicine education focus the students on creative thinking and empathy on real world problems deputing their creativity through deliberate practice. Therefore, design thinking approach challenges traditional scientific methods for Nursing and Medicine learning with implementing human-centered design (Beaird, Geist, & Lewis, 2018).

Research questions

Srinakharinwirot University is a university in Thailand that provides Principles of Modern Management as a general education course for third-year and fourth-year students of many faculties as an elective course. The content of Principles of Modern Management (SWU365(are past and modern management theories, planning and policy, organization, leadership and human resource management. Social enterprise (SE) has also been taught to guide the student to do a business plan to solve community problems. This course has more than one hundred students enrolled per semester. After having taught this course for five years, I noticed that the course could not inspire most of the students. Many students do not contribute equally to the project assignment while only a few students in each group actually conducted the projects. I realized that I needed a proactive learning method in which I could actively supervise and encourage their project tasks. Design thinking could urge them to be active learners with creative and innovative skills in a human-centered way. That is the reason why design thinking was implemented in this course. This study evaluates whether design thinking could enhance the students' project and develop positive attitudes towards the course.

Objectives

The purpose of this study is to employ design thinking in the Principles of Modern Management course for proactive learning in classroom. The objectives of this paper are to compare students' attitudes towards the course before and after using design thinking method and to assess their satisfaction in group project assignments.

Methodology

This research is based on a quasi-experimental research methodology, and employs a qualitative research methodology. The research was conducted during the second semester of the 2018 academic year where 762 students from many faculties took Principles of Modern Management course, divided into eight sections. The purposive sampling is 98 third-year students of the College of Social Communication Innovation. The one-group pretest–posttest experimental design was applied. The research tools included the attitude test and unstructured interview form. There were 20 questions divided into three aspects, i.e. five questions about learning content, eight questions about teaching method, and seven questions about usefulness perceived. Three experts in Management, Design Thinking and Education evaluated the quality of attitude test by the index of item-objective congruence (IOC). After the test try-out with another group of 30 students, Cronbach's alpha coefficient was used to determine the quality of the attitude test. The results revealed a score of 0.94, which is considered high quality and reliable. The experiment was conducted through the business project assignments in Principles of Modern Management course using the five stages of Stanford University design thinking model.

The class was divided into two phases consisting of lecture-based teaching and business project assigning. The sampling students were divided into ten groups to conduct the assignment business projects which solve the problems or needs of university community and surroundings. After learning about the five stages of Stanford design thinking, the students started doing the project following each stage. In Empathize Stage, the students interviewed university students and staff, and people outside the

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university to find out problems. In Define Stage, the students analyzed the information gathered by the interview to conclude the essential problem which could be developed into a business. In Ideate Stage, they brainstormed to design a business that solved the problem and matched the communities' needs. Three students from each group met and exchanged their business ideas and received the comments of the other groups. They brought all comments and ideas to consult with their own groups and modified the projects accordingly. In Prototype Stage, the students create a model of business with materials and prototyping tools to design a mobile application or website. In Test Stage, all business prototypes were brought back to the target groups for feedback, improvement, or remodeling. At the final period of the course, all groups presented their business projects within the classroom using the Gallery Walk technique. The students walked throughout the classroom to explore the exhibitions and discuss with their friends.

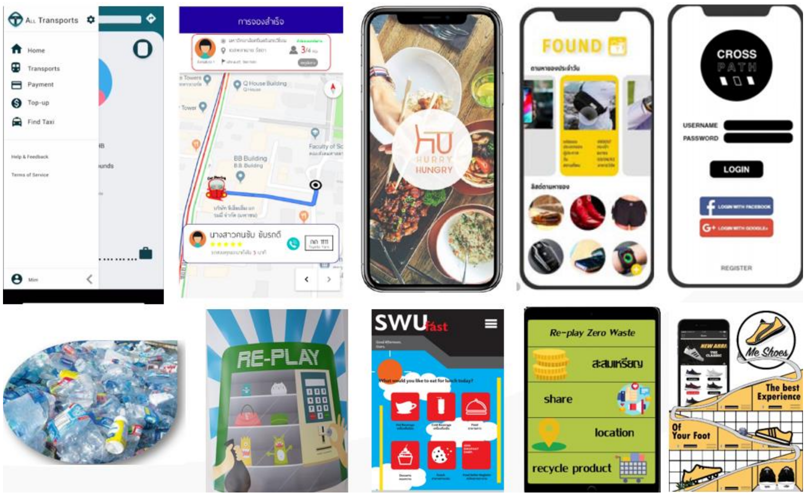

Figure 2. The business project prototypes created by the students

Data Collection and Analysis

The pre-test data was the results of the attitude test done in the second period at the orientation of the course. The students proceeded to do their project assignments using five stages of Stanford design thinking model. The post-test data collection was used to repeat the attitude test at the end of the course once the students had completed the project. The pre and post data were statistically analyzed by mean, percentage, standard deviation and t-test. Once the experiment was finished, qualitative data collection was implemented. The researcher conducted a focus group interview consisting of 10 students who were the leader of their project group.

Results

The sampling group consists of 98 third-year students from the College of Social Communication Innovation, 69 females (70.41(and 29 males (29.59%(. Sixty four students (65.31%(had prior working experiences, while 34 students (34.69%(had no prior experience. Overall, students' attitudes towards the course were different between the pretest (*Mean*=3.177, SD=0.244 and the posttest (*Mean*=3.514, SD=0.335(with a statistical significance of .01. Two dimensions of content and teaching attitudes of the course also showed the difference between the pretest (*Mean*=3.079, 2.906; SD=0.387, 0.335) and the posttest (*Mean*=3.629, 3.418; SD=0.496, 0.368), but the utilization attitude were not different between the pretest (*Mean*=3.532, SD=0.413) and the posttest (*Mean*=3.513, SD=0.348) as shown in Table 1.

Table1: Comparing pretest and posttest of attitudes towards the Principles of Modern Management Course

Attitude test	n	*Mean*	SD	t	df	p
Overall attitudes				-8.317	97	0.000**
Pre-test	98	3.177	0.244			
Post-test	98	3.514	0.335			
Content attitudes				-8.409	97	0.000**
Pre-test	98	3.079	0.387			
Post-test	98	3.629	0.496			
Teaching attitudes				-9.950	97	0.000**
Pre-test	98	2.906	0.335			
Post-test	98	3.418	0.368			
Utilization attitudes				-0.389	97	0.698
Pre-test	98	3.532	0.413			
Post-test	98	3.513	0.348			

**p> .01

To compare the students' characteristics to the attitudes towards the course, overall and each attitude revealed that the pre-test was not different among the genders as shown in Table 2.

Table 2: Comparing pre-test and post-test of attitudes towards the Principles of Modern Management Course divided by gender

Attitude test	n	*Mean*	SD	t	df	*p*
Pre-test						
Overall attitudes				0.950	96	0.344
Female	69	3.193	0.251			
Male	29	3.141	0.228			
Content attitudes				0.847	96	0.399
Female	69	3.101	0.379			
Male	29	3.028	0.408			
Teaching attitudes				-0.746	96	0.458

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Female	69	2.890	0.342			
Male	29	2.946	0.322			
Utilization attitudes				1.542	96	0.126
Female	69	3.573	0.402			
Male	29	3.433	0.428			
Post-test						
Overall attitudes				-1.664	96	0.102
Female	69	3.478	0.331			
Male	29	3.602	0.337			
Content attitudes				-2.132	96	0.038
Female	69	3.560	0.483			
Male	29	3.793	0.497			
Teaching attitudes				-1.418	96	0.161
Female	69	3.387	0.388			
Male	29	3.492	0.312			
Utilization attitudes				-0.616	96	0.541
Female	69	3.499	0.349			
Male	29	3.547	0.352			

*$p > .05$

**$p > .01$

When comparing the students' characteristics to the attitudes towards the course, the overall and individual attitude revealed that they were not different between the experienced and inexperienced in the pre-test and post-test as shown in Table 3.

Table 3: Comparing the pre-test and post-test of attitudes divided by the working experiences while studying

Attitude test	n	*Mean*	SD	t	df	*p*
Pre-test						
Overall attitudes				0.261	96	0.794
Experienced	64	3.182	0.259			
Inexperienced	34	3.169	0.218			
Content attitudes				0.030	96	0.976
Experienced	64	3.081	0.419			
Inexperienced	34	3.079	0.329			
Teaching attitudes				0.453	96	0.652

Experienced	64	2.917	0.354			
Inexperienced	34	2.887	0.302			
Utilization attitudes				0.052	96	0.959
Experienced	64	3.534	0.460			
Inexperienced	34	3.529	0.314			
Post-test						
Overall attitudes				-1.392	96	0.169
Experienced	64	3.480	0.324			
Inexperienced	34	3.581	0.352			
Content attitudes				-1.565	96	0.122
Experienced	64	3.573	0.498			
Inexperienced	34	3.736	0.484			
Teaching attitudes				-1.183	96	0.241
Experienced	64	3.386	0.366			
Inexperienced	34	3.479	0.372			
Utilization attitudes				-0.770	96	0.434
Experienced	64	3.493	0.357			
Inexperienced	34	3.550	0.334			

*$p > .05$

**$p > .01$

The focus group among ten leaders of the group projects revealed that the students were satisfied with the design thinking method. They agreed with the five stages, especially the interviewing to identify the core problems and sharing the ideas with their friends and the target groups. They agreed that the design thinking could solve the community problems by deep understanding of what people wanted or needed. It was the human-centered design. In addition, the project presentation as the gallery walk approach encouraged them to discuss with other groups. The students mentioned that some suggestions by the community were difficult to incorporate into a business that covers all needs. Therefore, five design thinking stages required more time for the insight of the problems. The positive research results would be a guideline of development the proactive learning in classroom.

Conclusion and Discussion

This research demonstrated that using design thinking method as a proactive tool in group projects improves students' creative skills with human-understanding and positive attitudes toward studying the Principles of Modern Management course. These findings are consistent with Soule (2013(, Chou (2017(, Negel, Ludwig and Lewis (2017(, Henriksen, Richardson and Mehta (2017(, Ewin, Luck, Chugh, and Jarvis (2017), and Beaird, Geist, and Lewis (2018(who found that application of the design thinking increased students' skills in creating innovation and solving problems. The Principles of Modern Management course is a general education course that aims to develop students to be an effective leader or entrepreneur with competency using modern management tools. A business project assignment as proactive learning improves students' independent learning capabilities and develops their generic skills and interpersonal relationships so that they can combine knowledge, skills, values and attitudes to construct knowledge through a variety of learning experiences.

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VIOLENCE REPRESENTATION IN KHALED HOSSEINI'S THE KITE RUNNER ADAPTATION

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Abstract

The movie *The Kite Runner,* based on a best-selling novel of the same title, achieved a great success. Violence is one of its central themes, and the movie uses different visual effects to show it in a very influential way. This article analyses the representation of violence in the film. Various types of violence will be defined and the ways in which they are represented in the movie will be analyzed. Levels of violence will be discussed to see if it is presented very frequently and extremely. One of the discussion points is concerned with the roles of human beings in violence creation and their attempts, if any, to stop it. The effects of violence on characters' memory are also explored to see if they can forget the past events easily or if the violence that they witnessed in the past continues living with them as a post-traumatic situation. Johan Galtungs' Violence Triangle theory is used to look at the violence representation in the movie adaptation.

Key Words: Violence Triangle, Khaled Hosseini, *The Kite Runner*, Johan Galtung

Introduction

Khaled Hosseini's *The Kite Runner* was a successful novel and the movie adaptation made the same success. The movie is presenting issues in Afghanistan through the time of Soviet Union invasion to the Taliban governance and this article is to present the violence representation in the film adaptation, not the novel itself. Amir cannot escape from his past and forget about his history. When he goes back to Kabul, after a short stop the driver tells him: "Nothing that you remember has survived. Better to forget." (*The Kite Runner*) and Amir replies: "I don't want to forget anymore." (*The Kite Runner*). Amir wants to face his past mistakes and he does not want to repeat them and be silent again as he did in the past.

Violence is one of the main elements represented in the movie. There were also arguments about the scenes and the story itself in Afghanistan even led to banning the movie in the country. The reason for the ban was accusing the movie that it promotes violence. "On the basis of the instruction of the Information and Culture Ministry, the "Kite Runner" film's depiction and import has been banned," Latif Ahmadi, the head of state-run Afghan Film told Reuters (The Guardian, 2008).

The violence represented is of different types: from sexual through psychological to verbal violence. Many of the types of violence represented are physical ones. Johan Galtung's Violence Triangle theory is used in this article to discuss the representation of violence in the movie. There are clear references to the violence triangle in the movie and violence is shown as a process that starts as structural violence and through cultural violence it is approved which leads to direct violence. The argument in this article is violence is represented in the movie and the violence triangle is a good approach to understand the representation. Violence can be abolished if there are attempts to identify structural and cultural violence looking at direct violence. This will be the rare possible ways of fighting violence as it needs to be solved from its roots and the direct violence cannot be dealt with without looking at structural and cultural violence. Discussing violence, the traumatic experience of the author has a main role in creating a fictional context. All the characters in the film are suffering from severe traumatic experiences. While I am exploring the violence triangle in this study, I also look at the ways traumatic experiences may lead towards the various types of violence as well trauma because of violence.

Trauma

A main question for me when trauma starts or can be experienced. According to Cathy Caruth:

> trauma is not locatable in the simple violent or original event in an individual's past, but rather in the way that its very unassimilated nature—the way it is precisely not known in the first instance—returns to haunt the survivor later on. (Caruth, 1996: 4)

Trauma is long term and it occurs after some time following a traumatic event. This can be the reason to make the treatment difficult. It is something which hides itself but never goes away, rather it comes back to "haunt the survivor" later. It is a lifelong enemy influencing the individual anytime and this may lead to undesired consequences. This conditions and characteristics of trauma make it very hard to identify the problem in its early stages and it also makes the treatment complicated and difficult. If the trauma is not treated and it is long term, the violence is a permanent and continous act. The types of violence triangle used here are not the only reasons causing each others. In other words, the violence triangle is not a cercular pocess, but there are different factors building up or making the process start and continue. Trauma is a main reason to be looked at for the purpose of this study.

Trauma has direct relation with the power of the individual, as it is the level of strength in the person decides how the individual can deal with the issue. Judith Herman claims:

> PSYCHOLOGICAL TRAUMA is an affliction of the powerless. At the moment of trauma, the victim is rendered helpless by overwhelming force. When the force is that of nature, we speak of disasters. When the force is that of other human beings, we speak of atrocities. Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection, and meaning. (Herman, 1992: 24)

The individual's courage to tackle the issues is effecting the traumatic experience. If the person is powerless or weak towards issues s/he faces, then trauma becomes more serious and damaging while if the person is courageous or there is some available help, trauma can be survived with minimal damage. It is not only "powerless" affecting the trauma, but it is rather some times more about the external force causing the trauma. We human beings sometimes cannot stop many external forces such as natural disasters, wars, parental issues, etc. Well, it is true that we can resist hand in hand but in reality, it is not possible to gather everyone under the same umbrella to react against the common issues. For example, we as the humanity cannot stop the conflict of the super power countries, which causes conflicts, climate change and many other issues. Those issues will be the reasons for the traumatic experiences in the future worldwide in the mind of millions. However, we can rather discuss the power of an individual who motivates the person at least to try to solve the traumatic experience. Even if not solving, but at least minimizing the damage. I do not name this as power; it rather relates to courage and self-motivation. Of course, we should be powerful to obtain those characteristics; however if we specify the characteristics, it is easier to know our aims rather generalizing things.

It is a traumatic experience pushing an individual or community to commit an undesired action. Violence is the result of an unsolved traumatic experience. The conflict and hatred come from disagreemnts and unspoken issues between the different structures and groups of people. Then, these all lead to the actions on the individual basis and people start committing violent actions. Traumtic experiences creats gaps between the various groups and individuals from different backgrounds. Such gaps are leadding to the lack of communication and tolerance towars each other. All this will be followed by structural violence which will be mediated by cultural violence. The last stage which manifests all the previous issues is direct violence. Khaled Hosseini himself was an immigrant in the USA and it seems he cannot get away from his old experiences and the social and culturale knowldge transfered to him. He transfers the stories of the country he was born in through fictional works. The protagonist of the film, Amir, also immigrates to the USA and he cannot escape from his past traumatic experiences. He goes back to face all the past and memories.

Violence Triangle

The term of violence triangle is quite new in the field of peace and conflict studies as the field itself is recent. Johan Galtung is named as one of the pioneers of the field after establishing the Peace Research Institute Oslo (PRIO) in 1959. His article titled "Violence, Peace, and Peace Research" in 1969 is the very starting point of his theory. The theory was developed while researches were conducted in the field of peace and it is known that peace cannot exist unless violence is absent. Galtung (1969: 167) claims: "The statement peace is absence of violence". Based on this argument, he would rather start studying violence to establish a thesis towards peace because violence abolition is seen as a precondition for peace. To discuss about peace to bring it back to a place struggling with conflict, violence should be researched first as there will not be peace while violence is present. Moreover, violence cannot be abolished unless it is studied in order to remove it from the roots.

Johan Galtung aims to find a solution for violence or at least making it less by studying its roots rather than identifying the types of violence. Basically, he identifies the types of violence but in a different way which is done by other researchers and organizations as they mainly are interested in naming the types of violence in order to make it identifiable. Naming them just for the purpose of identification would not offer a solution but exploring violence to find the motivations behind it or the starting point can have significant contributions in making a violence free environment.

Violence Triangle is important to be identified which will help in studying the reasons of making violence and that will be needed when a solution is strived. Galtung divides violence into three types: Structural, Cultural and Direct Violence. These are the basic parts of his theory and then he develops this to a larger scale by dividing them into Visible (Direct) and Invisible Violence (Structural and Cultural). The second division itself offers a sense of an attempt of finding solutions for the roots that can have permanent influence by looking at the invisibility of an issue as it can be very difficult to find a solution for a problem without knowing the hidden causes.

Galtung starts with the first step of violence and he names it structural violence. This type of violence is happening in wider scales and it is veiled. To elaborate more about the term, this type of violence occurs between groups that may belong to different identity, gender, religion, ethnicity, etc. The ongoing unsolved conflict and disagreement between these groups is structural violence. The following is a clear example for this definition: "Thus, when one husband beats his wife there is a clear case of personal violence, but when one million husbands keep one million wives in ignorance there is structural violence." (Galtung, 1969:

171). Here the issue is between groups rather than individuals. A group of people collectively gathers and they start to behave against another group of which they are in conflict with and this makes the contradiction to be in a higher level rather than being simplistic between few individuals.

The structural violence is not strict to a specific group and it has very wide explanations and types. Another example by Galtung is medical treatment. In the past, people would die from tuberculosis and that would not be violence but if someone dies nowadays from the same type of illness, it is structural violence. The reason for that, such an illness is treatable now and if it is treated but not conducted, then this is violence as it is because of the global unfairness. In other words, when something is avoidable but it is not, then this is a clear sign of ignorance. What may cause this might be class differences, poverty, corruption, social injustice, and the like. Because of all these if there are people who may die because of any of these while there is a chance for him/her to survive under other circumstances, this is structural violence.

The categorization of violence is changeable according to the situation and the type as it is stated by the previous example. That means if something is not considered as violence today, it might be seen as violent act in the future. For instance, everyone knows that earthquakes are not absolutely controlled today and it might not be considered as violence. It will be taken as a violent action in the future if it will be totally controllable by any means of technology. This example is also given by Galtung in his article written in 1969 (ibid). We can argue that earthquakes are structural violence at the current time because they can be avoided to some significant level. The damage an earthquake may cause in Japan is definitely far less than the same earthquake may happen in a developing country. This means that there are tools and capacity to avoid or to make the damage less but it is not done due to the global unfairness. Moreover, it can be corruption restricting the capability of a country compared to another or any other reason.

The structural violence to consider for the aim of this paper is the one existing between groups of people with different religions, beliefs, races, genders, etc. Galtung sees this type of conflict between groups as the main source of structural violence because that is the reason which leads to all the other issues which become more and more complicated. The conflict between different social classes, people with different political and religious views, and the gap between the genders can be the main categories or groups of which structural violence is seen among.

After the existence of the first step of violence, the comprehension, viewing, looking at and commenting on the present structural violence starts. The members of a society and groups are the main actors who come into the scene. This is the second step of the violence and it is called “Cultural Violence”. Galtung (1990: 291) defines this type of violence as the following:

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

The members of a group start to accept the violence and sometimes they do not even see it wrong; violence might be seen necessary and very acceptable. This is the second phase of the violence triangle in which takes the structural violence into a new step. Cultural violence is a kind of mediator and transition phase in the introduced violence triangle as it connects structural to direct violence.

This step is very important to consider as it symbolizes a filter that can stop structural violence by denying it. If it stops the first type of violence, there will not be any violence conducted personally or directly, as there would be a barrier that does not let structural violence develop or proceed. This type of violence has not the less level of danger if not more compared with structural violence because this is the one that creates an environment for violence to grow. Violence is significantly less if there are some obstacles and culture can be one of them. When the culture starts to accept violence, it helps in progression and this makes this type of violence as dangerous as the first type, if not more.

The third type of violence according to violence triangle is direct violence. It is clear that direct or personal violence is the direct involvement of an individual in a violent action. This can be a verbal or physical action such as beating, killing, raping, swearing, gazing, etc. and this type of violence normally has an influence which can be seen with the bare eyes. The symptoms of such a violence appear physically of the body of the affected person of psychologically, of which the behavior shows the violent action. For the physical signs, it is known that there will be blood, torn cloth, skin scratches or any other visible signs will be seen. It will be more challenging to identify the signs of psychological violence; this may include depression, becoming antisocial, closed to him/herself, fear from going to public and many other signs which can be identified.

Following the exploration of violence triangle, their connections to each other is another important point. The theory itself gives a feeling to the reader that it aims to explore about the roots of violence in order to find a permanent solution to the issue. Each type of violence is the result of another and they cannot exist without each other. It is cultural violence puts the structural one into a new phase and processes it to create the direct violence. This is why the violence triangle is introduced, as it is a circular process that connects each type with other one very strongly.

The conclusion of the triangle is that direct violence is a result of structural and cultural violence. In other words, direct violence is the reinforcement of the other types of violence and it manifests the existence of the violence. It will be very difficult to argue about presence of violence, as there would not be any objective proof proving the occurrence of violence. The best way to document violence is the direct violent action seen objectively by the others and this is used as an evidence of the other types of violence.

Mentioning the manifestation, visibility and invisibility of violence is a main point to be discussed while the documentation is the main topic. In Galtung's theory, Direct Violence is the visible type and the other two types are invisible. The visibility can always be considered as an evidence to prove and manifest the existence of something hidden or invisible. Invisibility does not help much in arguments unless they are documented and proven they exist. However, it is invisibility creating the visibility; there is always something hidden behind the existence of something else considered as visible by the seers. Maurice Merleau-Ponty (in Hollander, 2002: 34) says:

> When I say that everything visible is invisible, that perception is imperception, that consciousness has a 'blind spot', that to see is always to see more than one sees—this must not be understood in the sense of a contradiction—it must not be imagined that I add to the visible…a nonvisible. —One has to understand that it is visibility itself that involves a nonvisibility.

There are always nonvisible facts which make the visible possible. As argued in previous paragraphs, the structural and cultural violence are leading to direct violence. The first two types are invisible and the last type is the visible one. Whenever a visible issue is aimed to be solved, the invisible causes behind that should be studied and explored further in order to solve the problem from the roots to not let it re-exist. Lasting solution needs studies to be carried out on the invisible causes as the visibility can be seen by anyone while it might not be dealt with directly in an easy way unless the invisibility is looked at in parallel with the visibility of the issue.

Violence cannot be excluded from the perception of "blind spots". We, human beings, see the surface or what can be seen with the eyes when it comes to violence. Like everything else, the hidden part of violence is the basis of the commitment that starts the visible – direct violence. The blind spot of violence, according to violence triangle, is the structural and cultural violence. Hooks (1998: 343) says:

> If the current fascination with otherness is an authentic expression of our desire to see the world anew, then we must be willing to explore the cultural blindness of the many people who saw *Wings of Desire* and who did not see whiteness represented there as sign and symbol.

Thus, cultural violence remains a main type of violence to be considered, as cultural blindness can be a main cause leading direct violence happen and exist. If the culture rejects and acts against structural violence, there might be a limit put and no one might get hurt because of direct violence as it might be eradicated or abolished before it starts.

Violence Representation in *the Kite Runner*

Violence is one of the main themes of The Kite Runner. It is represented in various forms and different types of violence can be seen. The unforgettable and major scene of violence is the rape incident of Hassan by Assef. This act of violence is one of the most touching and it has the main influence on the entire story. The return of Amir to his birth place can be the result of traumatic moments which he experiences with his eyes as a child. At that time, he did not react at all while he could protect his close friend but he does not want to repeat the same mistake again which he did long time ago. At the end of the story as he is hunted by his traumatic memories, he is very willing to help someone who needs him and he does not want to escape again.

In the movie, the violence triangle can be seen clearly. There are many direct violence scenes shown. The structural and cultural violence are presented in the film as well. The direct violence is the reinforcement of the other types as argued by Galtung's violence triangle.

The first violent scene to discuss and analyze is the rape scene of Hassan. Assef, is not a very fan of Amir but he cannot do anything against him due to his father's class and power status in the community. Another reason can be Amir's very close friend, Hassan. Hassan is a strong and rebellion child who speaks out when he sees something wrong. He spends most of the time with Amir and he looks at him as an idol as Amir is an educated person. Everything starts from the tribal difference of which each belong. There are two main tribes in Afganistan: Pashtunn and Hazara. The people of the first one consider themselves the original people of the country and they see the Hazaras as immigrants who came to the country. The Hazaras have always been seen as second class people in the country and humiliation have been undertaken in various ways. Assef tells Amir and Hassan:

> Afghanistan is the land of the Pashtunns. We're the real Afghans. Not this flat-nose Hazara. His people pollute our homeland. They dirty our blood. If idiots like you and your father didn't take these people in, we'd be rid of them. (*The Kite Runner*)

The structural violence has already started to exist there between two tribes and some of the people in the main tribe are accused by accepting them into the majority who do not accept the Hazaras. They are accused by doing bad things in that country and the accusations are racist as they are even labelled by being called "flat-nose". That is true though that people from the Hazara ethnicity are flat-nosed and this can be seen on their appearance naturally. This natural appearance is used for discriminating them and Assef uses this discrimination symbolizing the existence of structural violence. They are also seen as dirty people who may pollute their land and blood. There is an important point here not known and that is the biological father of Hassan. Baba is the father of Hassan who slept with his servant and then Ali adopts him and he is known as his father until Amir gets a phone call to help Hassan's son after many years.

His biological father due to the social and cultural norms does not accept Hassan and this is a cultural violence. The culture starts to accept things, which should not happen; if they even do not accept, they do not resist and they avoid fighting to the basic human rights. The fear of Baba to accept the child is an evidence proving the ignorance of speaking out against the unfairness. It is not easy to accuse Baba for what happened, except his sexual affair with his servant, but his decision about hiding the reality from the others can be the only thing that could be done in his society at the time. It is the culture and society make human beings to do something sometimes even if they do not want to. Said (1978: 259) argues:

> The more one is able to leave one's cultural home, the more easily is one able to judge it, and the whole world as well, with the spiritual detachment and generosity necessary for true vision. The more easily, too, does one assess oneself and alien cultures with the same combination of intimacy and distance.

Moreover, it might not be easy for us to judge what Baba and many other characters do as the environment we live in is very different from the one they lived in. Thus, it would not be fair to discuss Baba's biological fatherhood status and the reasons behind letting his biological son suffer as an individual who is looked at as a Hazara boy. Hassan would be kept safe just like the other son of Baba if Assef knew that Hassan was a Pashtunn because of having a Pashtunn biological father.

Assef himself is a teenager and the victim of both structural and cultural violence. His direct violent commitments are the evidences of the existence of the other two types of violence. He is a violent person because there is already preparation for his deeds. The tribal and religious conflict are the starting point of all his actions. He would not do the same if the structural labels were not drawn. The adults started to map such differences between the human beings especially those who have the same religion with different sects. Even if the Hazaras were not the original inhabitants of the country, they were from places close to the country and they have long history in that country. All these reasons to not let the differentiations exist, the Afghan community is divided into different structures just same of what is happening in many other countries with the various discrimination levels.

After all the preliminary reasons, Assef rapes a young boy: Hassan. Here, there is an issue and it is the act itself either to call is a rape or sexual violence. That is true the involvers are all teenagers and a small boy, not adults in order to discuss the consent of the people involved in the sexual activity. By any means, Hassan is forced into a sexual intercourse; both the doer and the victim are males and they are under age (18 years old). No one would have any doubt that there is a sexual abuse of someone else and as far as there is a sexual intercourse, it can be called rape although the definition of rape can be different from a country to another (Pandoras Project, 2017). The direct violence is committed and Hassan is sexually abused. This scene is very dramatically shown in the movie as there are drop of bloods socking down to the snowy ground from the boy when he comes out after being released. The blood is a clear symbol symbolizing the struggle of Hassan showing his victimization of the environment he lives in. The snow is another element that might be a symbol for his innocence. He is just a small boy and he has nothing to do with all the structure drawn by the adults. Hassan even does not understand about all the hate and he is doing everything for the sake of friendship "Amir agha won the tournament and I ran this kite for him. This is his." (*The Kite Runner*), "Amir agha and I are friends." (*The Kite Runner*). Assef responds: "Friends? You fool. Enough of this." (*The Kite Runner*). It is not possible for Assef to believe that they are friends as he thinks Amir is using him only. For him, how a Pashtun and Hazara can be real friends? Assef responds to Hassan's loyalty to his friendship:

> Loyal Hazara. Loyal dog. Before you sacrifice yourself for him, think about this, Hazara: Would he do the same for you? Have you ever wondered why? he only plays with you when no one else is around? I said, "Why," Hazara! Because, to him, you're nothing but an ugly pet. Something he can play with when he's bored. Something he can kick when he's angry. (*The Kite Runner*)

Assef is not taught to understand such a friendship while Hassan believes in it from his heart. But, Assef is questioning his belief and most probably Hassan finds such questions very reasonable to be answered and the possible answer is already might be very scary for him as he can have a guess about Amir's thought towards the friendship between them. As Assef says after Hassan's resistance: "So it will always remind you of what I'm about to do to you." (*The Kite Runner*). That is true, Hassan will never forget the sexual violence committed against him but he still keeps it secret; this is another problematic issue in which such cases those types of violence are kept hidden as it is believed that they are bringing shame to the victim as well as his/her family. Hassan sacrifices himself and Amir is aware that Hassan is doing everything for him even his "honor" can be sacrificed. Such incidents are considered "honor" matters in most of the Eastern countries especially the Muslim communities and it is considered something very serious not as a matter of psychological damage or the feelings of the victim, but more attention is rather given to the honor part of the incident. The traumatization becomes even more serious as the subject is not only the individual him/herself but rather it involves other people especially the family and close relatives even the community sometimes.

Amir witnesses that the violence is being committed against his "friend" but he does not react. This can be related to his week personality, not the matter of power, because Hassan also reacted against a group of people both times: before with Amir and this time alone. Amir chooses to be silent symbolizing a culture that decides to be silent about a structural violence leading to direct violence. He says nothing and goes sitting somewhere close accepting the situation happening there until Hassan comes.

Sometimes the culture may resist and comment as well, but it might change nothing from what will happen. One person from the Assef's group says: "I'm not sure, Assef. My father says it's wrong." (*The Kite Runner*). Here apart of the culture, he believes that something wrong is done which should not, but it is not the majority and powerful thinking this way. The winner will be the majority or the ones controlling the majority. Assef responds to that: "Your father's a Communist. And there's nothing wrong about teaching this donkey a lesson. Just hold him down." (*The Kite Runner*). The most powerful here makes the wrong deeds acceptable by the other members and he accuses those who may resist by labeling them to put them in trouble. This can be a reason why Amir escapes from any reaction as he may get harm and he has something to lose. He cannot be brave like Hassan as he does not have a lot to lose but Amir's social level in the community can be a barrier scaring him before showing any reaction. Assf also labels him as a "Communist" which is not looked at very positively by the community members and this will hurt him and his reputation. The same situation here just like Baba who did not announce his biological son from his servant he chose to keep him secret.

The culture here gives a crime a legal status making it either acceptable or people the least to not talk about it and do not see it wrong which makes them to keep such a thing secret. The culture is a mediator between structural and direct violence. As it was discussed, the first step in any violent action is structural violence and the third step, the final, is direct violence, which is the visible as it can be seen here: the sexual violence. Thus, cultural violence is the transition process that can be a filter to stop the structural violence to not let the direct violence exist. Surely, it is much better to let the structural violence no start, but when it starts, the best solution can be a barrier and that can be the culture. It can stop and abolish structural violence instead of letting it pass to another stage to become the direct violence. However, when this step does not take this responsibility, the cultural violence develops and the harm and damage that it causes becomes visible. The visible violence, direct violence, can be the most harmful as it is the last stage and the developed version of the other types of violence leaving the most damage on the victim.

Another violent scene is in the middle of the movie when Baba and Amir with a group of people try to flee the country because of the war and a solder at a checkpoint stops them. Everyone is sitting at the back of a truck while a smuggler tries to smuggle them into another country and he bribes the soldier. The solder accepts the bribe but he still wants the driver to uncover the back to see inside and he sees a group of people who are men, women and children. He looks at them and he tells the driver that he is interested in a woman who carries her child and her husband is accompanies them. The husband starts to beg the solder to show his mercy but they were told that is the price to let them all pass. His husband even does not dare to stand up and for a period of time no one speaks. After few seconds, Baba stands up, walks towards the gate, and argues with the solder until the general comes and lets them go.

In the wars, there are always two or more groups fighting against each other. During war times, most of the violence commitments are undertaken and the situation is quite different from the normal time. If something is totally forbidden during the peacetime, it might be all right or the restriction of that specific issue would be less. It is very difficult for a solder to have a sexual affair with a woman without her consent as there are some legal proceedings which would prevent such a crime; there are some laws in any country even if they are not very strict in some places. At the wartime, the law loses its power and individuals become more powerful than the legal system. In such a case, a solder at a checkpoint can ask for bribe as well as a sexual affair.

The structural violence in such situations is more when less powerful individuals and groups exist. The solder is in the power and he controls what is happening there in the checkpoint; he is in charge to let anyone go or stay. This is the point where structural violence starts. The more powerful deprives the less powerful because there is not any legal system to protect the latter. Such a power division makes the differentiation that leads to violence and discriminations. The solder speaks in Russian language and the driver is interpreting. The driver informs them: "He wants a half hour with the lady in the back of the truck." (*The Kite Runner*) and he says: "It's his price for letting us pass." (*The Kite Runner*). So, the solder is in absolute power in this situation and he asks for something which can be hardly accepted but it is very difficult to speak against him as he has the gun making him the most powerful in the scene.

Various situations can make divisions among the people and create structural violence. When Baba wants to argue in order to convince him to let them go and asks about his shame. The driver interprets the speeches of the solder: "He says, there is no shame in war." (*The Kite Runner*). Then, it is the war makes the structural violence and as he argues, everything can be done in war, as there is not any rule while there is no shame. If there is no shame, anything can be done without any hesitation because it is the nature of the war for the solder. The solder insists on his desire and he does not mind if he kills Baba as he says: "He says he'd enjoy putting a bullet in you, almost as much as he'd enjoy her." (*The Kite Runner*). This shows that it can be very difficult to stop a structural violence and even attempting to stop it needs a courage as the result can be not desired.

The cultural violence is the silence of everyone especially the driver. They do not say anything and the driver roles as an interpreter between the folk at the back of the truck and the solder. After the picture becomes clear and the solder does not care about what the husband says, Baba stands up and resists what is happening. He appears as the most courageous and fearless character in the scene. It is clear that the solder is in power there and he has the gone; shooting Baba is very possible but it seems Baba does not care as he considers the "shame" very important in this scene. Baba could not face his past mistake to announce his biological son from his servant, but now he puts his own life forward to protect the "honor" of a stranger. This shows that even cultural violence can be various from the same culture as there are something acceptable and some other things might not be acceptable. It is the society deciding on things to accept and things to not. Although the audience and the others may argue about which one is the most important, but it is the society decides on their priorities. In addition, the sexual violence is more serious than accepting a child from a Hazara servant. May be the identity of the solder plays the main role here as he is a foreigner and normally a male character may find such a commitment more serious if someone out of the borders commits it; the same scenario applies to even Western countries and this is not limited to the Eastern countries only. If the solder was from the national army of the same country, the resistance might have been different. Alternatively, maybe it would be the same because of "honor" in such societies as the males believe they should protect their women by controlling their sexual affairs and this can be with a solder forcefully or if a woman desires to have such an affair with a male out of the marriage boundaries. Such sexual affairs with or without the consent of the female is a taboo as far as it is out of marriage which is considered dishonor and this brings shame to the masculine characters of the family, society and nation.

That might be a main reason that may push Baba, but on the other hand, no one else is resisting. It is true that the situation is different and Baba's interference is because of his characteristics only. He would do the same to adopt his biological son but he might have not done it due to various reasons. When the solder threatens Baba by shooting him, he says: "I'll take a thousand of his bullets before I let this indecency take place." (*The Kite Runner*). This shows his insistence and fearlessness which is appreciated by the husband of the woman later. Amir is again afraid to react here and he says: "Baba, please, he'll shoot you." (*The Kite Runner*). It can be very normal for a child to be scared in such a situation and no one would expect him to show any brave reaction as he is only a child and he should worry for his father but Baba responds to him: "Have I taught you nothing?" (*The Kite Runner*). Baba wants his son to remain strong and stop a structural violence instead of approving that to let the direct violence exist.

Another element that stops the structural violence to go through the filter, cultural violence, is the general when comes, understands the situation, and prevents any further incident. The general is the key character who prevents the solder from murdering Baba and raping the woman in the truck. He uses his power for something good and this prevents serious troubles for the civilians there. This shows the importance of resistance as it prevents the direct violence happen and no one will get hurt because of the structural violence. If Baba did not react, the woman would have been raped which could put her in a lifelong trauma. After Baba, the general stops the solder first from killing Baba and most probably raping the woman, as he would do that after the murder. In this scene, it can be argued that someone who adopts a good culture can create miracles and protect people from serious violence. They all survive with a sexual harassment (direct violence) and that compared to a rape crime would even not be a point to mention. This is a clear example to show cultural violence as a mediator that can let structural violence go further and turn to direct violence, but it also can stop it and this may help in abolishing violence from its roots. If it is known that, there is no possibility for structural violence to proceed and there will be a barrier to stop it, structural violence will stop existing from its first place.

Human stoning remains one of the most crucial violent scenes in the movie as a man and woman are being stoned in the stadium being accused for committing adultery. When Taliban took the control of Afghanistan, the country faced the barbaric governance of the group. The group claimed that religion will be the only source for governance and they used their sole interpretation towards the religion as the same Islamic religion is adopted more differently in many other countries. The human freedom was very limited and there were many restrictions such as banning kite running (Semple, 2007) as well as publicly punishing people having sexual affairs out of marriage.

Assef is now an adult man and he has joined Taliban claiming the Sharia Law in the country; his violent commitments continue in a larger scale. His commitments in the past were in the name of nationality; religion takes the place now. Amir learns that Hassan has been killed by Taliban and he had a son named Sohrab and he is an orphan now as his mother is murdered as well. Amir decides to fly back to Kabul from the USA to do something positive which may let him face with his past and he decides to be brave enough this time to do what he had to do long time ago. Then, he learns about the reality that Hassan was his biological brother and his son is his nephew that makes him more insisting on finding him. In this journey, he witnesses the barbaric stoning of two people in the stadium at which a large number of audience watch the public punishment.

In the structural violence, punishment is allowed especially those who do not obey some rules implied by the authorities especially issues related to personal freedom. Here we have the people divided on two structures named by the punishers "believers" themselves and "disbelievers" who do not obey the believers' regulations, as they believe sexual affair can happen only between married couples. Outside marriage, sexual affair is adultery; such people are sinners and they should be punished. It is not a good idea to go into all the details and arguments especially the religious ones to discuss in this paper. The most important to know is that the structural violence starts between two groups and one of them accuses the other by not obeying the religious rules of which they force it on all the community members as they found themselves the representatives of God who needs them to apply the Sharia Law in the society. The speaker who announces the prosecution says:

> Brothers and sisters! We are here today to carry out Shari'a. We are here today to carry out justice. We listen to what God says, and we obey. And what does God say? Every sinner must be punished in a manner befitting his

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> sin. Those are not my words, nor the words of my brothers. Those are the words of God! And what manner of punishment benefits the adulterer? How shall we punish those who dishonour the sanctity of marriage? How shall we deal with those who disobey God? How shall we answer those who throw stones at the windows of God's house? We shall throw stones back! (*The Kite Runner*)

The cultural violence is the comprehension and acceptance of the punishment by a large number of the individuals in the community. This is shown very clearly in the movie as thousands of people are gathered in the stadium to watch the punishment and they do not deny it. Maybe most of the people are forced to present there by Taliban and they are there just because of their fear from the barbaric group. The man who escorts Amir asks: "Do you want to stay here?" (*The Kite Runner*) and he responds: "No, but we have to." (*The Kite Runner*) and this shows that they have to be there even if they are against what is happening there. The audience even start to shout the name of God as a sign of supporting the crucial punishment after the speech of the speaker. Thus, this does not change the reality that there are people watching the action and this shows their acceptance towards the punishment which is structural violence and the people are starting the cultural violence as members of the society who start to accept the structural violence. It is understood that resistance against such a barbaric group is not easy, even it may look impossible, but it is necessary in order to not let cultural violence start which will lead to the direct violence. Baba's reaction against the solder is an example who stops the structural violence although he knows that he would be killed because of his resistance. However, his attitude to not let the cultural violence exist is more important than his life and he is courageous enough to not let the direct violence exist even if he has to sacrifice his life to stop the violence. As the structural violence is already there and the cultural violence admits the fact, the two people are stoned to death in front of the eyes of the audience.

Conclusion

Trauma causes violence and vice versa is true as well. Amir cannot escape his past and the traumas he experienced although he leaves his birth plac. It is not only Amir, but all the other characters are traumatized. Trauma is not only on the individuals' level, but it is also on the structure and cultural levels. Direct violence is the reinforcement of the existence of the structural violence and followed by a cultural approval to let it proceed and create the direct violence that is the visible type of violence compared to the other two types, which are invisible. There would not be direct violence if the culture resisted the structural violence and if there was any visible attempt to stop it such as Baba's brave effort which could stop the structural violence and did not let the cultural violence happen which would lead to a direct violence.

The mediator is very important and it can be the only way to stop the violence, as it will leave the process of violence developments incomplete. As far as there will not be any developments in the structural violence, the direct violence will not exist. In other words, the cultural violence is the point, which prevents structural violence development, and it will stop it to not progress and turn to a direct violence.

Direct violence is presented visibly in the movie and there are references to the invisible violence that consist structural and cultural violence. There is only one way to deal with the direct violence and that would be abolishing the violence from its roots and promoters, which are structural and cultural violence.

Johan Galtung's violence triangle can be seen clearly in the movie and the same process of violence that Galtung argues about is structured in the movie. In addition, it can be strongly argued that direct violence in the movie is the reinforcement of structural and cultural violence. In order to not let direct violence exists or start, it is necessary to deal with the other types of violence mentioned in Galtung's triangle as the types of violence are related to each other and they are promoting each other but the first type which can also be called the root of violence is structural violence.

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PRIOR TO D. R. PEACOCK: NOTES ON THE EARLIEST ENGLISH-MEGRELIAN LEXICOGRAPHIC RESOURCE

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Abstract

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

Key Words: English-Megrelian; George Ellis; Caucasian languages; Lexicography

Introduction

In our two previous joint papers (Kikvidze & Pachulia, 2018, 2019), we dealt with the work of Demetrius Rudolph Peacock (1887) as an early (but not the earliest) landmark in the history of English-Megrelian and English-Caucasian lexicography, at large. We wrote: "An English component have hardly been visible in the history of the lexicography of Megrelian. Does it imply that there have been no relevant works? No, it does not; there have been a few attempts to compile lexicographic resources including English and Megrelian" (Kikvidze & Pachulia, 2018: 490). Actually, those attempts do not include either a comprehensive or abridged or even a fragmentary English-Megrelian or Megrelian-English dictionary (such a dictionary does not exist yet); they are, as we have referred to them, "lexicographic resources including English and Megrelian." Interestingly enough, one of such rare lexicographic works *Georgian-Megrelian-Laz-Svan-English Dictionary* (Kurdadze et al., 2015) was published four years ago.

In the present paper, we will discuss the Megrelian data contained in a lexicographic resource appended to George Ellis's book *Memoir of a Map of the Countries Comprehended Between the Black Sea and the Caspian; with an Account of the Caucasian Nations, and Vocabularies of Their Languages* (1788). This lexicographic resource is the earliest in the scarce history of English-Megrelian lexicography.

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The Author

George Ellis was born on December 19, 1753, in Greencastle, Jamaica,[36] to George Ellis (posthumously) and Susannah Charlotte Long. George, whose father died three months before his birth, left Jamaica for England with his widowed mother in 1755. Various sources are not unanimous about his education. The Eton College Register contains an entry for a G. Ellis in 1764-1770 although the text makes clear that the identification of G. Ellis as George Ellis is tentative. Other sources inform that Ellis was educated at Westminster School and then at Trinity College Cambridge.

As an author, George Ellis became particularly famous for his work of literary antiquarianism, having published, among others, *Specimens of the Early English Metrical Romances* (Ellis, 1805) and *Specimens of the Early English Poets* (Ellis, 1811). He also wrote poetry. "Once established, George Ellis became a popular author in both verse and prose and moved in the upper echelons of Whig society. He made contributions to the *Rolliad*" (Gawthrop 2005, 5). He made friends with the Whig diplomat Lord Malmesbury (previously Sir James Harris) and was even employed as his aide, having visited various European countries. It was after some of those visits that he published *Memoir of the Map of the Countries Comprehended Between the Black Sea and the Caspian* (1788) and *History of the Early Revolution in the Dutch Republic* (1789).

In 1796, he was elected a Member of Parliament for the borough of Seaford. Notably, he did not ever speak in the House of Commons and did not stand for Parliament in the following general election. George Ellis died on April 10, 1815.

The Book

The complete title of the book in which Ellis provides lexicographic resources of some languages of the Caucasus is *Memoir of a Map of the Countries Comprehended Between the Black Sea and the Caspian; with an Account of the Caucasian Nations, and Vocabularies of Their Languages* (Ellis, 1788). As a matter of fact, the book was published anonymously but it definitely belonged to his pen. This authorship has been in no way questioned by various bibliographic references. For instance, Volume 79 of *The Monthly Review; or, Literary Journal* (1788, 147-152) published an anonymous review of the book in point in which George Ellis is referred to as its author. Another source informs that the book was authored by George Ellis but it was published anonymously (Lowndes, 1834, 659). *The Dictionary of Anonymous and Pseudonymous English Literature* renders a manuscript note in the copy of the book preserved at the National Library of Scotland: "The author of this work lived for two years in Russia about 1786 with Mr. Fitzherbert, the British minister at St. Petersburg, and had access to every information upon the subject of the following memoir that Russia could furnish at that time" (Kennedy et al.. 1971, 43). It has been difficult, at least for us, to find proof that he actually had been to Saint Petersburg but it is for sure that he had never visited the Caucasus.

George Ellis has been fair enough to inform the reader about the sources of his compilation: "What I have offered is principally drawn from the first volume of Mr. *Guldenstaedt*'s Travels – from various papers inserted in the St. Petersburgh Journal – from Dr. *Reineggs*'s Description of Georgia, published in a periodical work by Professor *Pallas* – from the materials contained in *Muller*'s Sammlung Russischer Geschichte – and from some manuscript relations which is needless to particularize. The little which relates to ancient geography is taken from *Strabo*, *Pliny*, *Ptolemy*, and *Stritter*'s Extracts from the Byzantine historians" (Ellis 1788, iii-iv).

[36] *The Encyclopaedia Britannica* (1910, 293) erroneously informs that he was born in London. Actually, he was a Jamaican-born Englishman.

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Base on Johann Anton Güldenstädt's work (1787) as one of his acknowledged sources, the author states the following: "it appears that there are in this district of the country at least seven distinct nations, each speaking a separate language, viz. 1. The Tartars. 2 The Abchas. 3. The Circassians. 4. The Ossi, or Osseti. 5. The Kisti. 6. The Lezgians. 7. The Georgians" (Ellis 1788, 14). What follows are the descriptions of the nations, the most comprehensive of which are those about Circassians, Lezgians, and Georgians.

Megrelian Lexis

The final part of the book contains specimens of the Caucasian languages: Abkhas Language (pp. 58-60), Circassian of the Cabardas (pp. 61-64), Osetian Language (pp. 65-68), Language of the Kisti (pp. 69-72), Lesguis Language (pp. 73-76), Georgian Language (pp. 77-80). It should be pointed out that, in accordance with contemporary terminology, Ossetian should not be referred to as a Caucasian language because genetically it belongs to the Iranian branch of the Indo-European language family (and not to Ibero-Caucasian); however, since Ossetian is spoken in the Caucasus, it should be referred to as one of the languages of the Caucasus.

It is noteworthy that George Ellis seems to have been rather careful about the lexicographic resources provided by him in the final part of his work; right in the Preface, he offers some description and explanations: "The specimen of Caucasian languages is copied from the general vocabulary, compiled by the general order of the Empress of Russia, the words of which were chosen by herself, and are 130 in number. The different languages, however, are not equally complete: that of the Abkhas, in particular, is extremely defective. In copying the vocabularies, it has not always been in my power to express in English letters the sound conveyed by the original, because the Russian alphabet has signs for some vowels which we cannot pronounce, and because we have no uniform method of expressing even those vowels which are to be found in our own language" (Ellis 1788, iv).

As long as in the present paper we are dealing with the Megrelian data, we will concentrate only on the part of the lexicographic appendix referred to by Ellis as "Georgian Language." When one takes a look at this segment, it becomes clear that there are abounding conceptual and terminological confusions there. First and foremost, it appears that what he refers to as "Georgian Language," is actually a Kartvelian branch of the Ibero-Caucasian language family. Another inadequacy is of a conceptual character: he refers to individual Kartvelian languages as "dialects," thus identifying three entities: "Carduel Dialect," "Imeretian Dialect," and "Swaneti Dialect." In fact, the idioms referred to are languages per se. His further terminological blunders (mildly speaking) include the designations "Carduel Dialect" to refer to the Georgian language and, egregiously erroneous, "Imeretian Dialect" not to refer to an actual dialect of Georgian spoken in the province of Imereti but rather to Megrelian, as one of the Kartvelian languages. Hence, Ellis presents vocabulary data both from Georgian and from other Kartvelian languages, including Megrelian, and Svan.

There are 128 entries. The resource is organized in the following way: the leftmost column displays headwords in English, followed by translations into Georgian, Megrelian, and Svan. The latter two (Megrelian and Svan) segments are deficient: not all entries contain translations into these languages. There are 62 entries with Megrelian equivalents:

Table 1. Entries including Megrelian equivalents

English	Megrelian
God	Horomti

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Heaven	Tsash
Father	Mooma
Mother	Deeda
Son	Skooa
Daughter	Ozoory
Brother	Djeema
Sister	Datchkym
Husband	Komodjy
Wife	Cheely
Girl	Ozoory
Boy	Bidjaoo
Child	Boshy
Man	Kodshy
People	Margalce
Head	Doodee
Face	Peejeeshee
Nose	Tchkhindee
Eye	Toly
Ear	Oodjy
Forehead	Kooa
Hair	Toma
Mouth	Pidjee
Teeth	Keebeery
Tongue	Neena
Beard	Primooly
Neck	Kissery
Shoulder	Khoodjy
Hand	Kheh
Fingers	Keetee
Nails	Byrtekha
Foot	Koochkhy
Knee	Boorgooly

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Skin	Tkhebby
Flesh	Khortsy
Bone	Tswally
Blood	Seeskhelly
Heart	Gooree
Milk	Bjah
Sleep	Loree
Love	Worts
Sun	Bja
Moon	Toota
Star	Mooroots
Rain	Cheema
Lightning	Valy
Snow	Teeree
Ice	Eenee
Day	Ga
Night	Zerry
Year	Tsanamatsana
Earth	Deehka
Water	Ttskary
Mountain	Keerdey
Fire	Datshkhley
Heat	Tbeela
Stone	Kooa
Gold	Mokro
Silver	Kvartchkheely
Salt	Joomy
Tree	Tkah

In order to treat the data adequately, initially we will provide another table with the transliteration conventions preferred by the author:

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Table 2. Ellis's transliteration conventions

Megrelian	English
a	a, ah
b	b
g	g
d	d
e	e, eh, ay
v	v
z	z
t	t
i	i, ee, y
k'	k
l	l
m	m
n	n
o	o
p'	p
ž	j
r	r
s	s
t'	t
u	u, oo
p	p
k	k
γ	g, gh
q'	k
š	sh
č	ch, tch
c	ts
ʒ	ts, tz
c'	ts
č'	ch, tch

x	kh
ǯ	dj
h	h
ə	-
ʔ	-

As it is seen, similarly to D. R. Peacock (see Kikvidze & Pachulia 2018, 493), here, too, we see no distinctions between aspirated and ejective stops, and between aspirated and ejective affricates (moreover, there is a single symbol *k* for the Megrelian velar aspirated stop *k*, velar ejective *k'*, and uvular ejective *q'*); besides, both the velar voiced stop *g* and the uvular voiced fricative *γ* are transliterated either as *g* or *gh* (depending on whether it is followed by a palatal vowel or not). Another similarly between Peacock's and Ellis's transliteration conventions is that they have "totally dismissed transliterations of the following Megrelian phonemes: the voiceless glottal stop [ʔ], the alveolar central approximant [y], and the high back unrounded vowel [ə]" (ibid.).

Below we present some very notable errors, both in terms of transliteration and semantic equivalence, occurring in the Megrelian segment of the lexicographic resource.

The very first entry contains an unexpected error: *horomti* for *God*; he should have written *goronti* in accordance with his transliteration conventions. Here, the problem is the *m* instead of the *n*, bet rather the *h* for the uvular voiced fricative /γ/; the error is unexpected because it is rendered adequately in the two other languages (Georgian and Svan). In both of them, the words for God have the initial /γ/.

Another peculiar and recurring error is that some words are presented in their oblique grammatical forms (case, number). For instance, *Heaven* is rendered as *Tsash*; the gloss of the item is [heaven.GEN]. Hence, it is presented as a genitive case form of the word *tsah*. The same happens with the entry *Face* which is rendered as *Peejeeshee* [face.GEN]. Similarly to the previous instance, it is presented as a genitive case form of the word *peejee*. Another grammatically marked error is about the mismatch in number: the English headword *Fingers* [finger.PL] is rendered as *Keety* which is singular. *Sister* is rendered as *Datchkym* 'my sister;' the correct version is, of course, *da*.

There are entries in which Megrelian translations occur with minor inaccuracies:

Table 3. Spelling errors

English	Megrelian	Correct version
God	Horomti	Goronti /γoronti/
Husband	Komodjy	Komondjy /komonǯi/
Man	Kodshy	Kotchy

		/k’oči/
Nose	Tchkhindee	Tskhvindee /cxvindi/
Ear	Oodjy	/ʔuǯi/
Knee	Boorgooly	Birgooly /birguli/
Blood	Zeeskhelly	Zeeskheeree /zisxiri/
Sleep	Loree	Looree /luri/
Star	Mooroots	Mooritskhee /muricxi/
Rain	Cheema	Chvima /č’vima/
Ice	Eenee	/ʔini/
Day	Ga	Dga /dγa/
Night	Zerry	Serry /seri/
Fire	Datshkhley	Datchkheeree /dačxiri/
Gold	Mokro	Okro /okro/
Silver	Kvartchkheely	Vartchkheely /varčxili/
Salt	Joomy	Jeemoo /ǯimu/

Table 4. Translation inadequacies

English	Megrelian	Correct version
Girl	Ozoory	Tsgaby /ʒγabi/

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		Tseera /cira/
Boy	Bidjaoo	Boshy /boši/
Child	Boshy	Bagana /baɣana/
People	Margalce	Khalkhee /xalxi/
Neck	Kissery	Kepa /k'epa/
Love	Worts	Koropa /ʔoropa/
Mountain	Keerdey	Gvala /gvala/
Heat	Tbeela	Seeteeba /sit'iba/
Tree	Tkah	Djah /**ǯa**/

As it has already been noted, the Megrelian segment of Ellis's lexicographic resource is not voluminous. Hence, the presented errors may appear as to be too abounding. It should be admitted that most of the errors are not drastic and that all of them are due to G. Ellis's immediate source, viz. *Comparative Dictionaries of all Languages and Dialects* developed by P. S. Pallas (1786). We will discuss relationships between these two lexicographic sources in another paper.

Conclusion

The specimens appended to George Ellis's book are referred to by the author as those of Caucasian languages; however, not all of them belong to the Ibero-Caucasian language family. While Abkhaz, Circassian, Nakh, Daghestanian, and Kartvelian are the ones, Ossetian is not (it is an Iranian language, hence, Indo-European). If the author wanted to refer to them as the languages of the Caucasus, then, in the similar guise, he could have included data from languages not belonging to the Ibero-Caucasian family but spoken in the Caucasus, for instance, Armenian, Tat, and Talysh which are Indo-European, Azerbaijani, Karachay-Balkar, and Nogai which are Turkic, Kalmyk which is Mongolic, etc. Some of his linguistic labels are erroneous and inadequate. This is primarily about the fact that he refers to individual Kartvelian languages as dialects. Another blunder is about the term 'Imeretian;' it is used not to refer one of the Georgian dialects spoken in western Georgia but rather to Megrelian, another Kartvelian language. These terminological inadequacies are due to the sources (*Güldenstädt,* 1787; Pallas, 1786) of Ellis's book.

As we already stated above, the discussed spelling and/or transliteration errors and translation inadequacies may seem abundant for a sample consisting of only 62 entries. However, the lexicographic resource should be valued for what is rendered accurately and adequately and for its being the earliest work in the history of English-Megrelian lexicography.

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COMPUTER EDUCATION IN ELDERLY

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Abstract

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

Key Words: *Life-long learning, Computer education, Old age studies*

INTRODUCTION

Rapidly increasing and self-renewing social needs increase and diversify the necessity of using technology within daily life. According to the Teacher Training Report in Information and Communication Technologies

- Knowledge on the Earth doubles every 2-3 years,
- There are 7000 scientific and technical articles published every day in the world,
- Every two weeks, the data transmitted to the Earth from the satellites around the Earth are written on paper and correspond to a written document of 19 million volumes.
- A student who has completed his primary education in industrialized states is more exposed to the flow of information that his grandmother and grandfather had faced in his lifetime.
- Over the past 30 years there will be more than 300 years of change.

With this intensive information flow rate and diversity of needs, training of individuals to use technology is seen as a necessity. When the technological tools that directly affect our lives are examined, it can be said that all the support software used by computers and computer aided is a very large area of use. These important roles of computers in daily life have led to the development of computer literacy in our schools from the early stages of the learning process and the development of skills in this direction, and it has been envisaged that all individuals starting from childhood will have the ability to use computer for their personal needs. In this context, the focus of technology education is on computer technology, especially basic computer literacy education, and it is known that important studies have been carried out to prepare appropriate learning environments and to create curriculum. However, it is seen that the number of studies on computer education especially for adults over 40 years of age is not at the desired level and education researches for this age group are needed to increase. The proportion of adults over the age of 40 in the total population is important in terms of revealing the human potential within the scope of adult education. The relationship between age groups and population ratios taken from Turkish Statistical Institute (TUIK) is given in Table 1.

Table 2. The Relationship between Age Groups and Population Ratio

Age Range		f	%
0-59		70.543.902	87.29
60+	60-64	3.371.238	4.17
	65-69	2.511.904	3.10
	70-74	1.737.267	2.14
	75-79	1.249.185	1.54
	80+	1.397.029	2.72
	Sum	10.266.623	12.67
Population of Turkey		80.810.525	100

As seen in Table 1, about 10 millions of Turkey's population consists of individuals 60 years and older, initiatives information in the process of forming the society towards gaining skills to use computers will need of this age group is highly important. The ability to use computers enables adults to communicate more easily with their relatives and friends and to make planning more easily for daily activities (Segrist, 2004). The use of modern technology in everyday life, each person in this age group, autonomous, environmentally independent ways to continue their lives in a way to play a more important role (Slegers, van Boxtel & Jolles, 2007). Online applications such as health support systems, informative web environments, electronic shopping, banking modules, e-government applications, mobile phones, mobile phones, electronic newspapers, corporate consultancy services, etc. nowadays, it is among the basic individual needs. Therefore, it is important to use the applications in every age group.

Refreshment University was founded by Prof. Dr. İsmail Tufan, under the roof of Akdeniz University in 2016. The aim of the project is to transform the perception towards elderly population which is gradually increasing in Turkey and to create a new unique university model for elderly students. Students of Refreshment University take classes on different areas, health being in the place, economy, communication, fine arts, information technologies, etc. All educators under the roof of the university teach voluntarily.

Technology use profiles for the elderly

When the studies in the literature on the use of technology in elderly are examined, the studies on the needs of the elderly in the field of technology education, and the use of technology for adults are highlighted. Gatto & Tak (2008) examined the use of computers, internet and especially e-mail in adult individuals. In this study, survey data from 58 participants aged 60 and over, who have had at least one month of Internet experience, were analyzed. As a result of the analysis, 90% of the participants stated their interest and curiosity as the reason of their desire to learn computer and internet usage and 45% of them were encouraged by their children. In addition, 55% of the participants stated that they were online every day, while 78% of the participants stated that they were connected to the internet for 1-2 hours each time they used the search engines in order to reach health related information. As a result of the research, it was observed that the participants' positive opinions about using computer were communicating by e-mail, obtaining information, banking transactions. In addition to this, they stated that there were situations that hampered the use of internet and computer, such as popup advertisements, e-mail viruses and spyware. Tse, Choi & Leung (2008) examined the attitudes of adults towards electronic health care. In this study, 30 adult participants aged 65-80 years were given training for the use of an e-health site with government support for 4 weeks. The aim of the training is to enable the participant group to acquire the skills to acquire information on their own health problems by using computers and on the internet. At the end of the study, it was seen that the computer skills of the participants increased significantly, and the e-health system was used successfully by the participant group. The study emphasized the need for e-health education to be included among the health educations given to adults. Similarly, Bertera, Bertera, Morgan, Wuertz & Attey (2007) conducted a study on the use of basic computer skills and e-health system to 42 participants at the age of 70 in order to examine the use of a health support system by adults. As a result of the study, it was observed that all participants had a significant increase in their ability to use computers and to navigate the web site. It was also emphasized that the participants who had no previous experience in using computers had a high demand for using the site. When the studies on the technology usage profiles of adults are examined, the need for computer and internet use and the need for training in this area are remarkable. Adult computer education, which is considered in a special context, is seen as important work area in this sense. The importance of the data obtained within the scope of the project carried out in this study is seen.

Research Problem

In this study, it was tried to determine the views of the elderly students studying at the Refreshment University on the use of computers and their needs for computer use. In the study, the sub-problems taken are as follows:

- What is their distribution by age, gender and educational level?
- What are the possibilities to have computer technologies?
- Are the applications they want to perform by computer differ by gender?

Method of the study

This section provides information about the working group, the data collection tool used, and the statistical methods used in data analysis. The study group consisted of 51 adults who aged 60 years and older studying at Refreshing University. %89 of the participants are retirees and %11 are still working. The data were collected through a questionnaire developed as a result of literature review. The survey consists of three parts.

1. Questions about demographic characteristics (gender, age, education level, working status),
2. Questions about computer use profiles,
3. Questions about determining the obstacles faced by computer learning desire.

In order to analyze the data, frequency and percentage distribution was used.

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Findings and comments

In this section, we will search the answers for the following questions: what the demographic characteristics of the participants and the profiles of computer users are.

Although the age of adults participating in the training process varies between 60-88 years, the distribution of participants in different age groups is given in Table 2.

Table 2 Age, Gender and Education Levels of Adults Participating

Age	60-64	65-69	70-74	75+	Sum
Number	22	18	7	5	51
Percentage	43.13%	35.29%	13.72%	9.8%	100%

As can be seen in Table 2, 43% of the participants are in the 60% to 64 years. In addition, the rate of participants between the ages of 65 and 69 is 35%, and the proportion of participants between the ages of 70 and 74 is 13.74% years of age and over 9.8%. In addition, there are 3 students aged 80 and over. As can be seen from Table 2, it is seen that the demand for computer education comes from the participants between 60 and 65 years of age. However, this table shows that adults aged 70 and over are interested in using new technologies. Distribution of adult participants by gender is given the table 3. When Table 3 is examined, it is seen that the percentage of female participants is higher than male participants.

Table 3 Distribution of Adult Participants by Age

Gender	Female	Male	Sum
Number	31	20	51
Percentage	60.78%	39.21%	100%

Table 4 Distribution of Adults According to Education Level

Education	Middle school	High school	University Degree	Master degree	Sum
Number	3	14	30	4	51
Percentage	5.88%	27.45%	58.82%	7.84%	100%

As seen in Table 4, university graduates have the highest percentage among the participants (58%). Subsequently, it was observed that high school (27%), master degree (7%) and middle school graduates (5%) were included in the education respectively. The demand from high school and university graduates is a very unexpected result. Because individuals at this level of education have the capacity to self-learning. Possibilities of having computer technologies for adults participating in education is given in table 5 and table 6.

Table 5 Possibilities of Having Computer Technologies for Adults Participating in Education

Computer ownership	Yes	No	Sum
Number	39	12	51
Percentage	76.47%	23.52%	100%

As seen in Table 5, %76 of the participants have a computer or tablet computer at home and %23 of them do not. More than half of the participants in the computer house stated that they could use computers. Internet connection status is given in table 6. Participants, who did not have a computer at home, stated that they had access to the internet through portable devices such as tablets and mobile phones. The following table gives information about the participants' availability of internet access in their homes. As it can be seen from the table, %76,47 of the participants have internet access in their homes, %23,52 of the participants do not have internet access at home.

Table 6 Internet access in household

Internet access in household	Yes	No	Sum
Number	31	20	51
Percentage	60.78%	39.21%	100%

Findings related to the Internet habits of the participants are presented in Table 7, Table 8 and Table 9.

Table 7 Social media users

Social media users	Yes	No	Sum
Number	39	12	51
Percentage	76.47%	23.52%	100%

Table 8 Online banking

Online banking	Yes	No	Sum
Number	19	32	51
Percentage	37.25%	62.74	100%

Table 9 Online shopping

Online shopping	Yes	No	Sum
Number	39	12	51
Percentage	76.47%	23.52%	100%

When Table 7 and Table 9 are examined, it is seen that social media usage and internet shopping rates are close to each other. When gender analysis was performed in both tables, it was observed that the proportion of female participants was 70%. The fact that food and kitchen purchases are made over the internet explains why the female participants are concentrating on this request. When Table 8 is examined, it was observed that 62% of the participants did not use online banking and 38% used online banking. Whether the participants' social media, internet shopping and internet banking habits differed significantly by gender were tested by Chi-Square analyze.

Table 9 Comparison of mobile banking usage of participants by gender results of Chi square analysis

Gender		Online banking		
		Yes	No	Sum
Female	Number	18	13	31
	Percentage	58	42	100
Male	Number	15	5	20
	Percentage	75	25	100
Sum	Number	33	18	51
	Percentage	64.7	35.2	100

$\chi^2 = 1.51 \quad sd = 1 \quad p = .05$

When the analysis results in Table 9 are analyzed, it is seen that there is a notable difference and the demands of male participants are more than female participants. This can be explained by the fact that men take on the role of caring for the family economy compared to women. It is not surprising that especially when the age range of the participants is taken into consideration.

Conclusions and recommendations

Every society, which is industrialized and develops its dynamic structure in a positive way with each passing day, is obliged for development and change in every society. In line with the development targets, technological development is considered for all countries in the world and very serious investments are made in this regard. In particular, information technology is seen as an application area that has become widespread in social life since the 80s and has been included in educational processes. In order to use social dynamics at the highest level, it is known that the education of individuals in the field of informatics is given importance from the early ages and very intensive research has been done on this subject. It is nowadays considered to be a necessity to manage these educational processes by taking into account the informatics education process from the early ages, the inclusion of adults in developed societies and adult needs. Our results suggest that most of our participants were eager to adopt new technology and willing to learn information technologies. However, they voiced apprehension about lack of, or lack of clarity in, instructions and support. Understanding elderly population perceptions of technology is important to assist with introducing it to this population and maximize the potential of technology to facilitate independent living.

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COMPARING THE SOCIAL ROLES OF FARROKHI SISTANI AND WILLIAM SHAKESPEARE

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Abstract

The number of similarities between William Shakespeare and Farrokhi Sistani led us to compare various parts of their social life and social role. The article focuses on the environmental elements impacting the poetic view of each author. This research reveals the factors that affected each individual's ideas. The key results of this comparison can be listed as follows:

a. Similarities: Although both authors were born in families connected with oligarchy, they gained their reputation themselves in addition to wealth. Both authors communicated with governors and aristocrats and donated a number of masterpieces to them.

The living environment of Farrokhi is similar to that of Shakespeare due to safety, occupations and economical comfort. Studies revealed that both authors disciple their contemporaries. Imageries in their writings tend to be the results of personal experiences.

The usage of personal experiences articulated the image in addition to making them more sensible, which is featured for the two authors. Farrokhi was inimitable in describing nature, likewise Shakespeare.

b. Differences: Compared with Shakespeare, who was a Humanist, Farrokhi had Natural thoughts. Farrokhi believes that communalities are adjuncts, while Shakespeare values all social layers. As a result, Farrokhi was progressing for a short period, whereas Shakespeare - through a long enough period evolving through various social classes. On the other hand, Farrokhi's view of love holds lordly factors. Shakespeare's life includes distinctive stages which display his evolution, whereas Farrokhi was almost constant in his life.

Keywords: Literature – comparative literature – Shakespeare – Farrokhi Sistani – social role

Introduction

A poem, a flower. This literary phrase is based on metaphor. The aim of this article is analyzing the impacts of society on each individual as well as comparing them. Through this comparison, not only the biographies of two great elites is compared but also their societies, contemporaries, and ideologies. Considering metaphor as the key element of literature, the author claims to define metaphor as "Stating an image to be equal to another image, not literally but imaginary." Images are mental illustrations of humans. For example, when the author states a poem as a flower there is not a flower nor a poem in his hands, but the mental images of what he has observed previously. Fundaments of imagination and images are material observations of the individual. In another words, there is no mental image without material observations. Either the image is directly stated through monitoring an object, or it has been shaped by imagination using other images.

The material observations are unique as a result of no two individuals being involved in the same condition. This condition consists of several factors and the most important one is society. Needless to remark that individuals observe only observe what's in their society. To illustrate, an ancient European poet who has never heard of desserts could not picture a sand storm in her mind.Society provides fundamental images for mind in addition of creating the atmosphere in which these images are connected to each other. Eventually, the ideology of every single human being has been heavily influenced by it's specific society.He was one of the brightest masters of the panegyric school of poetry in the court of Mahmud of Ghazni by whom he was announced as Malik ul-Shua'ra (the king of poets).

Farrokhi Sistani

Abul Hasan Ali ibn Julugh Farrukhi Sistani (Persian: ابوالحسن علی بن جولوغ فرخی سیستانی) (c. 980 – 1037 or 1038) was a Persian court poet and musician of Khorasani literary style, widely known for his panegyrics on Ghaznavi royals in addition of his unique descriptions of nature and love.

Farrokhi's father served the last Saffari amir of Sistan. Farrokhi started with working for a one of the landlords of Sistan. He started his career by writing a qasideh called 'With a Caravan of Fine Robes' (in Persian: با کاروان حله) and presented it to Asa'ad Chaghani, the vizier of Saffarid king of Sistan. This poem was so beautiful and masterful that Farrokhi was admitted to the court. Here is the opening line:

"I left Sistan with a caravan of fine robes.

Robes spun from the heart, woven from the soul"*

The next day when the king went to his ranch where he used to party and brand his new young horses. The vizier described to Farrokhi the setting of branding of horses. Farrokhi went home and based on the descriptions and without seeing the actual scene, wrote a new poem called 'Branding Place' (in Persian: داغگاه). The next morning he went back to the vizier and recited the poem. Vizier was so impressed that immediately took Farrokhi to the king. When this poem was recited to the king, he was so impressed that he gave 40 young horses to Farrokhi as gift. Farrokhi was also a master in music and could play barbat and had a nice voice and could sing too. He later moved to the court of Ghaznavids, first Mahmud and then his son, Masoud and appraised them until his death in 1037 or 1038 CE.

Farrokhi tended to be the favorite poet of Mahmud Ghaznavi and accompanied him through various battles including the invasion of India. Farrokhi's divan of 9000 verses survived. His poems are mostly about nature, love, appraising the royalties and a number of works on didacticism.

* In spite of this poem, other poems of Farrokhi which are presented in this article have been translated by the author.

William Shakespeare

William Shakespeare (26 April 1564 – 23 April 1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon".

William Shakespeare was the son of an alderman and a successful glover (glove-maker) He was born and raised in Stratford-upon-Avon. Sometime between 1585 and 1592, he began a successful career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men to which after the death of Queen Elizabeth in 1603, a royal patent by the new King, James I, was awarded and consequently its name changed to the King's Men. His first cooperation with the company was limited to acting and editing the plays. This brilliant opportunity helped him to work on his on plays.

In 1593 he wrote "Venus and Adonis" and later "The rape of Lucrease", both dedicated to Henry Wriothesley, Earl of Southampton. Moreover, he published 2 odes in 1593 and 1594, stating him a prestigues young poet between the masses and elites. His association with the company made him a wealthy man and in 1597, he bought the second-largest house in Stratford, New Place, and called himself a gentleman. IN 1605, invested in a share of the parish tithes in Stratford.He finally retired to Stranford and passed away in 1616.

His extant works, including collaborations, consist of approximately 39 plays,154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright.

Methodology:

The method used in this research is extracting the unique images and ideology from the poems, recognizing the impacts of society of them and eventually comparing the impacts of society. To extract the main idea and images, a number of works of each individual has been presented which are specific to the highlighted period. In addition, various sections of individuals' life has been compared too.

Results:

The following are the key results of this research, divided into two major categories:

Similarities:

- Although both individuals were born and raised in families connected with oligarchy, they achieved their reputation and their wealth themselves
- Both individuals had communications with the governors and aristocrats of their own time, as well as dedicating a number of masterpieces to them.
- The living environments are alike. Due to safety, lull, political invasions and financial comfort. These elements have deeply

impacted their ideology and pieces.

- Studies consequence that both originals discipline their contemporaries. As a result, they tend to use the same literary style and atmosphere with the scholars of their own age.
- Poetic images of their poems are a reflection of personal experiences. consequently, images are wide, fluent and most of all sensible.
- Farrokhi is inimitable in describing nature, seasons and gardens, likewise Shakespeare.

Differences:

- Farrokhi, as a poet of the court, believed that the masses are adjuncts and useless while Shakespeare values all social layers in addition of using characters from various classes and connecting them together.
- Briefly comparing, Shakespeare is a humanist and a reformist in case of religion while on the other hand, Farrokhi is one strong naturalist who is more religious.
- To Farrokhi, love is a lordly feeling that exists between the royals.How ever, Shakespeare views love beyond every social barrier and even connects different people from different classes to each other using love.

Discussion

Proceeding, the author claims to discuss the results of comparing individuals and their social roles through different layers.

Family status

Shakespeare was the son of a successful glove-maker who -additionally- was an alderman. As a result, he and his family had strong relations with monarchs. Likewise Farrokhi, whose father served the amir of Sistan. The similarity here is that both of them were born and raised in families which belonged to high classes of their specific societies. However, their reputation and wealth was a consequence of their efforts.

Social status

Farrokhi was announced as the king of poets (Malik ul-Shua'ra) by Mahmoud of Ghazni. His reputation between the poets of his age is wonderful. In spite of the change of Khorasani literary style through which poets like Farrokhi were almost forgotten, he is considered as one of the greatest poets of his age. Yet, he was not popular between the masses and even once used the term " adjunctive" for the majority of people who were not connected to monarchy under any circumstances. Shakespeare claims to be different. Not only he was one of the best poets and playwrights of his time, but also he was extremely popular between both monarchs and masses.

In addition, both individuals were living in a financial comfort. Needless to mention that through the ages in which the originals lived, it was essential to have enough wealth for a person developing as poet, artist, author, etc.

Political status

Shakespeare was a great member of the company to which James I rewarded a patent. He was heavily connected to the court and his communications with monarchs and royals is obvious. He also dedicated two master pieces to Henry Wriothesley. Farrokhi was the king of poets of Ghaznavi court. He spent most of his life appraising the king and royals.

The political invasions of the time shall not be ignored. For example, British colonialism had been established and was growing everyday. Farrokhi also witnessed the invasion of India by accompanying Mahmud of Ghazni in that battle as well as several other war. The impact of observing different wars is obvious in his poems.As some examples:

"knotful, like the maille rings " (qasideh number 342)

"A cedar, if cedar wears sheild and chain mail" (259)

And by all means, both individuals had fascinating political statuses and lived through ages in which their country was an empire with various invasions.

Contemporaries

Proceeding, the originals will only be compared to their contemporaries, whether they were different or they followed the elites of their age.

Farrokhi is a poet of Khorasani literary style. Remarkable qualities of this style can be named as presenting material love, aristocracy, visible lull, slightly religious themes and panegyric. All adaptive for Farrokhi's poems. Alike Shakespeare.

"Once gives water deacon of flower

once from water gives tulip a ride

once becomes a paradise full of houri

once becomes a sky full of star" (qasidah7)

Shakespeare lived in the Renaissance. In this age people's thoughts were developing and changing very fast and not only humanism was chosen over religion, but also the ancient cultures of Greek and Rome were considered as the popular cultures instead of medieval culture. Completely adaptive for Shakespeare's works. Humanism is highly reflected through Shakespeare's works. A great number of characters involved in Shakespeare's works, are human beings. Furthermore, Roman or Greek characters. Namely, Coriolanus, Julius Caesar, Titus Andronicus (often seen as his attempt to emulate the violent and bloody revenge plays of his contemporaries) 6, Timon of Athens, etc. In spite of the told, he has fascinating poems with a light religious color. For examples:

"Poor soul, the center of my sinful earth"(sonnet146)

"Shall worms, inheritors of this excess,

Eat up thy charge? Is this thy body's end?

Then soul, live thou upon thy servant's loss "(sonnet 146)

"Sometime too hot the eye of heaven shines"(sonnet18)

And by all means, both individuals were following the same direction as their contemporaries. In another words, none of them can be tagged as an avant-garde.

Ideology

As mentioned in the previous part, Shakespeare tends to be a humanist while on the other hand, Farrokhi is a naturalist. This factor has a deep impact on each individual. Whether he prefers to present his dreams and thoughts through a conversation between Roman emperors and soldiers or -in contrast- the other one decides to picture love in a garden filled with flowers and trees.

In case of religion, both particulars are slightly religious but not as much as the poets of next styles.

Viewpoint

Studying the way they saw different kinds of people, a massive difference between Shakespeare and Farrokhi is revealed. Shakespeare values all social classes. Farrokhi does not.

Shakespeare has works belonging to various periods of his life in addition of having a different viewpoint on money and wealth.

“But the comfort is, you shall be called to no more payments, fear no more tavern-bills.” (First Gaoler (Jailer), Cymbeline, Scene 5 Act 4)

“Whiles I am a beggar, I will rail and say there is no sin but to be rich; and being rich, my virtue then shall be to say there is no vice but beggary.”(Bastard, The Life and Death of King John, Act 2 Scene 1)

“If money go before, all ways do lie open.”(Ford, The Merry Wives of Windsor, Act 2 Scene 2)

“Money is a good soldier, and will on.”(Falstaff, The Merry Wives of Windsor, Act 2 Scene 2

“Whiles I am a beggar, I will rail and say there is no sin but to be rich; and being rich, my virtue then shall be to say there is no vice but beggary.”(Bastard, The Life and Death of King John, Act 2 Scene 1)

The development of his viewpoint is obvious. From the poems with metaphors reflecting lower classes of society : "Than unswept stone, besmear'd with sluttish time."(sonnet 55, describing time to be a phenomenon with low cleanliness and dignity similar to a slut) to poems with lordly metaphors: "Like stones of worth they thinly placed are, Or captain jewels in the carcanet. “Things like carcanet and jewels were not ordinary things to be seen in people's everyday life in his age, but very extraordinary and special for monarchs.

However, Farrokhi is a court poet and ordinary people and ordinary things cannot be easily objected in his poems. He once uses the term 'adjunctive' for the masses and majority of people. Most of his poems are in a lordly atmosphere’s an example:

"wrapped a bracelet of turquoise on willow's hand

in flower's ear planted an earing from ruby"(qassidah82)

Things like turquoise and ruby -and jewelry made from them- were not common things between ordinary people. Its visible that Farrokhi had a lordly life.

Images

"What comes out of heart, enters another heart"(Persian expression)

Images and eventually metaphor are the key elements of a poem. Either this images have been sighted directly or they are shaped using other images. In this case, both Farrokhi's and Shakespeare's images are mostly directly observed. As a result, images are wide, fluent, smooth and most of all sensible. The poet was completely aware of what he was talking about. In another words, the main reason of their works being "catchy" is because they have experienced it. Alike Shakespeare, Farrokhi uses metaphors which are constructed on images that he knows the best.

Chosen subjects

The subjects chosen by each poet is way of categorizing them. Namely, the massive number of drama plays written Shakespeare tags him as a dramatist while on the other hand, the majority of Farrokhi's poems are panegyrics. Consequently, he is a panegyrist.

There are both similarities and differences in likely subjects of originals. As a similarity, Shakespeare and Farrokhi are keen on describing nature and love. There are significant poems on love and nature from each individual:

"Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date."(sonnet 18.Shakespeare)

"Until flower does not become like jasmine, (and) willow like a quince

until cedar does not become elm, (and) elm a plane tree

until you don't discover fenugreek and tulip in willow's branch

until you don't discover daffodil and violet in pomegranate's branch

may has happiness and wealth and victory and achievement

(may be) ever successful in achieving self's heart's wish"(qasideh 82)

Conclusion

In conclusion of the presented data, the author claims to state the main reasons of difference and similarity between Shakespeare and Farrokhi Sistani.

The most important reasons of all similarities, is an alike environment. Both individuals had experienced alike situations and with that, they can have alike experiences resulting in similarity is ideology as well as literary works.

In spite of differences between the living environments, the most important reason of differences between Shakespeare's and Farrokhi 's social roles is the **evolution process**. Farrokhi achieved his goals extremely fast and was not obligated to develop through long years. On the other hand, it took Shakespeare years to get from immature Shakespeare to sir William Shakespeare. He spent years to evaluate which involved him in different social classes in addition of influencing him deeply. As a result of this, Farrokhi cannot picture the people who are away from the palace but Shakespeare is a well-experienced scholar and writes about his personal experiences.

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